



# Woodlane High School

achieving success in a nurturing environment

# Subject Policy: Humanities

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**Next Update:** September 2024

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## **Rationale – What is the evidence base for selected strategies and curriculum choices?**

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please, review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

### ***Utilizing Artefacts and Real Objects in Humanities Teaching***

Dr Nicole Brown, a social and education research professor has written extensively on the benefits of incorporating within lessons real-world artifacts and objects relevant to the taught content. This is particularly important within the RE, Geography and History (Humanities) curriculum as it provides multisensory experiences, aids in comprehension and boosts engagement for students with diverse learning needs. Dr Brown states in her article on 'Teaching with Artefacts', *"Although traditionally artefacts refer to culturally and historically relevant objects, for teaching purposes we should consider literally anything and everything as artefacts: from pieces of rocks and bottles of sand to models of buildings, from artistic creations, jewellery and perfumes to everyday objects."*

Dr Brown states, that *"handling artefacts is a fantastic experience for children, as in addition to their visual and auditory senses, they also use their tactile and olfactory senses, which then leads to higher levels of engagement and better retention."* However, she also references the responsibility teachers have in teaching pupils the appropriate and respectful methods of handling artefacts, e.g. in RE lessons, how a child should handle and respect a religious book. Further extensive research on this topic was undertaken within Barnett, V. (1992). Exploring Artefacts: an Introduction to the Use of Artefacts in Religious Education, but whose findings can equally apply to many areas of Humanities teaching.

Therefore, in all Humanities subjects, we aim to provide various religious, geographical and historical artefacts in as many lessons as possible, in order to connect the students with real life, present and past. This will aid the pupils to learn more effectively in the classroom and make learning more of a reflection of the real world. In doing so, we hope to be connected with the world to the highest degree possible and with a greater understanding of the levels of respect and tolerance that are applicable to a modern society.

### **Using Mindfulness within Humanities**

The Mindfulness in School's Project (MiSP) - <https://mindfulnessinschools.org/> are an organization committed to supporting school's to develop ways of supporting and delivering mindfulness opportunities within the school day. Mindfulness helps train your attention to be more aware of what is actually happening, rather than worrying about what has happened or what might happen. When mindful, we learn to bring greater curiosity to whatever it is we experience. Jon Kabat-Zinn, the founding father of secular mindfulness, described this skill as *"being alive and knowing it"*.

The project is backed up by convincing research, including the paper, 'Do mindfulness-based programmes improve the cognitive skills, behaviour and mental health of children and adolescents?' written by Maris Vainre and Willem Kuyken, 2022. This paper concluded that across 66 separate studies, Mindfulness-based programmes (MBPs) significantly improved outcomes of attention, executive functioning, social behaviour, negative behaviour and anxiety/stress. With the areas of anxiety and stress in particular showing significantly improved outcomes within young people.

The Mindfulness in School's Project aims to ensure a wide range of benefits for students, including:

- Wellbeing and Mental Health - As well as helping them to recognise worry, manage difficulties and cope with exams, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish.
- Concentration and Cognition - Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.
- Social and Emotional Learning - Mindfulness is often taught in the context of PSHE. It helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism.
- Behaviour - Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a disciplinary tool.

Mindfulness in schools is not just about children and young people; it is also very much about those who care for them. The benefits of mindfulness in the adult world are well-researched and the positive impact it can have on teachers, counsellors and carers is central to MiSP's vision. These benefits include: stress regulation and reduction, increased self compassion and increased teaching efficacy.

Following the approaches recommended within the project's guidance, pupils are provided with time each day/multiple times per week as appropriate to be mindful within their Humanities lessons. Often this can take the form of a starter activity, a lesson break or a positive ending to the lesson where success is reflected upon. Pupils now request these opportunities and they are becoming more consistently successful at supporting regulation and behaviour both in and outside of the classroom.

### ***Outdoor Learning and Real-World Experiences***

The Field Studies Council and partner organisations commissioned a study about outdoor learning and its impact on classroom learning. The key findings of the review of the research into outdoor learning published between 1993 and 2003 support designing opportunities for outdoor learning and exposure to real-world experiences related to humanities subjects, fostering hands-on engagement and sensory-rich learning, which can be particularly

beneficial for students with SEN, promoting a deeper understanding of the subject matter through practical experiences in authentic environments.

Therefore, we aim to include as many outdoor learning experiences in Humanities, as possible. Fieldwork has already been included in the amended Geography curriculum, to enable the students to learn about the benefits of local places, such as Wormwood Scrubs. Furthermore, there are trips to places of worship every year, as part of our RE learning, which again, provide a real-world experience for our students and are highly valued by them.

### **Intent – What is Woodlane aiming to achieve through its Humanities and History 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 develop pupils' awareness of world events, helping pupils identify how events have changed and adapted the way we see our world.
- To introduce pupils to the importance of politics; voting, being aware of the differences between political parties and the impact these have on individual countries.
- 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 and History 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 and History 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
  - 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.
- Our History subject leader is knowledgeable and well skilled, possessing a degree in History, Political Science and Near and Middle Eastern Studies as well as a Masters Degree in Autism.

- 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, using 'all', 'most' and 'some'.
- 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 and History curriculum making on pupils?***

