



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Humanities

Updated: September 2021

Next Update: September 2022

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Intent – What is Woodlane aiming to achieve through its Humanities curriculum?

- To develop pupils' love for the natural world and all its human and physical aspects.
- To develop pupils' curiosity for the natural world as well as a sense of care for the planet and its inhabitants.
- To acquire and develop practical skills in Geography (map and compass reading, measuring temperature etc.).
- To develop pupils' sense of identity based on their knowledge of Geography to help them become responsible and caring citizens of the world.
- To develop pupils' tolerance for others' religions, life beliefs and viewpoints.
- To gain knowledge and understanding of the worlds' religions and their ways of life.
- To become aware of one's own beliefs and values.
- To use discussion in order to support and enhance learning.
- To engage pupils through multi-sensory lessons.
- To ensure all pupils leave Woodlane with a Humanities qualification (in both RE and Geography), which reflects the best of their ability.

Implementation – How is the Woodlane Humanities curriculum delivered?

Curriculum Delivery

- Pupils have full access to the Humanities National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Humanities curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Humanities curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
 - ✓ Eco days;
 - ✓ maintaining the school garden;
 - ✓ educational visits;
 - ✓ SaLT strategies/Word Aware integrated into teaching;
 - ✓ communication development through in-class drama elements and spoken language activities, i.e. formal presentations; and
 - ✓ participation in the London Flower Society competitions to further student's love of the natural world and enable them to acquire practical life skills centred on gardening.
- The KS3 Humanities curriculum is taught through 2.5 hours (average) contact time per week (10% curriculum time).
- The KS4 Humanities curriculum is taught through 0.83 hours (average) contact time per week (3% curriculum time).
- If a pupil opts to take History in KS4, they also receive an additional 2.08 hours (average) per week curriculum time (8% curriculum time).

- The Humanities curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our Humanities curriculum map in appendix).
- We offer a wide range of qualifications in Humanities, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - ✓ WJEC (Welsh Board of Education) Diploma
 - ✓ WJEC (Welsh Board of Education) Certificate
 - ✓ AQA Vocational Studies Unit Award scheme with an additional practical life skill component of a job interview.
- The school environment is incredibly important to us, we therefore also run an annual Eco Day, where pupils learn about their local environment and how to improve it.
- We provide additional extra-curricular activities at lunch time, including:
 - ✓ A gardening club for general and targeted land maintenance skills
 - ✓ Homework support club with teacher and TA support.

Teaching and Learning

- Our pupils are taught by subject specialists.
- Our Humanities Subject Leader is well-qualified, possessing a PGCE in English, English as a Second Language, an MA in English and Methodology and is a specialist dyslexia teacher.
- The Humanities curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- Humanities homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In Humanities we have a 3 tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the Humanities subject teachers and will include adaptations to match learning needs. All classes:

- are supported by a teaching assistant (TA);
- have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- are multi-sensory;
- are dyslexia friendly;
- integrate speech, language and communication support; and
- are supported either directly or indirectly by speech and language therapists;

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's

learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- ✓ specific targeted small group or TA interventions run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum;
- ✓ one to one specialist, targeted TA support in the classroom; and
- ✓ one to one homework support in tutor time.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in Humanities.
- Our bespoke Flight Path is used to track the progress of pupils in Humanities and determine expected outcomes from different starting points.
- Humanities teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ daily marking (click here for teaching and learning policy);
 - ✓ self/peer assessment;
 - ✓ weekly quizzes to check recent knowledge
 - ✓ end of unit tests
 - ✓ informal/formal examinations; and
 - ✓ B-Squared etc.

Impact – *What difference is the Humanities curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in Humanities.
- The vast majority of pupils meet or exceed their expected outcomes in Humanities (external qualifications).
- The vast majority of pupils leave Woodlane with at least one formally recognised Humanities qualification. Many pupils join mainstream colleges/sixth forms at post-16 where they study a range of different qualifications and subjects following excellent progress from their starting points in Humanities.
- Pupils are well-prepared for the next stage of their education.
- Analysis of Humanities outcomes and pupil progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly.

- Functional skills and life-skills are embedded in the Humanities curriculum and are personalised for each pupil through Vocational Studies and Humanities lessons. These interventions, supported by the SaLT team, improve pupils' ability to make the step to post-16 provision and improves their understanding of the world of work.

* Please see annual SEF/SIP for further details.

Year 7 Geo		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Introduction to Geography: -Geography issues such as features, environment and location -How to write an address and what each line means -the Continents and Oceans -Parts of the British Isles, what the UK is made up of and its capitals		Weather and climate: -Read weather forecasts, take temperature readings, produce records of them, as well as use compass to find the compass points -Role play as weather presenters to learn about the weather in multisensory way		Settlements: -Learn about what settlements are and how they were created -Learn what facilities there are in each one of those; to design own village -Complete a survey of a life in a village or city; learn the names of famous cities and where they are located in the world	
Skills	All	-Know what we learn about in Geography -Know where they live; parts of their address -Identify landscapes and their features -Know the country they live in is the UK -Identify different countries within the UK -Show the difference between an ocean and a continent on a map -Identify continents on a map -Identify oceans on a map		-Identify the North on the compass -Define weather using key weather words -Recognise simple weather symbols -Know what precipitation is -Recognise a thermometer -Identify the current season		-Explain what a settlement is -Recognise a type of settlement -List some features in settlements -Insert correct features to a village settlement design -Recognise features in a city -Name at least 3 big cities	
	Most	-Apply geographical terms -Explain what we learn about in Geography -Understand the meaning of each line of the address -Know where they live/or where they go to school -List types of landscapes and the features in each -Explain what the UK means -Identify the capital cities in the UK -Name basics facts about the UK (Queen, PM, capital city, UK versus GB) -Explain what a continent is -Explain what an ocean is		-Recognise the main compass points -Use a simple compass correctly -Describe weather in simple geographical terms -Give reasons why we check weather -Collect weather observations -Identify at least 4 forms of precipitation -Use a thermometer to read temperatures to the nearest 5 degrees -Name seasons of the year in order		-Name different types of settlements -Give some reasons why people live in settlements -Name some types of settlements by function -Identify features for a type of settlement -Design their own village settlement and name features in it -Describe features of a big city -Match most famous cities with respective continents	
	Some	-Apply geographical terms in the right context -Explain the difference between physical and human features of a given landscape -Know their full address or school address -Explain the meaning of each line of the address -Describe the features of each UK country -Can describe main features of different continents -Can describe main features of different oceans		-Find directions using all 8 compass points; main and 'in-between' -Produce own weather forecast -Identify hot and cold places on the globe (climates) -Use a variety of sources for weather forecasts -Describe all main forms of precipitation -Know water occurs in different states and explain precipitation/ water cycle connection -Explain safety rules about using thermometers -Describe all the seasonal changes		-Describe settlement types using geographical terms -Explain the reasons why people live in settlements -Describe the features of a settlement that show its function -Compare and contrast village, town and city settlement -Describe advantages and disadvantages of a city life -Highlight the differences between a city and metropolis	