- The vast majority of pupils meet or exceed their expected progress in Humanities and History.
- The vast majority of pupils meet or exceed their expected outcomes in Humanities and History. (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.
- Pupils studying History are taught to read and analyse historical sources, identify the importance of events and give and challenge perceptions and opinions of the past. These skills are utilised within the English, Science, PSHE and Humanities curriculums.
- 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		<b>Introduction to Geography:</b> -Geography issues such as features, environment and location -Writing an address correctly and explaining what each line means -Leering about the continents and oceans -Knowing the parts of the British Isles, the UK countries and their capitals -Identifying the physical and manmade features of landscapes and knowing the types of landscapes	<b>Biomes</b> -Defining a biome -Naming the most common biomes in the world -Knowing the animals and plants for a given biome -Knowing the features of a given biome -Knowing the importance of a given biome -Naming the endangered biomes -Analysing the ways to protect the endangered biomes	<b>Weather and climate; and the Ice Age to glaciers</b> -Reading weather forecasts, taking temperature readings, producing weather charts -Knowing why checking weather is important and the impact of weather on our well -being and our everyday activities -Describing the weather conditions for a particular area using an online forecast -Identifying and describing the precipitation types -Understanding about changes in weather since Ice Age (glaciation) and know the 2 types of glaciers	<b>Fieldwork Unit: Local Area</b> -Discovering the features and layout of a local area -Discovering its purpose and usefulness for the local community -Analysing the benefits of using the space -Exploring ways to use the area and to look after it -Use mapping skills to describe the location of the area -Compare and contrast with another local area (school grounds)	<b>Settlements:</b> -Learning about what settlement types there are and how they were created -Learning about their facilities -Explaining why humans live in settlements -Designing own village -Completing a survey of a preferred settlement type -Understanding why our choice of a settlement has changes and the reasons why	<b>Physical Landscapes: Coasts and coastal erosion (the human and physical processes and their influences and interaction)</b> -Coastline variety in the UK and wider world -Ways to use the coastline and its importance -The reasons and ways to protect the coast -The importance of the coastline The beauty of the coast -Understand human and physical influence on the coastline
Knowledge / Skills	All	Know what geography is about. List 3 topics. Know where they live; parts of their address. List at least 3 landscapes. List 2 features in each. Know the country they live in is the UK. Name 3 countries/ parts of the UK. Show an ocean and a land/continent on a map. Name and show at least 4 continents Name at least 2 oceans.	-Name at least 2 biomes -Name 2 species of plants and animals in each. -Name the coldest and oldest biome on the Earth -Name an endangered biome, -Name your favourite biome. -Research and provide a few basic facts on your chosen biome	-Describe weather simply, using key weather words -Recognise the basic weather symbols -Know what precipitation refers to and name at least 1 -Recognise a thermometer - Identify the current season -Name 1 reason why we check the weather -Identify at least 2 activities /hobbies affected by weather - Name at least 1 fact about glaciers -Use nouns and adjectives to explain what a glacier it	-Name any features in their locality during a field work. -Name buildings in the local area. -Name various habitat in the local area. -Name different shops in the area. -Name features you like in an area -Draw a simple map of the area -Name 1 similarity and difference with the school area	-Explain what a settlement is -Recognise the types of settlements -Name 3 or more features in a village, town and city -Name your favourite settlement -Know that most people live in cities nowadays -Name at least 2 activities to do in each type of a settlement	-Define a coastline -Name some signs of coastal erosion -Explain what coastal erosion means -Name an area affected by coastal erosion -Name 1 form of a coastal erosion landforms -Name ways to use the coast - Name 1 human and physical effect (influence on coasts)



	<b>Most</b>	<p>Describe observations in some geographical terms. Explain what we learn about in geography and describe 5 topics in geography. Understand the meaning of each line of the address. Know where they live/ or partial school address. List 5 different types of landscapes. List all features in each. Know the country we live in is the UK and what it means (the United Kingdom). Name all the countries of the UK. Show at least 2. Name and show 2 capitals of the UK countries. Name and show all the continents. Explain what a continent is. Name and show 3 oceans. Explain what an ocean is.</p>	<ul style="list-style-type: none"> <li>-Define a biome</li> <li>-Describe 4 biomes in simple geographical terms</li> <li>-Describe the most common species in each.</li> <li>-Name a country for each of those biomes</li> <li>-Explain why it is endangered.</li> <li>-Explain why it is your favourite.</li> <li>-Research a chosen biome and describe it with adjectives, adding plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>-Describe weather in geographical terms, referring to the 4 main components</li> <li>-Give a few reasons why we check weather</li> <li>-Collect weather observations and explain them briefly</li> <li>-Identify at least 3 forms of precipitation</li> <li>-Use a thermometer to read temperatures to the nearest 5 degrees</li> <li>-Name all the seasons of the year in order</li> <li>-Explain your favourite type of weather</li> <li>-Describe 2 main type of glaciers</li> <li>-Explain what happened to the climate since the Ice Age</li> </ul>	<ul style="list-style-type: none"> <li>-Classify familiar features in their locality as human or physical</li> <li>-Describe human features (pavements, bus shelters etc.)</li> <li>-Describe the purpose of some buildings in the area.</li> <li>-Explain the purpose of some shops in the local area.</li> <li>-Describe features you like in an area.</li> <li>-Map the area; add compass directions</li> <li>-Explain at least 2 similarities and differences with the school area</li> </ul>	<ul style="list-style-type: none"> <li>-Give some reasons why people live in settlements</li> <li>-Identify the type of people who would prefer each of the settlements</li> <li>-Design your own village</li> <li>-Name a few famous cities in the world</li> <li>-Explain your own choice of a settlement and your reasons for it</li> <li>-Describe some attractions for each type of a settlement</li> <li>-Explain where you think most people prefer to live nowadays</li> </ul>	<ul style="list-style-type: none"> <li>-Name some types of coastlines</li> <li>-Explain what factors in nature cause them</li> <li>-Name some ways to minimise coastal erosion</li> <li>-Show a few affected areas on the world map</li> <li>-Describe at least 2 types of coastal erosion landforms</li> <li>-Explain the importance of the coastline</li> <li>-Explain the ways to protect it</li> <li>-Explain how human and physical influence on the coastline is usually negative</li> </ul>
	<b>Some</b>	<p>Describe observations mostly in geographical term. Explain what the word geography means and explain 7 topics in geography. Explain what a landscape is; what a feature is and describe at least 1 landscape with its features. Identify all physical and human features of at least 7 landscapes. Know their full address or school address and what each line means.</p>	<ul style="list-style-type: none"> <li>-Describe at least 6 biomes with animals or plants that live in each</li> <li>-Locate all on a world map</li> <li>-Suggest ways to help the endangered biome.</li> <li>-Explain some ways to protect your favourite biomes.</li> <li>-Analyse the importance of biome diversity in the world.</li> <li>-Analyse the importance of your chosen biome</li> </ul>	<ul style="list-style-type: none"> <li>-Produce own weather forecast with a general outlook for a given week</li> <li>-Identify hot and cold places on the globe (the climates)</li> <li>-Use a variety of sources for comparing weather forecasts</li> <li>-Explain some consequences of weather on our health and safety</li> <li>-Analyse the precipitation and water cycle connection</li> <li>-Explain safety rules about using thermometers</li> <li>-Describe all the seasonal changes</li> </ul>	<ul style="list-style-type: none"> <li>-Describe similarities and differences they have found when comparing different places</li> <li>-Suggest some obvious effects of a human feature on the environment during field work</li> <li>-Analyse the impact of different types of buildings on the area.</li> <li>-Analyse who might use certain shops in the area</li> <li>-Analyse positive effect of some features in the area.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe settlement types using geographical terms</li> <li>-Explain the reasons why people live in settlements</li> <li>-Describe the features of a settlement that show its function</li> <li>--Describe advantages and disadvantages of a city life</li> <li>-Highlight the advantages and disadvantages of a town life</li> <li>-Describe the advantages and disadvantages of a village life</li> </ul>	<ul style="list-style-type: none"> <li>-Describe your favourite coastline and give the reasons why</li> <li>-Describe some effects of coastal erosion</li> <li>-Analyse the effects of human activity on coastal erosion</li> <li>-Analyse why some coats have more intense coastal erosion.</li> <li>-Which type is dominant in the UK and why?</li> <li>-Analyse why we need to protect the coastline</li> </ul>

		<p>Name and show all the parts/countries of the UK.</p> <p>Name and show all the capitals in the UK.</p> <p>Explain the full meaning of the abbreviation UK.</p> <p>Name and identify all the continents. Explain what a continent is.</p> <p>Name and identify all the 5 oceans. Explain what an ocean is.</p> <p>Name basics facts about the UK (queen, PM, capital city, UK versus GB).</p>		<p>-Analyse the glaciation process</p> <p>-Explain why the 2 type of glaciers exist in their locations</p> <p>-Analyse the influence of climate change on climate</p>	<p>-Explain the advantages and disadvantages over the school area</p> <p>-Map the area with a grid reference and a scale to show its size</p>		<p>-Analyse the impact of ignoring both the human and physical impact on the coastline</p>
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Year 8 Geo		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>European countries</b> -Study European countries and their capital cities -The national flag, currency, typical foods, languages, natural beauty areas, etc. -Taste some typical European foods -Recognise some famous landmarks in Europe and natural beauty spots -Understand what makes a European and why we learn about Europe	<b>Russia</b> -Find out basic facts about Russia' geography and economy and present it, in a form of a Power Point. poster or other - Find out about Russian culture (music, theatre, literature, ballet) and experience it through reading, watching or looking at some artefacts -Explore Russia's environments, especially Siberia and Lake Baikal	<b>Physical landscapes: Rivers</b> -Name and describe the main parts of a river -Know the biggest rivers of the world and their locations -Explain benefits of rivers for us and the wildlife - Know what part rivers play in the water cycle and providing drinking water -Explain the ways of protecting rivers -Analyse the importance of protecting rivers -Know wildlife type that exists near rivers	<b>China and India research</b> -Describing the physical features of the country, such as rivers, mountains, etc. -Adding the facts from a video to help with research -Finding out about human features, mainly cities and urban areas, as well as famous infrastructure - Know about products, agricultural or cultural goods -Researching areas of natural beauty and its wildlife -Compiling the findings in a form of a Power Point or a poster	<b>Rainforests; unique biomes</b> -Learn about the rainforest- its structure, occurrence on the globe, its plant and animal content -Understand the importance of the rainforest for the planet's as well as human's wellbeing -Analyse ways to protect the rainforests for the current and future generations -Explain the wealth of the rainforest as a source of food, materials, and medicine	<b>Rocks and geological time scales?</b> -Find out about the 3 main types of rocks in nature -Explore how they were formed - Find out what they are used for and if it is mainly as building materials -Analyse the importance of rocks -Learn about carbon as a rock and a type fossil fuel -Define geological timescales and know its main units -Find out about the 4 main eras (longer periods)
Knowledge / Skills	All	-Show Europe on a map -Define Europe as a continent -Locate the major European countries on a map -Match the major flags with their European countries -Name the icons for the major European countries -Name some typical foods from different countries -Recognise famous landmarks -Name the capitals for some countries	-Name the capital -Show Russia on a map -Name some geographical areas in Russia -List basic facts on Russia -Know at least 1 fact about Russian music, literature etc. -Know that the strategic part of Russia is in Europe - Name some interesting facts on Russia from own research -List at least 1 fact about Russia's politics	-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 ways to protect rivers -Present basic facts on your chosen river -Know rivers are a part of the water cycle -List activities to do by a river -List some river animals and plants	-Name the capital city -Show the country on a map -Show some of its neighbour countries -Name a few other big cities - Know 1 other physical feature -Explain some facts about natural beauty areas -Know and name any products from the country -Name some other facts, such as population size etc. -List some facts from video	-Give at least 3 adjectives to explain what a rainforest is -Identify rainforest layers -Name some rainforest countries -Name some typical rainforest animals -Name some rainforest plants -Name the foods we eat from the rainforest -Identify at least 1 reason to protect the rainforest	-Define a rock -Name at least 1 type of rock -Name some ways to use it -Know what carbon is used for and how it was formed -Recognise some rocks -Know that the Earth's geological timescale refers to its age -Know there are 4 big, main periods in the geological timescale
	Most	-Explain what Europe is in geographical terms -Recognise and locate major European capitals -Describe major European flags of their respective countries	-Locate the capital on a map -Know only 1/3 of Russia is in Europe -Name and show some famous cities in Russia -Show Siberia, and few other locations	-Explain with adjectives what a seasonal river is -Identify river parts on a river -Name and locate at least 6 major world rivers on a map -Explain river benefits in geographical terms	-Show the capital city -Show other major cities -Show all the neighbours -Locate major physical features (rivers, deserts etc.) -Describe products the country is famous for	-Describe the conditions in rainforest with geographical terms / rainforest adjectives -Identify and describe the animals for each layer -Show the major rainforests countries on a map	-Name the 3 main rock types -Briefly describe each type -Explain where rocks occur and how they are obtained -Explain the most popular usage of different rocks