Year 8 Geo		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		European countries: -Study European countries and their capital cities -The national flag, currency, typical food and language of a country -Taste some typical European foods		Rivers: -Layout of the river and its major parts -The rivers of the world and their locations -The benefits of rivers for us -Discuss the need to protect the rivers		Rainforests: -Learn about the rainforest-its structure, occurrence on the globe, its plant and animal content , as well as medication source -Understand the importance of the rainforest for our planet's wellbeing as well as human health	
Skills	All	-Show Europe on a map -Locate the major European countries on the map -Know what a capital city is -Match the major flags with their European countries -Name the icons for the major European countries -Name some typical foods from Europe		-Explain what a river is using at least 3 adjectives -Name some river parts -List some major world rivers -Identify river benefits -Choose at least 3 best ways to protect rivers from a list -Present basic facts on your chosen river		-Give at least 3 adjectives to explain what a rainforest is -Identify rainforest layers -Name some rainforest countries -Name typical rainforest animals -Name some rainforest plants -Name the foods we eat from the rainforest -Identify the reasons to protect the rainforest	
	Most	-Explain what Europe is in geographical terms -Recognise and locate major European capitals -Describe major European flags of their respective countries -Recognise and describe the major European icons -Describe typical cuisines in Europe -Recognise languages of at least 6 European countries		-Explain what a seasonal river is using correct adjectives -Identify river parts on a river image -Name and locate at least 6 major world rivers on a map -Explain river benefits in geographical terms -Expand on best ways to protect rivers -Identify the place of rivers within the water cycle		-Describe the conditions in rainforest with geographical terms -Identify and describe the rainforest layers -Show and name the major rainforests countries on a map -Describe rainforest animals -Describe rainforest plants -Explain the usage of rainforest products -Explain the reasons to protect the rainforest	
	Some	-Describe Europe in relation to other continents -Recognise European music and the country of origin -Explain the symbolic meaning of a flag -Clarify the importance of an icon as a country symbol -Argue the importance of national languages -Compare and contrast Europe and the European Union		-Locate and describe the major world rivers on a map -Explain in detail the importance of rivers -Explain the world rivers within the water cycle -Expand on and describe the ways to protect rivers -Interpret the expression 'rivers mean life'		-Explain the main rainforest areas on a map; their location within the climate zones -Explain the impact of rain and sunlight on the rainforest layers -Describe what illnesses can be cured with what rainforest products -Explain how the rainforest is 'the lungs of the world' -Explain the impact on the climate and 'global warming' as a result of cutting rainforest	

Year 9 Geo		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<p>Volcanoes, Tectonic Plates and Earthquakes</p> <ul style="list-style-type: none"> -Learn about the nature of volcanoes and earthquakes and what causes both -Global distribution of earthquakes and volcanoes and the link to the boundaries of the Earth's plate -Learn how people can protect themselves during shakes and eruptions; and what happens when a volcano erupts -Pupils will also learn about the problems and benefits of volcanic eruptions 		<p>Maps/Scales</p> <ul style="list-style-type: none"> -Learn about maps and how to use them -Practical skills such as using a compass and finding compass points, planning and finding your route using maps, google and tube maps -Practise locating places on maps using keys/legends and their map skills such as using latitude and longitude lines 		<p>Cities - Patterns and Change:</p> <ul style="list-style-type: none"> -Learn about the cities and their development as well as the benefits and negative sides of cities' growth -Locate the most famous world cities and learn some facts about each of them -Hypothesise about the future of cities and their inhabitants -Research your chosen city and produce a Power Point presentation about it; present it to the class 	
Skills	All	<ul style="list-style-type: none"> -Explain what a volcano is using at least 3 nouns or adjectives -Name volcano parts -List some events before an eruption -List events during an eruption -Identify main volcano problems after an eruption -Name most famous volcanoes in the world -List important benefits of volcanoes 		<ul style="list-style-type: none"> -Show a map and a globe -List features found on a map -Point to a key on a map - Identify the index page in an atlas -Use simple coordinates- on '2-point' grids -Use a compass to show North -Explain what the TFL website is 		<ul style="list-style-type: none"> -Use at least 3 adjectives to describe a city -List main features in a city -Name some famous cities -Name a landmark for each of these cities -List positives of city life -List negatives of city life -Name your favourite city and explain the reasons for it 	
	Most	<ul style="list-style-type: none"> -Describe all parts of a volcano using geographical terms -Explain the difference between the events before and during an eruption -Locate most famous volcanoes and match with their continent -Explain how to protect yourself during an eruption -Describe the problems after an eruption -Explain what the tectonic plates are -Interpret the benefits of volcanoes 		<ul style="list-style-type: none"> -Define a map using at least 3 key words -Use simple keys to locate or describe places on a map -Explain how a simple index page can be used -Identify and find the main compass points - Identify main ways to use a compass in the real world -Use 4-point coordinates to locate places on a map/grid. -Plan a short journey using the TFL website 		<ul style="list-style-type: none"> -Describe features in a city using geographical terms -Name and locate famous cities in the world -Name the country for each city -Recognise the city from its landmark -Explain the positives of city life -Explain the negatives of city life -Locate the main UK cities on a map -Give reasons why many people prefer city to country/town life 	
	Some	<ul style="list-style-type: none"> -Explain the difference between various volcano types -Describe tectonic events in geographical terms -Understand that the process of change in continuous(tectonic events occurrence) -Explain the connection between tectonic plates and tectonic events -Explain why tectonic events happen on the edges of tectonic plates and only in certain parts of the world -Describe the 'Ring of Fire' and its connection with tectonic events -Describe the Earth's core and its parts 		<ul style="list-style-type: none"> -Explain the difference between a map and a globe -Use a simple index in an atlas to locate places on a map. -Give reasons why for an index in an atlas and how to use it -Describe different types of maps -Explain what makes a compass work; what is the connection between the needle and the Earth's core -Find alternative means of transport or route when using the TFL site -Explain longitude and latitude and the difference between them -Use longitude and latitude to establish the positions of different locations on a map 		<ul style="list-style-type: none"> -Describe the main types of settlements -Identify and explain the main characteristics/differences for each -Describe main cities in the UK and locate each on a map -Give arguments for and against manmade changes (expanding cities) -Describe effects that building roads and houses has on landscapes. -Explain why some places are settled and some are not; give reasons -Explain what urbanisation is and its effects on the landscape and human race 	