		<ul style="list-style-type: none"> <li>-Recognise and describe the major European icons</li> <li>Name some famous European dishes</li> <li>-Recognise and name some famous European landmarks</li> <li>-Recognise some European languages</li> </ul>	<ul style="list-style-type: none"> <li>-Name famous composers or writers from Russia</li> <li>-Explain why we learn about Russia with at least 2 reasons</li> <li>- Explain what you find interesting about Russia and explain what you have found out with your research</li> <li>-Name some famous products from Russia</li> </ul>	<ul style="list-style-type: none"> <li>-Describe some river animals and plants</li> <li>-State value of rivers for you</li> <li>-Expand on the best ways to protect rivers</li> <li>-Explain the place of rivers within the water cycle and precipitation</li> <li>-Explain which river cruise or trip you would like to do</li> </ul>	<ul style="list-style-type: none"> <li>-Describe its natural beauty areas</li> <li>-Explain in more detail some basic facts (population, main faiths, economy etc.)</li> <li>-Explain some facts you remembered from the video</li> </ul>	<ul style="list-style-type: none"> <li>-Describe rainforest animals that need to be protected</li> <li>-Describe rainforest plants that are useful for us</li> <li>-Explain the usage of rainforest products</li> <li>-Explain the reasons to protect the rainforest</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the dangers of using carbon rock and the fossil fuels in general</li> <li>-Explain what geological timescale means</li> <li>- Name at least 1 big period and explain some facts about it</li> <li>-Explain in what way knowing the timescales is helpful</li> </ul>
	<b>Some</b>	<ul style="list-style-type: none"> <li>-Describe Europe in relation to other continents</li> <li>-Explain the difference between Europe and the EU</li> <li>-Explain the symbolic meaning of a flag</li> <li>-Clarify the importance of an icon as a country symbol</li> <li>-Argue the importance of national landmarks</li> <li>-Analyse the reasons we learn about Europe in Geography</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse Russia's influence on European culture</li> <li>-Explain briefly the Cold War and Russia's Eastern Block dominance</li> <li>-Analyse its influence on Europe's current political situation</li> <li>-Analyse the beauty and importance of Russia's culture</li> <li>-Explain the diversity of Russia's geographical areas</li> </ul>	<ul style="list-style-type: none"> <li>-Locate and describe the major rivers of the world</li> <li>-Explain why most rivers end up in seas and oceans</li> <li>-Analyse the importance of protecting rivers</li> <li>-Analyse in what ways rivers are beneficial for you</li> <li>-Interpret the expression 'rivers mean life'</li> <li>-Explain what river wildlife needs our protection</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse the population spread and urbanisation</li> <li>-Analyse the country's impact on neighbours or the wider world</li> <li>-Analyse the presence of the country on the local markets or the international stage with its products</li> <li>-Analyse the impact of tourism on the beauty areas</li> <li>-Combine the video facts with own research to briefly introduce the country</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the main rainforest areas on a map; their location within the climate zones</li> <li>-Explain the impact of rain and sunlight on the rainforest layers</li> <li>-Describe what illnesses can be cured with what rainforest product</li> <li>-Explain how the rainforest is 'the lungs of the world'</li> <li>-Explain the impact on the climate and 'global warming' as a result of cutting rainforest s</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how the 3 main types of rocks were formed</li> <li>-Analyse the connection between rock formation and geological timescales</li> <li>-Explain how carbon was formed</li> <li>-Explain at least 1 fact or give dates for the 4 main periods of geological timescales</li> <li>-Explain what you find most fascinating about the timespan of the Earth's age</li> </ul>

Year 9 Geo		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>Natural Hazards;</b> -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 - Understanding what causes flooding around coastal areas and by rivers - Finding out about storms and heavy winds -Analysing droughts and their impact on local livelihood -Analyse the impact of human action on natural hazards	<b>Physical Landscapes: Deserts of the Middle East and Africa</b> -Find out the exact locations of the deserts on a map -List adjectives referring to deserts to describe a desert -Name and show the desert countries - Find out about typical desert animals and plants -Learn about the desert way of life (nomadic lifestyle) -Explore desert activities for tourism -Find out about the importance/benefits of deserts	<b>Maps/Scales</b> -Learn what maps represent and where to use them -Practical map skills, such as using a compass to find compass points, using grid references and index pages to locate places -Planning your route using google, tube and other maps -Using map skills to map human and physical features of an area -Drawing your own simple map of an area, using scales, grids and compass points	<b>Fieldwork Unit: Recycling</b> -Explore the recycling facilities in the area -Find out about types of recycling undertaken -Explore ways of informing our school about their recycling scope -Undertake a small recycling/eco project based on our concerns about our area -Come up with ways to promote more recycling in our school and promote during an assembly	<b>Cities - Patterns and Change;</b> -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 -Explore the population growth and expansion of the world's cities -Analyse the urbanisation and the 4 sectors (primary etc.) of economic activity	<b>China and India research</b> -Describing the physical features of the country, such as rivers, mountains, etc. -Adding the facts from a video to help with research -Finding out about human features, mainly cities and urban areas, as well as famous infrastructure - Know about products, agricultural or cultural goods -Researching areas of natural beauty and its wildlife -Compiling the findings in a form of a Power Point or a poster
Knowledge / Skills	All	-Explain what a volcano is using at least 3 nouns or adjectives -Name volcano parts -Name some famous volcanoes and show 1 earthquake area -Define a flood - Name some symptoms of a flood -Name a problem after a flood -Define a storm -Name some symptoms -Define a drought -Explain symptoms of droughts -Think if humans can make hazards worse	-Name 1 desert for each area -Locate the deserts on a map -List adjectives to describe deserts -Name some of the countries covered by the deserts -Name some desert animals -Name some desert plants -List some facts about the desert life -List popular desert activities - Know at least 2 benefits of deserts	-Explain the difference between a map and a globe - Know what a map represents -Point to a key on a map and name some things it explains - Identify the index page in an atlas and know what it shows -Use a compass to identify North -Use a compass to find the 4 major compass points -Explain what the TFL website is an who would use it -Name some reasons map skills would be useful for you	-Name things we can recycle. -Name the environmental concern -Name ways to care about the local environment -Suggest ways to promote recycling in the school. -Know 1 thing recycling is important for	-Use at least 3 adjectives to define 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 -List some activities to do in a city -Know that cities get bigger and there are more of them - Know that cities are connected with urbanisation	- Name the capital city -Show the country on a map -Show some of its neighbour countries -Name a few other big cities - Know 1 other physical feature -Explain some facts about natural beauty areas -Know and name any products from the country -Name some other facts, such as population size etc. -List at least 2 facts from the video

	<b>Most</b>	<ul style="list-style-type: none"> <li>-Describe all parts of a volcano using geographical terms</li> <li>-Locate most famous volcanoes and match with their continent</li> <li>-Explain what 2 tectonic events there are</li> <li>-Explain consequences of a drought</li> <li>-Explain what happens during a flood</li> <li>-Think of ways of minimising flood severity</li> <li>-Explain what is the influence of humans on natural hazards</li> </ul>	<ul style="list-style-type: none"> <li>-Define a desert with at least 3 adjectives</li> <li>-Locate the deserts and show all the countries there</li> <li>-Describe the deserts with desert features</li> <li>-Explain what animals live there</li> <li>-Describe the desert plants</li> <li>-Give reasons for desert activities and their popularity</li> <li>-Explain which desert benefits are most important for you / which for the local population</li> </ul>	<ul style="list-style-type: none"> <li>-Use a simple map key to locate or describe places on the map</li> <li>-Use an index page to locate a place on a map</li> <li>-Identify and show the main and minor compass points</li> <li>-Explain some ways to use a compass in the real world</li> <li>-Use 2-point coordinates to locate places on a map/grid.</li> <li>-Plan a short journey using the TFL website maps and the journey planner facility</li> </ul>	<ul style="list-style-type: none"> <li>-Describe some ways of already tackling the concern.</li> <li>-Explain what you can do better to care for your local area.</li> <li>-Explain how and where we can recycle them.</li> <li>-Explain why we need more people to recycle at our school.</li> </ul>	<ul style="list-style-type: none"> <li>-Define a city</li> <li>-Describe city features with geographical terms</li> <li>-Locate the most famous cities</li> <li>-Explain the positives of city life that are the biggest pull factors</li> <li>-Explain the negatives of city life that are the biggest push factors</li> <li>-Give reasons why many prefer city to country or town life</li> <li>-Explain what urbanisation means</li> <li>-Explain why more move to the cities (population growth)</li> <li>- Name the 4 sectors of economic activity</li> </ul>	<ul style="list-style-type: none"> <li>- Show the capital city</li> <li>-Show other major cities</li> <li>-Show all the neighbours</li> <li>-Locate major physical features (rivers, deserts etc.)</li> <li>-Describe products the country is famous for</li> <li>-Describe its natural beauty areas</li> <li>-Explain in more detail some basic facts (population, main faiths, economy etc.)</li> <li>-Explain some facts you remembered from the video</li> </ul>
	<b>Some</b>	<ul style="list-style-type: none"> <li>-Understand that the process of change in continuous (tectonic events occurrence)</li> <li>-Explain the connection between tectonic plates and tectonic events</li> <li>-Describe the 'Ring of Fire' and its connection with tectonic events</li> <li>-Describe the Earth's core and tectonic activity connection</li> <li>-Analyse the impact of humans on flood severity and occurrence</li> <li>-Analyse the impact of humans on droughts</li> <li>- Analyse the impact of droughts in the long term and on the human migration</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the importance of deserts as unique ecosystems</li> <li>- Explain the dangers of desertification and its impact on the whole world</li> <li>-Analyse the popularity of deserts as tourist attractions for the local populations</li> <li>-Expand on the importance of protecting the desert wildlife</li> <li>-Explain how desert benefit are far reaching and important</li> </ul>	<ul style="list-style-type: none"> <li>-Give reasons why an index page is useful and how it helps with grid references</li> <li>-Describe different types of maps</li> <li>-Explain what makes a compass work (the Earth's core significance)</li> <li>-Find alternative means of transport or route when using the TFL site</li> <li>-Explain why maps use keys/legends and what using a key is needed for</li> <li>-Explain what scales mean on a map</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest ways in which to improve areas of environmental concern</li> <li>-Suggest ways people have an effect on their surroundings</li> <li>-Explain why we need to recycle them.</li> <li>-Explain action we could take to improve the area near our school (litter picking days)</li> </ul>	<ul style="list-style-type: none"> <li>-Give arguments for and against manmade changes (expanding cities)</li> <li>-Explain how city growth affects natural resources and landscapes</li> <li>-Describe effects that building roads and houses has on landscapes(urbanisation)</li> <li>-Analyse the connection between population growth and city growth</li> <li>-Analyse industrialisation and city growth/urbanisation</li> <li>-Explain the 4 sectors of economic activity and how they are connected with cities</li> <li>-Analyse how cities support international development</li> </ul>	<ul style="list-style-type: none"> <li>--Analyse the population spread and urbanisation</li> <li>-Analyse the country's impact on neighbours or the wider world</li> <li>-Analyse the presence of the country on the local markets or the international stage with its products</li> <li>-Analyse the impact of tourism, as a result of its natural beauty areas</li> <li>-Combine the video facts with own research to briefly introduce the country</li> </ul>

Year 7 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<b>Christianity:</b> Find out about the basic beliefs of Christianity, including the holy book, leader and place of worship -Learn about the symbol and its importance -Explore the ways to celebrate Christian festivals -Read and watch Bible stories and analyse their message -Make own model of a Christian church		<b>New Beginnings:</b> - 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, the creation of the world, resolutions -Discuss our new year resolutions and their importance -Make a poster for a spring as a new beginning for nature -Watch and analyse the creation stories from the 6 religions -Discuss and explain the importance of new start in our lives		<b>Understanding more about me:</b> -Analyse who we are and what main factors influence our personality (food, music, what we like, our strengths) -Discuss how a person's outside and inside are both important, or which one is more important -Explain how our religious or non-religious rules shape our personality -Explain the impact of our influences on our lives	
<b>Knowledge / Skills</b>	<b>All</b>	Name the leader of Christianity. Know who Jesus is. Name the followers of Christianity. Draw and name the symbol of the religion. Name the holy book. 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 4 things god created. Know what Christmas and Easter are.		Name a topic for the new beginnings' unit. Understand that a new beginning is a new start. Name ways to celebrate new beginnings. Know all religions celebrate new beginnings. Know new beginnings are important for all religions. Name a promise/ resolution for new beginnings. Know Easter is a new beginning for Christians. Name the symbol for Easter and know when it is celebrated. Name 2 or more things in nature that are new beginnings. Know that spring is a new beginning for nature. Know that religions believe in gods' creation of the world.		Know some basic facts about yourself. Name 1 reason to learn about yourself. Name your influence/s. Name some foods you like. Name some foods you don't like. Name my hobbies. Name things I like and I don't like, Name 1 areas for improvement.	
	<b>Most</b>	Know how old the religion is. Explain why the cross is the symbol. Can explain how to handle the Bible. Explain a story from the Bible. Name 6 things god created in the correct order. Know that a religious building is a special place for believers and name 3 objects in a church. Explain why Christmas and Easter are important.		Define a new beginning. Explain a few new beginnings topics. Describe ways to celebrate new beginnings by most religions. Define a resolution and explain the most important resolutions. Explain why people have resolutions at the start of the year. Explain why Easter is a new beginning for Christians. Describe ways to celebrate Easter. Describe what are the signs of new beginnings for nature. Explain why it is a rebirth of nature. Briefly explain how the world began, according to religions.		Explain a few reasons to learn about ourselves. Explain my likes and dislikes and the reasons for each. Explain why certain people or things are your influences. Explain why I like or dislike certain foods. Name my hobbies and why they are important for me. Analyse my areas for improvement.	