Year 7 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Christianity: -Basic beliefs of Christianity, including the holy book, leader and place of worship -Trace the spread of Christianity worldwide -Read Biblical stories -Make own model of a Christian church		New Beginnings: - Learn about the new beginnings and different aspects of it, such as the New Year, the beginning of a new human life, spring for nature -Discuss and compare their new year resolutions -Analyse different religious creation stories as beginnings of the world		Understanding more about me: -Rediscover who they are and what main factors influence their personality -Discuss how a person's outside and inside are both important -Analyse how religious rules shape our personality and attitudes	
Skills	All	-Name the leader of Christianity -Name the followers of Christianity -Draw and name the symbol of the religion -Name the holy book of Christianity -Retell the elements of a simple religious story -Name the place of worship and the day of worship -Explain what creation is and who the creator is -Name some things god created -Know what Christmas is		-Give at least 1 synonym for 'new beginnings' -List things to do to celebrate New Year/ new beginning -Create at least 3 typical new year resolutions -Name things to learn for a baby's new beginning -List words that mean the same as creation -List new things created by god -Name things that begin again in spring -Know what Easter is		-Give at least 4 adjectives to describe yourself -Give reasons why we talk about ourselves in RE lessons -Identify positive aspects of themselves -Identify negative aspects of yourself -List what people/ things you like -Give synonyms for 'influence' -List some things/persons that influence you/ are important for you	
	Most	-Know how old Christianity is -Explain why the cross is the symbol -Explain what information can be found in the Bible -List and clarify how to handle the holy book -Retell a religious story in detail -Describe what was created on all the days of creation -Explain the elements of worship -Know that a religious building is a special place for believers -Describe what happens at Christmas -Give reasons why Easter is special for Christians		-Explain what different 'new beginnings' topics mean -Describe ways in which a festival is celebrated (New Year) -Give reasons why people have resolutions -Explain what the parents and baby will learn as new life/beginning -Expand on creation things created by god and in what order -Describe what happens to nature in spring for new beginnings -Retell the story behind the festival/celebration of Easter -Explain the meaning of Easter for Christians as a new beginning		-Explain why we talk about ourselves in RE -Describe positive aspects of themselves -Describe negative aspects of yourself -Explain the reasons for what things/people they like -Explain the meaning of influence -List and explain things/persons that influence you and in what ways -Give reasons why to have positive influences in life	

	<p>Some</p> <ul style="list-style-type: none"> -Explain the idea of trinity -Explain how BC and AC are related to the birth of Jesus -Clarify the significance of resurrection for Christians -Understand the purposes of a religious leader (Jesus saviour) -Know how the Holy Book came to be written -Explain the parts of the holy book and difference between them -Identify and explain a moral in a religious story 	<ul style="list-style-type: none"> -Suggest and explain the reasons people make resolutions -Know that some practises are found in more than one religion (New Year celebrations) -Give their idea about the existence of God and creation -Compare the ideas of creation and procreation(humans) -Explain their reasons for the creation and its order, why god created? -Clarify the connection between the preparation (Lent) to Easter (new beginning) celebration and explain the importance of both 	<ul style="list-style-type: none"> -Explain the reasons why we need to strive to improve our behaviour -Describe best ways to improve each negative aspect of yourself -Explain how influence can be positive or negative -Suggest qualities you admire in others and how to achieve them yourself -Explain why it's better to try and fail than not to try at all
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Year 8 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Buddhism: -Buddhist beliefs, precepts, way of life and their leader, the Buddha -Read stories and watch a video about the Buddha's life -Analyse the 5 precepts and compare them with their own beliefs -Look at some Buddhist artefacts -Meditate and concentrate on breathing		Introduction to Islam: -Learn about the life of prophet Muhammad and his teachings through reading Islamic stories -Muslim code for living, festivals and celebrations, special foods and the way of life in accordance with Qur'an -Express their knowledge of Islam in a practical way by designing Islamic patterns and a mosque layout		What Matters: -Learn about what matters for people from different religions check if there are any similarities and differences -Find out about things that matter for us -Participate in discussions and share their opinions about what matters to them	
Skills	All	-Name the leader of Buddhism -Name the country of origin -Name and recognise the Buddhist symbol -Identify how followers receive guidance on how to live-list precepts -Retell a part of a story behind a festival/celebration (e.g. Buddha's birth) -Take part in meditation -Know what Buddhist believe happens after death		-Name the followers of Islam -Draw and name the symbol -Name the prophet/leader -Can describe some of the beliefs of a religion (e.g. belief in one god) -Retell some elements of a religious story (e.g. the prophet's birth). -Recognise and name the holy book -List ways to treat the holy book -Name the Muslim rules -Draw 1 Islamic pattern and name 2 places where you can find patterns		-Give some adjective that mean the same as 'matter' -List some things/people that matter to them -Retell the elements of a religious story (the Muslim story of 'Two Brothers') -Give reasons if money matters to them or not -Give some reasons if friendship matters to them -List rules from the friendship code	
	Most	-Know how old Buddhism is compared to other major religions -Explain the meaning of at least 1 symbol -Explain the Buddhist rules -Retell and explain a story behind a festival/ celebration (e.g. Buddha's birth) -Explain how meditation feels and how it helps -Explain the idea of reincarnation after death		-Know how old Islam is and compare with other major religions -Explain the meaning of the symbol -Explain who a prophet is; name some prophets -Explain some event's from the last prophet's life -Retell and explain a religious story (the prophet's birth) -Clarify how to treat a holy book -Can give reasons why a holy book is special and how to treat it -Identify how followers receive guidance on how to live-explain the rules/pillars of Islam -Describe and name the main features of a religious building -Draw Islamic pattern and name places where you can find them		-Explain what it means if something 'matters' -List and describe things/people that matter to them -Give reasons why they are of value to them -Retell the religious story (the Muslim story of 'Two Brothers') -Explain if money matters to them or not -Explain the reasons if friendship matters to them -Clarify the rules from the friendship code	
	Some	-Explain the concept of god in Buddhism -Clarify the connection between the symbol and reincarnation -Explain the precept rules and compare to other religious rules		-Explain the reasons why there is no image of god in Islam -Describe what could make a person a good leader/prophet -Expand on the moral of a religious story and what it teaches		-Explain at least 2 things from the major religions that matter -Expand on the moral of a religious story and what it teaches -Understand the importance of love in religions rather than money and explain the reasons for it	