	<p><b>Some</b></p> <p>Understand the idea of trinity (God/father, son/ Jesus and the Holy Spirit).  Understands some of the purposes of a religious leader/Jesus saviour.  List places where we can find the symbol.  Know how the holy book came to be written and why it is special.  Identify and explain a moral in a religious story.  Analyse reasons god created the world.  Explain why there is order of creation.  Describe correct behaviour in a church.  Know that a religious building is a special place for believers.  Explain its significance for Christmas and Easter.</p>	<p>Analyse the importance of new beginnings.  Analyse the importance of resolutions.  Explain why Easter is so important for Christians (e.g. the most important festival).  Analyse the importance of Lent and Easter promises.  Explain the importance of spring for nature.  Analyse the reasons why animals are born in spring.  Expand on the symbols of new beginnings for Christians -the cross and egg.  Analyse similarities between religions and their stories of creation.</p>	<p>Analyse why religions encourage self -knowledge.  Analyse the importance of knowing yourself.  Discuss the importance of self- improvement.  Discuss the importance of influences in our lives.  Explain how hobbies reveal a lot of information about us.  Explain the connection between the topic and religions.  Analyse how likes, dislikes, including foods are a part of learning and being more positive.</p>
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Year 8 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>Buddhism:</b> -Buddhist beliefs, precepts, way of life, the leader, symbols -Read stories and watch videos about the Buddha's life and teachings -Analyse the 5 precepts/ rules and what they mean in practise -Try out meditation and correct breathing -Learn about monks and nuns in Buddhism		<b>Islam:</b> -Learn about the life of the prophet Muhammad and his teachings -Find out about the pillars (rules), festivals, special foods and the way of life in accordance with the Qur'an -Designing Islamic patterns and decorations -Exploring the layout of the mosque and its importance		<b>What matters:</b> -Learn about what matters for people from different religions -Find out about things that matter for us and others -Explore if health and relationships are more important than material things -Analyse the importance of education for us -Explore the importance of money in life	
Knowledge / Skills	All	-Know who the Buddha is and name at least 3 facts from his life. Name the followers of Buddhism. Draw and name the symbol of the religion. Draw and recognise the 2 <sup>nd</sup> symbol and state what it reminds us of. Retell the elements of a simple religious story about the Buddha. Name at least 3 rules for meditation. Define meditation in own words. List at least 2 adjectives about own feelings when meditating. Know who a monk is and what they do. List at least 4 ways how to treat animals.		Name the followers of Islam. Draw and name the symbol. Name the prophet/leader. Describe some of the beliefs of a religion- the belief in one god. Retell some elements of a religious story (the prophet's birth). Name the holy book. List 2 ways how to treat the holy book. List at least 3 of the 5 pillars/ the rules. Draw 1 Islamic pattern and name 2 places where you can find those patterns. Name a type of food that isn't not allowed; not halal.		Name some things that matter to me Know other words that mean the same as 'matter' Know if money matters to me. Give a reason to have friends. List the people in my family I care about. List the things I do to look after my health. Name some things I love or like a lot. Name 1 thing that is important for me about god or religion Think of 1 reason my education is important to me	
	Most	Name the country of Buddhism and how old the religion is. Explain why the lotus flower is the 1 <sup>st</sup> symbol. Explain a story from the Buddha's life. Name and describe the 2 <sup>nd</sup> symbol. Explain what meditation helps with. Define a monk and explain at least 3 details from their life. Name 2 or more rules for monks. Analyse why Buddhism treats animals with respect.		Know how old Islam is. Describe the locations for the symbol. Describe a few events from the prophet's life. Retell a religious story in order of events. Can explain why a holy book is special-give 2 reasons. List 3 ways to treat a holy book. Identify how followers receive guidance on how to live- 5 pillars. Explain 2 pillars in detail and name all of them. Describe 2 the main features of a religious building and name the building. Describe at least 4 places where you can find Islamic patterns. Explain what halal means and name a few halal rules.		Explain the meaning of the word matter. Give reasons why certain things matter to me Explain how much money matters to me and why. Explain why friends and family are important to many of us. Know why health is important Know how my faith supports me Discuss the benefits of education for me	

	<p><b>Some</b></p> <p>Understand the idea of reincarnation in Buddhism.          Know that Buddhism is one of the oldest religions by comparing its timeline to other religions.          Analyse the idea of suffering and moderation in Buddhism.          Understands some of the purposes of the leader, the Buddha.          Analyse the idea of god in Buddhism.          Contemplate the idea of vegetarianism in Buddhism.          List places where we can find the 2<sup>nd</sup> symbol and explain its significance for choices in our lives.          Identify and explain a moral in a religious story from the Buddha's life.          Analyse the reasons how meditation is connected with choices in life.          Consider the importance of monks' rules and their choice of a lifestyle.</p>	<p>Explain the meaning and importance of the symbol.          Explain why he was chosen to be a prophet and name his prophet qualities, (his pure heart).          Can describe some of the beliefs of a religion- the belief in one God.          Identify and explain a moral in a religious story.          Analyse why we need to treat the holy book with respect.          Know how the holy book came to be written.          Explain what each of the 5 pillars means.          Analyse the importance of the pillars.          Understand that some people make special journeys to places of religious significance; and its importance          Understand the idea of charity and its importance.          Recognise the contrast between feasting and fasting.          Describe all the main features of a religious building.          Explain the importance of the religious building in Islam.          Explain why patterns are widely used in Islam.          Explain why images of god's creation nor god are not allowed in Islam.          Analyse the importance of halal food.</p>	<p>-Analyse the phrase 'money cannot buy your health'          Analyse why money is 'the root of all evil'          Explain how relying on close family and friends makes 'a problem shared is a problem halved'          Analyse the saying 'faith will move mountains'          State how education can shape your future and empower you          State your opinion about 'love being the essence of life'</p>
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Year 9 RE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>Introducing Judaism:</b> -Learn about basic facts on Judaism-the Jewish leaders, holy books, symbols, holy book etc. -Read some stories from the Old Testament and discuss their message -Explore the idea of the Jewish kosher food -Analyse the importance of the synagogue for the community -Find out facts about both Jewish symbols		<b>Introducing Sikhism:</b> -Learn about Sikhism and its basic teachings (the leaders, the holy book, the symbols etc.) -Learn about the Sikh code for living and the 3 main principles; analyse the idea of equality in Sikhism -Explore the 5K's and what they are for; and their importance -Read some Sikh stories and analyse their messages -Find out about the worship in the Gurdwara and the importance of each room		<b>Introducing Hinduism:</b> -Learn about the basic teachings of Hinduism, including the idea of many gods representing one -Investigate the Hindu code for living (do's and don'ts) -Read some Hindu stories and analyse their messages -Analyse the Hindu creation story and its many variations -Learn about the layout of the mandir and its functions - Learn about and discuss the caste system, as well as the idea of reincarnation	
Knowledge / Skills	All	Name the followers. Name the holy book. Name and recognise the symbol. Know there is only 1 god in Judaism. List 3 places for the symbol (the star of David). Retell elements of a religious story. Know the holy day of the week for Judaism. Name 1 thing to do on the holy day. Recognise the 2 <sup>nd</sup> symbol. Know what it is used for. Name the holy book and 2 pieces of information it contains. Know what kosher food means.		Name the followers. Recognise the symbol. Name the country of Sikhism. Know Sikhs believe in one god. Know how old the religion is. Know what the 5K's refer to and name some of them. Know that family is important in Sikhism. Explain at least 1 idea about Sikh equality. Name the place of worship.		-Know what the followers of Hinduism are called -Know how old Hinduism is -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 -List what the followers do for the Diwali festival -Name some rules to follow -Know that Hindus believe in being reborn -Name at least 1 room in the mandir -Know that all the different gods represent the 1 god. -Know what the Rama and Sita story is about.	
	Most	Know how old Judaism is. Know the language of Judaism. Name the founder. Retell a religious story. Explain why the star of David is the symbol. Explain at least 6 places where to find it. Explain the figure of Jesus in Judaism and Christianity. Explain the layout of the holy book. Analyse 3 basic rules of kosher food		Know Sikhism is the youngest of the 6 main religions. Explain who a guru is. Name the symbol and explain where to find it. Describe the Sikh god with adjectives. Explain why the 5K's are called this name. Describe all of the 5K's. Explain what extended family means. Explain the main parts of the Sikh place of worship. Retell the equality story and explain a few areas of equality for Sikhs.		-Name the Hindu symbol -Explain the meaning of the symbol -Name each of the 3 main gods and describe the job of each -Retell a whole religious story -Explain things that Hindus do for the Diwali festival -Explain some of the rules to follow -Know that the 10 rules are split into: dos and don'ts -Describe each room in the mandir and its features -Explain some facts about the Hindu creation story -Explain the message of the Rama and Sita story	
	Some	Analyse the reasons for not touching the holy book with hands. Explain why Jewish wear tefillin on their head and near the heart.		Explain the meaning of the Sikh symbol. Analyse the connection between god's features and the symbol. Explain the idea of reincarnation in Sikhism. Analyse the reasons Sikhs wear the 5K's.		-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	