	<ul style="list-style-type: none"> -Understand the religion is a way of life for believers- explain who the monks are and how they live -Explain the moral in a religious story and what it teaches -Clarify the benefits of meditation -Compare and contrast the idea of reincarnation with the concept of heaven and hell 	<ul style="list-style-type: none"> -Know how the holy book came to be written and what information is included in it -Justify the reasons for no image of god in Islam -Understand that some people make journeys to places of religious significance/ explain the idea of Hajj -Can name and explain important events in the religious year -Recognise the contrast between feasting and fasting -Explain the procedure of worship -Explain the reasons why patterns are widely used in Islam 	<ul style="list-style-type: none"> -Explain why a character in a religious story acted in a certain way -Pin point stories with similar morals shared by different religions -Explain the reasons if money matters to them or not -Suggest and describe the qualities a friend should have -Clarify the importance of love and friendship in our lives
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Year 9 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		<p>Introducing Judaism:</p> <ul style="list-style-type: none"> -Jewish leaders, festivals, holy books, special food as well as symbols and the codes for living -Read Jewish stories, watching videos about various aspects of the faith and looking at some Jewish artefacts to expand knowledge of the religion -Jewish traditions such as kosher food 		<p>Introducing Sikhism:</p> <ul style="list-style-type: none"> -Pupils will learn about Sikhism and its teachings through reading religious stories -Learn out about the Sikh code for living, festivals and celebrations, special foods and the way of life, in accordance with the holy book -Extend knowledge by watching videos and researching information on the Internet and presenting their findings to the class 		<p>Introducing Hinduism:</p> <ul style="list-style-type: none"> -Learn about Hinduism and its teachings through reading religious stories and learning some facts about the religion. -Investigate the Hindu code for living, festivals and celebrations, special foods and the way of life in accordance with its holy books -Extend their knowledge by watching videos and researching information on the Internet and presenting their findings to the class 	
Skills	All	<ul style="list-style-type: none"> -Name the followers of Judaism -Name the country of Judaism -Name and draw at least 1 symbol of Judaism -Retell the elements of a religious story(Moses, Abraham stories) -Name the Jewish holy book and list some ways how to treat it -Know where worship takes place and what day of the week -Name some rules of the religion and say where to find them -Name at least 3 kosher rules and say what kosher means 		<ul style="list-style-type: none"> -Name the followers of Sikhism -Know how many gods in Sikhism -Know the country of origin -Recognise the Sikh symbol -Know that Sikhism values equality -Name some of the 5Ks rules -Retell the elements of a religious story (e.g. 'The Milk and Jasmine Flower') -Name rooms in the Gurdwara (holy place of worship) -Give some facts about the Sikh family life 		<ul style="list-style-type: none"> -Know what the followers of Hinduism are called -Recognise the Hindu symbol -Name the country where Hinduism comes from -Know that Hinduism is the oldest religion in the world -Name at least 1 of the 3 main gods and the job of this god -Retell some elements of a religious story ('The Ganesh Boy') -List what the followers do for the Diwali festival -Name some rules to follow -Know that Hindus believe in being reborn 	
	Most	<ul style="list-style-type: none"> -Know how old Judaism is as compared to other religions -Name the founder of Judaism and explain who a prophet is -Explain the symbol and why it is the symbol -List places where to find the symbol -Describe the ways to treat the holy book -Explain what information can be found in the holy book -Describe what the followers do on the holy day of Sabbath -Explain most rules of the religion and say where to find them -Clarify most of the rules of kosher food 		<ul style="list-style-type: none"> -Explain how old the religion is as compared to other main religions -Name the Sikh symbol and explain the meanings of its parts -Describe Sikh god using adjectives -Explain the Sikhs ideas of reincarnation -Explain what equality is and clarify how Sikhs show equality -Expand on the 5K's rules -Retell a religious story (e.g. 'The Milk and Jasmine Flower') -Describe the rooms in the Gurdwara (holy place of worship) -Explain the facts about the Sikh family life 		<ul style="list-style-type: none"> -Know Hinduism is the oldest religion and why there is no exact start date -Explain the meaning of the symbol -Name the 3 main gods. Know there are many other gods -Describe the job of each god -Retell a religious stories ('The Ganesh Boy') -Explain things that Hindus do for the Diwali festival -Explain some rules to follow -Recognise the name Mahatma Ghandi and say who he was 	
	Some	<ul style="list-style-type: none"> -Give a detailed explanation of how the holy book was written -Explain parts of the holy book and what types of information is in it -Consider the implications of living by rules of Ten Commandments 		<ul style="list-style-type: none"> -Explain how Sikhs believe in defending their beliefs -Understand the religion is a way of life for believers (being a Khalsa member and wearing the 5Ks, working for your living, charity) -Explain the moral in a religious story ('The Milk and Jasmine Flower') -State reasons why the holy book is important to believers. 		<ul style="list-style-type: none"> -Explain the idea of trinity -Analyse the notion of all gods representing one supreme god -Explain the significance of the Diwali festival and its connection with the 'Rama and Sita' story -Explain the concept of the caste system and how it derives from reincarnation 	

	<ul style="list-style-type: none"> -Understand that some religious stories convey meanings beyond the literal (the moral of the story and what it teaches us) -Understand that religion is a way of life for believers-explain the importance of worship and family life -Can describe the key features of worship. Understand rituals used in worship -Analyse the reasons to observe the kosher rules as commitment to one's beliefs 	<ul style="list-style-type: none"> -Explain the worship order and the idea of charity/Sewa as part of helping out with worship -Explain the importance of family life for Sikhs 	<ul style="list-style-type: none"> -Describe all the parts of the holy book and explain what information is found in each -State why a holy book is important to believers -Explain who Mahatma Ghandi was and state his importance for independence and change in the caste system
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Year 10 Humanities		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Volcanoes, Earthquakes and Tsunamis: -Name and describe the volcano parts -Produce a poster for a volcanic eruption rescue plan-include the teams and jobs -List and discuss the ways to warn about eruptions -Produce a presentation about the international aid for a volcanic eruption area		Renewable Energy: -Learn about what energy is and the 2 types there are: renewable and non-renewable -Students will also learn about the consequences of an increasing demand for energy as well as energy waste -Research about the future of the renewable energy in the UK and the world		Places of Worship: -Investigate the layout of a place of worship, features in there and their functions. -Correct behaviour in the place of worship and why -The worship procedure and elements of it	
Skills	All	-Name the main parts of a volcano -Describe some of the parts -Name most famous volcanoes in the world -List problems after an eruption -List jobs and teams on an eruption plan -Name at least 4 ways of warning before an eruption -List ways of international help after an eruption		-Give at least 1 word that means same as energy -List areas where energy is needed -List types of renewable and non-renewable energy -Give main reasons why renewable energy is better -Give main reasons for increased energy demand -Give the worst reasons for energy waste -Suggest a type of renewable energy for the future use -Name what equipment is needed for it -Give similar words that mean energy efficiency		-Give at least 2 adjectives to define a place of worship -Name some rooms in a place of worship -List features in a place of worship -Place the features in the correct area of the place of worship -Name a holy book for some religions -List correct ways of behaving in a place of worship -Give a reason why certain behaviour is expected	
	Most	-Give a detailed description of all the main volcano parts -Locate and name famous volcanoes on a world map -Describe main problems after an eruption -Describe the jobs and teams on an eruption rescue plan -Describe the ways of warning after an eruption -Expand on the ways of international help after an eruption		-Define the energy with its 2 strands -Describe the main types of renewable and non-renewable energy -Explain the reasons why renewable energy is better -Expand on the reasons for increased energy demand -Give details about energy waste -Research and explain a type of renewable energy for future use -Describe what equipment is needed for it -Give some ideas about energy efficiency in the future		-List all the rooms in the place of worship -Describe all the rooms -Describe all features in a place of worship -Describe how certain features are used in worship -List and describe how a holy book can be used in worship -Describe correct ways of behaving in a place of worship -Give at least 3 reasons why correct behaviour is expected -Identify and describe specific behaviour for one place of worship	
	Some	-Give reasons why we learn about volcanoes /tectonic events -Explain how the eruption problems affect people and their environment in the long term -State the importance of warning about impending eruption -Justify the need for a rescue plan after an eruption -Give reasons why international help is vital		-Describe renewable energy -Describe each fossil fuel and explain the meaning of the name -Explain the link between energy waste and the future of the world -Explain the connection of fossil fuels usage and the global warming -Suggest ways of cutting the energy demand; justify your choice -Explain what sustainable energy means; its connection with renewable energy		-Explain why certain features are important for believers -Explain how correct behaviour in a place of worship affects one's faith -Explain why the holy book is important for believers -Understand the influence of the holy book on the followers' life -Analyse a place of worship as a centre for a religious community	

Year 11 Humanities		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Religious Charities: -Analysing the aims and achievements of famous religious charities -Discussing the benefits of their work -Explaining the ways to help other human beings		Entry 3 Welsh Board of Education - A famous followers of Religion: -Research one famous follower of any of the 6 main religions and produce a timeline of their life and achievements -Analyse how they follow their beliefs and influence other		Revision/Exam Period: -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visits	
Skills	All	-Name a charity and find its logo -List what religions say about charities -Give a reason why a charity is supported by religious believers -Give nouns that mean the same as aim -List at least 3 aims of your chosen charity -List the achievements of your charity		-Name some famous followers of a religion -Produce a timeline of a follower's life events; include at least -Give some reasons why the follower is important to their religion -Give some reasons why he/she is important to other people -List ways in which they follow their religion's teachings -Give a reason why you admire this person			
	Most	-Explain what religions say about charities -Explain the reasons why a charity is supported by religious believers -Describe the aims of your charity. -Describe the types of work/achievement done by your charity -List achievements which show the charity's effectiveness		-Explain the background of a famous follower -Explain the life events on the follower's timeline -State why the follower is important to their religion -Expand on the reasons why the follower is important to others -Describe the ways in which they follow their religion's teachings -Give and explain the reasons why you admire this person			
	Some	-Explain the achievements your charity -Judge the effectiveness of your charity -Explain the ideas of 'selflessness' as supported by charities -Expand on how the work of charities is based on rules from each religion		-Explain the reasons why a famous follower acted in this way -Give and explain qualities you admire in others -Expand on the influence of famous followers on equality -Analyse their influence on civil rights movement -Analyse the connection between how famous followers influence social justice			