		<p>Know what menorah symbol is used for and how it's connected with the Judah story.</p> <p>Analyse the similarities between Judaism and Christianity.</p> <p>Expand on the moral of a story from the Old Testament.</p> <p>Explain at least 5 rules and why they are called the Ten Commandments.</p> <p>Analyse at least 2 reasons to follow the kosher diet.</p>	<p>Analyse the importance of langar in the place of worship.</p> <p>Explain the importance of equality in Sikhism, also as compared with Hinduism.</p> <p>Explain the importance of family in Sikhism.</p> <p>Analyse the 3 main life values in Sikhism (hard work, worship god, do charity)</p>	<p>-Explain why there is no founder of Hinduism.</p> <p>-Explain the connection between Sanskrit and modern European languages, as in Indo-European</p> <p>-Analyse the reason why the rules are split into the 2 main groups.</p>
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Year 10 Humanities		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<b>Volcanoes/ WJEC</b> -Name and describe the volcano parts and eruption events. -Explain problems for nature and people -List and discuss the ways to warn about eruptions -Produce a list of ways to help after an eruption -Locate the most famous volcanoes on the world map.		<b>Places of Worship/WJEC</b> -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why it is important to behave -Analyse the importance of the place for the followers -Analyse tie importance for the wider community		<b>Places of Worship (Summer E/ F -start Festivals) /WJEC</b> -Describe the layout of a place of worship and the features inside -Explain how the features are used and why they are important -Explain the correct behaviour in the place of worship and why it is important to behave -Analyse the importance of the place for the followers -Analyse tie importance for the wider community	
<b>Knowledge / Skills</b>	<b>All</b>	-Name the main parts of a volcano -Describe some of the parts -Name and locate some of the famous volcanoes in the world -List some problems after an eruption -Name some ways of warning before an eruption -List some ways of international help after an eruption -List ways to help by charities and individuals.		-Define a place of worship -Name all the parts in there -Name some features -Explain how some of the features are used -Explain for some about their importance -List some correct ways to behave in a place of worship -Explain some reasons why behaviour is required -Name some ways the place is important for the followers -Name a few reasons why it is important for the community		--Define a place of worship -Name all the parts in there -Name some features -Explain how some of the features are used -Explain for some about their importance -List some correct ways to behave in a place of worship -Explain some reasons why behaviour is required -Name some ways the place is important for the followers -Name a few reasons why it is important for the community	
	<b>Most</b>	-Give a detailed description of all the main volcano parts -Locate and name most famous volcanoes on a world map -Describe all the main problems after an eruption -Describe ways to help by other countries. -Describe all the ways of warning before an eruption -Expand on the ways of individual and NGO help.		-Name places of worship for all religions -Describe all the rooms -Describe those features with more detail -Explain how the features are used -Analyse all of their importance -Describe ways to behave in a place of worship -Analyse why behaviour is required -Explain all the reasons it is important for the followers -Analyse all the ways it is important for the community		Name places of worship for all religions -Describe all the rooms -Describe those features with more detail -Explain how the features are used -Analyse all of their importance -Describe ways to behave in a place of worship -Analyse why behaviour is required -Explain all the reasons it is important for the followers -Analyse all the ways it is important for the community	
	<b>Some</b>	-Analyse the reasons why volcanoes are dangerous. -Explain how the eruption problems affect people and their environment in the long term -State the importance of warning about impending eruption -Explain why individual help matters too. -Give reasons why international help is so vital		-Analyse which feature is the most important and why -Explain which feature/s must always be present and why -Analyse some long-term consequences of not behaving in a place of worship -Analyse the importance of making the place of worship accessible and special for the wider community.		Analyse which feature is the most important and why -Explain which feature/s must always be present and why -Analyse some long-term consequences of not behaving in a place of worship -Analyse the importance of making the place of worship accessible and special for the wider community	