Year 7 History		Autumn A & B	Spring C	Spring D	Summer E & F
Content		<p>The Norman Conquest:</p> <ul style="list-style-type: none"> -The Bayeux tapestry's evidence of the Battle of Hastings -Learn about balance of power after the death of King Edward -The Battle of Hastings and the birth of a new England -Medieval villages and the building Motte and Bailey castles 	<p>The Black Death and its social and economic impact:</p> <ul style="list-style-type: none"> -Students will link the events of the Black Death to economic and social pressures of the time. -Pupils will be looking at the causes of the Black Death and using sources to decide the effects and what pressures it put on society -This will lead into understanding the Peasants revolt and why peasants were upset with the King 	<p>The war of the roses and Henry VII's attempt to restore stability:</p> <ul style="list-style-type: none"> -Why the war of the roses happened -Who was on the sides of the white and red roses -What role Richard III and Henry VII played -Who won the war and the problems that followed the monarch 	<p>The development of state and society in Tudor Britain:</p> <ul style="list-style-type: none"> -Learn how to compare and contrast viewpoints -Learn about the consequences of the Reformation -Role play punishments and crime during Elizabeth I's reign -Read and write about Mary, Queen of Scots
Skills	All	<ul style="list-style-type: none"> -Answer simple questions about a historical story -Retell some details of an historical story -Identify similarities and differences in a picture -Asks the meaning of unfamiliar words -Discuss information that can be found in photographs -Illustrates picture or experience 	<ul style="list-style-type: none"> -Consider who lived in the different types of homes -Identify some external differences in homes of different ranges -Identify differences in homes of different sizes (villa, palace, hut) -Identify the rooms of homes long ago -Relate an artefact to modern object -Find common features of homes 	<ul style="list-style-type: none"> -Relate an experience to event or story -Identify difference between old and new picture person -Sequence report of an event -Listen to information from others -Describe an experience -With support answers questions about an experience -Observes changes over a long period of time 	<ul style="list-style-type: none"> -Acts out a personal experience in role play -Use terms to describe past and present (now/then, today/yesterday, before/after) -Retell some details of an historical story -Identify some different types of homes -Dictates extended text for picture or diagram
	Most	<ul style="list-style-type: none"> -Describe an artefact -Give adequate answers to questions -Write short caption to illustration -Uses vocabulary: long ago, old, after, began, then, next, last -Name the period in history studied -Identify differences in features from the past and present 	<ul style="list-style-type: none"> -Show an awareness that historical information can be presented in different ways -Find ways of identifying if something is old -Give a considered reason for the difference between modern and old objects -Produce labels for objects on display -Accurate observations of artefacts 	<ul style="list-style-type: none"> -Identify personal experiences from past or present -Asks simple questions about what an adult has said -Discuss information that can be found in photographs -Discuss information that can be found on a video -Identifies similarities and differences in a picture -Answer simple questions about a historical story -Describe some aspects of an artefact in simple terms -Name a character in a story 	<ul style="list-style-type: none"> -Find common feature of homes -Enquire about everyday objects adults used in childhood -Identify the rooms of homes long ago -Name the period of history studied -Vocabulary: long ago, old, after, began, then, next, last

	<p>Some</p>	<ul style="list-style-type: none"> -Uses vocabulary: recent, modern, eyewitness -Combine information from 2 sources -Annotate illustration -Record their historical observations -Record answers to questions -Extracts information from pictures 	<ul style="list-style-type: none"> -Display a knowledge of aspects of life -Make comparisons between sources -Explain why they think something is old -Identify similarities and differences between modern and old objects -Locate the place of a historical incident on a map -Use terms to indicate period 	<ul style="list-style-type: none"> -Communicate knowledge orally -Use vocabulary that shows a sense of chronology -Uses information from books -Asks questions to find similarities and differences between past and present -Look carefully at artefacts -Describe an artefact -Name the period of history studied -Identify differences between old and new everyday objects 	<ul style="list-style-type: none"> -Vocabulary: eyewitness, modern, recent -Show some knowledge of people studied -Know that their own lives are different to those in the past -Record their historical observations -Recall information on a way of life -Record answers to questions
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Year 8 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<p>The civil wars: Was England ‘turned upside down’ in the 17th century?</p> <ul style="list-style-type: none"> -Describe how Charles I governed before the wars -Understand who was Oliver Cromwell -Give reasons and supported answers as to why the wars were fought -Explain causes of parliamentary victory -Make links between the events of the wars and different political and religious ideas 	<p>Oliver Cromwell and the Interregnum:</p> <ul style="list-style-type: none"> -Study the religious, political and economic changes in Britain from 1500-1750 through a series of images created at the time -Learn about primary and secondary sources -Write an extended paragraph using source analysis -Use timelines and portraits to determine Cromwell’s personality 	<p>The Industrial Revolution:</p> <ul style="list-style-type: none"> -Describe the changes that took place between 1750-1900 -Identify the different inventions that were developed -Learn about how these inventions changed our world -Use sources to develop historical enquiry skills 	<p>The British Empire: Colonies and the Slave trade</p> <ul style="list-style-type: none"> -Identify the impact of the British empire -Understand colonialism and British foreign policy -Learns about the Slave Trade and emancipation -Learn about the Triangle Trade 	<p>The French Revolution:</p> <ul style="list-style-type: none"> -Learn about the main events of the French revolution -Demonstrate knowledge of the causes and changing course of the French Revolution -Learn about Marie Antoinette and her opulence -Identify the causes of the revolution -Produce descriptions and motives for the revolution 	<p>The Georgians:</p> <ul style="list-style-type: none"> -Discover why this period is called ‘The Georgians’ -Complete a key study on George III and his ‘madness’ -Learn about Georgian architecture, medicine and discoveries -Explore the class divisions between rich and poor
Skills	All	<ul style="list-style-type: none"> -Name the period of history studied -Communicates knowledge pictorially -Communicates knowledge orally -Give adequate answers to questions -Identify differences in features from the past and present -Asks questions to find similarities and differences between past and present 	<ul style="list-style-type: none"> -Act out situations in a story -Discuss the information on a video -Asks simple questions about what a peer reported -Identify similarities and differences in a picture -Answer simple questions about a historical story -Name a character in a story -Dictates extended text for picture or diagram -Retell some details of an historical story 	<ul style="list-style-type: none"> -Asks questions to find similarities and differences between the past and present -Identify differences of homes of different sizes -Consider those who lived in the different types of homes -Name the period of history studied -Identify some things from the past that have caused change in their own area 	<ul style="list-style-type: none"> -Recognizes that things change over time -Use vocabulary that shows a sense of chronology -Name the period of history studied -Identify differences in features from the past and present 	<ul style="list-style-type: none"> -Name the period of history studied -Organise events on a timeline -Recognise things change over time -Identify features that are different from past to present -Uses information from books -Write short caption to illustration 	<ul style="list-style-type: none"> -Identify some external differences in homes of different ages -Identify differences in homes of different sizes -Consider who lived in different types of homes -Identify the rooms of homes long ago -Asks questions to find similarities and differences between past and present
	Most	<ul style="list-style-type: none"> -Sequence 6 incidents of a historic story -Observe and organise objects in sequence according to age -Record answers to questions -Record their historical observations 	<ul style="list-style-type: none"> -Identify some things from the past that have caused change in their own area -Give adequate answers to questions -Use vocabulary that shows a sense of chronology -Use information from books 	<ul style="list-style-type: none"> -Show some knowledge of the people studied -Identify obvious similarities and differences between modern and old objects -Give a considered reason for the difference between modern and old objects 	<ul style="list-style-type: none"> -Record answers to questions -Show some knowledge of people studied -Vocabulary: recent, eyewitness, modern -Know that their own lives are different to those in the past 	<ul style="list-style-type: none"> -Find information to a specific question -Show an awareness that historical information can be presented in different ways -Identify differences between modern and old objects -Produce labels for objects 	<ul style="list-style-type: none"> -Find information to answer specific question -Show an awareness that historical information can be presented in different ways -Extracts information from pictures

		<ul style="list-style-type: none"> -Annotate illustration -Find information to answer specific question 	<ul style="list-style-type: none"> -Asks questions to find similarities and differences between past and present -Name the period of history studied 	<ul style="list-style-type: none"> -Record their historical observations -Combine information from 2 sources Show an awareness that historical information can be presented in different ways -Extracts information from pictures 		<ul style="list-style-type: none"> -Use vocabulary: eyewitness, recent, modern -Annotate illustration 	<ul style="list-style-type: none"> -Show awareness of a range of sources -Recall information on a way of life -Record their historical observations -Annotate illustration -Find ways of identifying if something is old
	Some	<ul style="list-style-type: none"> -Realise that the past can be divided into different periods -Consider the information they wish to acquire -Recognise the difference between opinion and fact -Identifies simple causes of significant events -Uses own knowledge to provide explanation of significant events 	<ul style="list-style-type: none"> -Combine information from 2 sources -Show awareness of a range of sources -Find information to answer a specific question -Extracts information from pictures -Identify some people from the past who are famous -Show some knowledge of people studied -Sequence 6 incidents from a historic story 	<ul style="list-style-type: none"> -Display a knowledge of aspects of life -Give some reasons for the events in the period studied -Recognise people have moved from place to place -Understand reasons why people settled in a place -Make comparisons between sources -Use terms to indicate period -Uses own knowledge to provide explanation of significant events 	<ul style="list-style-type: none"> -Vocabulary: emigrate, evidence, settle -Recognise the difference between opinion and fact -Plan questions to ask an eyewitness -Select relevant sources for historical investigation -Use terms to indicate period -Begins to interpret information in pictures 	<ul style="list-style-type: none"> -Consider the information they wish to acquire -Recognise difference between opinion and fact -Plan questions to ask an eyewitness -Identify significant events -Identify simple causes of event -Uses own knowledge to provide explanation of significant event 	<ul style="list-style-type: none"> -Use a range of sources for historical investigation -Consider the information they wish to acquire -Make comparisons between sources -Uses own knowledge to provide explanation of significant events -Locate the place of a historical incident on a map -Use dates appropriately -Begins to interpret information in pictures -Key Vocabulary, evidence -Recognise people have moved from place to place

Year 9 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		World War 1: -Investigate causes and consequences of war -Explore new sources of information and evaluate sources -Prepare and write an essay about a key topic in WWI -Learn to reflect critically on historical questions and issues		Great Depression 1930's: -Learn about and complete work on inflation -Recognise the disparities between the 1920's and the 1930's -Make links between the Great -Depression and the rise of Adolf Hitler -Describe characteristics of 1930's era	World War Two - The Rise of the Third Reich & War and Home Front: -Learn about how Hitler came into power and his policies on war with Europe -Investigate weaponry and the use of the atomic bomb -Understand how the war was fought and what were the major battlefields -Use sources to enquire about the cause and consequence of war		The Holocaust: -Learn how and why the Holocaust happened -Develop historical concepts such as cause and consequence -Read parts of the Diary of Anne Frank -Discuss and consider ' the final solution' -Learn about the ghetto and what life was like for the Jewish population there
Skills	All	-Use key words in vocabulary (recent, eyewitness, modern) -Record answers to questions -Shows awareness of a range of sources -Accurate observation of artefacts -Show an awareness that historical information can be presented in different ways		-Recall information of a way of life -Show some knowledge of people studied -Show an awareness that historical information can be presented in different ways -Produce labels for objects on display -Crate a display of material	-Organise events in their own life in sequence -Use vocabulary that shows a sense of chronology -Recognizes that things change over time -Give adequate answers to questions -Communicates knowledge orally		-Shows awareness of a range of sources -Find information to answer specific question -Combine information from 2 sources -Show some knowledge of events studied -Record historical observations
	Most	-Use a range of sources for historical investigation -Select relevant sources for historical investigation -Consider the information they wish to acquire -Plan questions to ask an eyewitness -Acquires information -Make comparisons between sources		-Uses own knowledge to provide explanation of significant events -Draw information from census data -Use vocabulary: settle, emigrate, evidence -Draw information from plans -Question the reasons for differences in reports on the same event	-Find information to answer a specific question -Annotate illustration -Show an awareness that historical information can be presented in different ways -Ask questions of an adult -Show an awareness of a range of sources		-Use a range of sources for historical investigation -Consider the information they wish to acquire -Use terms: archaeologist, remains, evidence -Give the results of events studied in period -Identify significant evidence

	<p>Some</p> <ul style="list-style-type: none"> -Identify reasoned explanations -Identify some reasons for differences in reports on the same event -Consider the point of view of reports -Use examples in work -Consider the evidence used by the source of information -Identify reasoned explanations -Identify some reasons for differences in reports on the same event -Consider the point of view of reports -Use examples in work -Consider the evidence used by the source of information 	<ul style="list-style-type: none"> -Consider the point of view of reports -Consider the evidence used by the information source -Identify the differences in lifestyle of the rich and poor in the period studied -Use information from census data combined with other sources -Identify changes in and across periods 	<ul style="list-style-type: none"> -Select pictures to illustrate information -Recognize the difference between opinion and fact -Acquires information -Give some reasons for events in period studied -Use dates appropriately 	<ul style="list-style-type: none"> -Select relevant historical information from a source -Demonstrate sound knowledge of period studied -Select the appropriate method of representing information -Includes details -Use examples in work
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Year 10 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Britain and the Second World War: -Learn about evacuation and the Blitz -Coping during conditions of the Blitz -Conscription and the role of women -The importance of Winston Churchill during WWII		Persecution of people: -Explain what happens to people who are persecuted -Write an account to describe the events of the Holocaust -Describe how people are affected by persecution -Illustrate the events of the Holocaust Use historical sources to identify ways persecution happens	Responses to conflict in World events: -Recognise features of contemporary conflict -Explain how people are involved in and affected by conflict -Learn about the prevention of conflict -Describe why conflicts can be difficult to end	A non-British society in the past: -Learn about Russia 1914-1922 -Examine different primary and secondary sources -Answer key questions about the impact of revolution on Russia -Assess what factors led to the Russian Revolution -Complete a character analysis of Lenin and his policies for the USSR	
Skills	All	-Draw information from plans -Recognize the difference between opinion and fact -Question the reasons for differences in reports on the same event -Acquires information -Consider the information they wish to acquire		-Recognise some similarities and differences between periods in history -Recognise people have moved from place to place -Make comparison between sources -Plan questions to ask an eyewitness -Begins to interpret information in pictures	-Acquires information -Draw information from plans -Questions the reasons for differences in reports on the same event -Recognise the difference between opinion and fact -Use own knowledge to provide explanation of significant events	-Combine information from several sources -Make comparisons between sources -Select pictures to illustrate information -Questions the reasons for differences in reports on the same event -Select relevant sources for historical investigation	
	Most	-Use factual knowledge -Evaluate sources of historical information -Select relevant historical information from a source -Identify some reasons for differences in reports on the same event -Consider the evidence used by the information source -Summarise information		-Knows the relationship between a specific date and the relevant century/historical era -Consider the evidence used by the information sources -Produces well structured information which includes relevant facts and reasoning, which answers their or others questions -Describes important events during a period in history, stating who was involved, why	-Identify changes in and across periods -Ask why periods are portrayed in specific ways -Use dates to show a period of change and development -Evaluate sources for historical information -Consider the evidence used by the information source -Consider the point of view of reports	-Evaluate sources of historical information -Consider the point of view of reports -Consider the evidence used by the information source -Identify reasons for differences in reports on the same event Includes details	

			<p>they acted in that way and how they affected lives of others/history</p> <ul style="list-style-type: none"> -Use information from census data combined with other sources 		
	Some	<ul style="list-style-type: none"> -Find additional sources to clarify or support findings -Identify some limitations of a source -Account for different versions of past events -Describe people and their actions in the period studied -Show critical evaluation -Use examples to support view 	<ul style="list-style-type: none"> -Reach conclusions about the most important events -Relates historical information to modern day situations -Is able to describe and make links between some events and changes within and across periods -Have a chronological knowledge of key events within a period -Find additional sources to clarify or support findings 	<ul style="list-style-type: none"> -Use examples to support view -Find additional sources to clarify or support findings -Account for different versions of past events -Compare sources -Describe events with some effects in period studied -Describe people and their actions in the period studied 	<ul style="list-style-type: none"> -Question the usefulness of sources -Select relevant recorded information -Compare sources -Account for different versions of past events -Identify some limitations of a source

Year 11 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Historical change over time: -Learn about crime and punishment from c1700 to present -Describe the changes in types of crime -Design and explain how technology has caused change and the impact of this change -Visit a model town and compare safety from past to present		People and Protest: -Gain knowledge about why people resort to protest and the different methods used to make their point -Learn about specific people who have protested for different reasons (Gandhi, Suffragettes, Buddhist monks) -Debate whether protesting is a successful means of making a cause known	History in the media: -Gain historical knowledge about topics that feature in the media -Pupils look at different media outlets in history -Look at primary sources for information about specific topics in the media	Revision/Exam Period: -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visits	
Skills	All	-Make comparisons between sources -Draw information from plans -Draw information from census data -Use a range of sources for historical investigation -Recognise people have moved from place to place		-Make comparisons between sources -Draw information from plans -Draw information from census data -Use a range of sources for historical investigation -Recognise people have moved from place to place	-Select pictures to illustrate information -Combine the information from several sources -Make comparisons between sources -Question the reasons for differences in reports on the same event -Recognise the difference between opinion and fact		
	Most	-Place events and people within a chronological framework -Link passed events with modern events -Recognise impact of technological development -Identify reasoned explanations -Consider the evidence used by the information source -Consider the point of view of reports		-Place events and people within a chronological framework -Link passed events with modern events -Recognise impact of technological development -Identify reasoned explanations -Consider the evidence used by the information source -Consider the point of view of reports	-Consider the evidence used by the information source -Produce a structured and extended piece of writing that answers questions about a historical period -Understand the difference between prime and secondary sources -Identify changes in and across periods -Use dates to show period of change and development		

	<p>Some</p>	<ul style="list-style-type: none"> -Relate historical information to modern day situations -Interpret and explain timelines that record events in different aspects of history -Account for different versions of past events -Support evaluations and conclusions with evidence Use dates to relate passage of time 	<ul style="list-style-type: none"> -Relate historical information to modern day situations -Interpret and explain timelines that record events in different aspects of history -Account for different versions of past events -Support evaluations and conclusions with evidence -Use dates to relate passage of time 	<ul style="list-style-type: none"> -Use examples to support view -Find additional sources to clarify or support findings -Identify some limitations of a source -Account for different versions of past events -Recognise the provenance of selected sources -Compares sources -Make links between features of past societies and periods within an overall chronological framework 	
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