Year 11 Humanities		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<b>Religious Festivals / WJEC</b> -Describe a few religious festivals – basic facts -Describe the social aspects of the festivals -Describe the religious aspects -Explain the importance for the followers -Explain the importance for the wider community		<b>Climate change / WJEC</b> -Outline the evidence for climate change. -Give natural causes of climate change. -Outline ways in which human activity influences climate change and global warming. -Outline the major consequences of climate changes. -Give positive and negative effects of climate change in the UK. -Outline renewable energy sources that could be used to meet future energy needs in the UK. -Outline what individuals can do to reduce the risk of climate change. -Outline what the UK government can do to reduce the risk of climate change.		<b>Rules for life -additional</b> -Come up with own rules to follow in life -Explain the reasons for these rules -Present the rules to the class and compare with others' -Produce a poster or a Power Point for my rules -Give all a constructive feedback about how to improve your ideas and presenting them	
<b>Knowledge / Skills</b>	<b>All</b>	-Name some religious festivals -Name a few basic facts about each one -List a few ways the festivals are important for the followers -List a few ways they are important for the wider community -List some religious and social aspects of those festivals		-Name some signs of climate change; also, the natural ones. -Name ways in which humans add to climate change. -List some problems connected with climate change. -List some positive effects of climate change -Name some renewable energy to use in the future. -List some things you could do to help with climate change battle. -List what the government can do to help.		-List some of your rules to follow -Name situations for these rules. -Give at least 1 reason you have these rules -Name the people in your life who would be proud of you for these rules -Produce a visual with the rules and explain them	
	<b>Most</b>	-Describe some religious festivals with more detail. -Explain how and why they are celebrated. -Describe most ways the festivals are important for the followers -Describe most ways they are important for the wider community -Explain some religious and social aspects of those festivals		-Describe most signs of climate change; also, the natural ones. -Explain the ways in which humans add to climate change. -Describe most problems connected with climate change. -Explain the few positive effects of climate change -Describe all renewable energy to use in the future. -Describe the things you could do to help with climate change -Explain the many things the government can do to help.		-Explain some of your rules to follow in life -Explain where in life you would use these rules. -Explain your reasons you have these rules - Explain who could help you to stick to those rules -Present them and explain all to us.	
	<b>Some</b>	-Analyse the connection between a given festival and a religious event or a person. -Explain why festivals are also important for the older and younger generations to bond together. -Explain why children enjoy most religious festivals. -Explain which festival you would like to take part in and why.		-Analyse how human caused climate change compares to natural changes in the climate -Analyse how both individual and government input has a role to play -Explain why every little change makes a difference. -Explain the long-term consequences of not doing anything.		-Analyse your reasons to have rules in life -Analyse the reasons to have your own rules in life. -Think and explain how these rules should help you with healthy relationships with others. -Thinks and discuss if some of your rules will be similar to others and why	

Year 7 History		Autumn A & B	Spring C	Spring D	Summer E & F
Content		<b>The Norman Conquest:</b> -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	<b>The Black Death and its social and economic impact:</b> -Students will linking 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	<b>The war of the roses and Henry VII's attempt to restore stability:</b> -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	<b>The development of state and society in Tudor Britain:</b> -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
Knowledge / Skills	All	-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	-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	-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	-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	-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	-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	-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	-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><b>Some</b></p>	<ul style="list-style-type: none"> <li>-Uses vocabulary: recent, modern, eyewitness</li> <li>-Combine information from 2 sources</li> <li>-Annotate illustration</li> <li>-Record their historical observations</li> <li>-Record answers to questions</li> <li>-Extracts information from pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Display a knowledge of aspects of life</li> <li>-Make comparisons between sources</li> <li>-Explain why they think something is old</li> <li>-Identify similarities and differences between modern and old objects</li> <li>-Locate the place of a historical incident on a map</li> <li>-Use terms to indicate period</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate knowledge orally</li> <li>-Use vocabulary that shows a sense of chronology</li> <li>-Uses information from books</li> <li>-Asks questions to find similarities and differences between past and present</li> <li>-Look carefully at artefacts</li> <li>-Describe an artefact</li> <li>-Name the period of history studied</li> <li>-Identify differences between old and new everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary: eyewitness, modern, recent</li> <li>-Show some knowledge of people studied</li> <li>-Know that their own lives are different to those in the past</li> <li>-Record their historical observations</li> <li>-Recall information on a way of life</li> <li>-Record answers to questions</li> </ul>
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Year 8 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>The civil wars: Was England ‘turned upside down’ in the 17<sup>th</sup> century?</b> -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	<b>Oliver Cromwell and the Interregnum:</b> -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	<b>The Industrial Revolution:</b> -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	<b>The British Empire: Colonies and the Slave trade</b> -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	<b>The French Revolution:</b> -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	<b>The Georgians:</b> -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
Knowledge / Skills	All	-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	-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	-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	-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	-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	-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	-Sequence 6 incidents of a historic story -Observe and organise objects in sequence according to age -Record answers to questions -Record their historical observations	-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	-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	-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	-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	-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"> <li>-Annotate illustration</li> <li>-Find information to answer specific question</li> </ul>	<ul style="list-style-type: none"> <li>-Asks questions to find similarities and differences between past and present</li> <li>-Name the period of history studied</li> </ul>	<ul style="list-style-type: none"> <li>-Record their historical observations</li> <li>-Combine information from 2 sources</li> <li>Show an awareness that historical information can be presented in different ways</li> <li>-Extracts information from pictures</li> </ul>		<ul style="list-style-type: none"> <li>-Use vocabulary: eyewitness, recent, modern</li> <li>-Annotate illustration</li> </ul>	<ul style="list-style-type: none"> <li>-Show awareness of a range of sources</li> <li>-Recall information on a way of life</li> <li>-Record their historical observations</li> <li>-Annotate illustration</li> <li>-Find ways of identifying if something is old</li> </ul>
	<b>Some</b>	<ul style="list-style-type: none"> <li>-Realise that the past can be divided into different periods</li> <li>-Consider the information they wish to acquire</li> <li>-Recognise the difference between opinion and fact</li> <li>-Identifies simple causes of significant events</li> <li>-Uses own knowledge to provide explanation of significant events</li> </ul>	<ul style="list-style-type: none"> <li>-Combine information from 2 sources</li> <li>-Show awareness of a range of sources</li> <li>-Find information to answer a specific question</li> <li>-Extracts information from pictures</li> <li>-Identify some people from the past who are famous</li> <li>-Show some knowledge of people studied</li> <li>-Sequence 6 incidents from a historic story</li> </ul>	<ul style="list-style-type: none"> <li>-Display a knowledge of aspects of life</li> <li>-Give some reasons for the events in the period studied</li> <li>-Recognise people have moved from place to place</li> <li>-Understand reasons why people settled in a place</li> <li>-Make comparisons between sources</li> <li>-Use terms to indicate period</li> <li>-Uses own knowledge to provide explanation of significant events</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary: emigrate, evidence, settle</li> <li>-Recognise the difference between opinion and fact</li> <li>-Plan questions to ask an eyewitness</li> <li>-Select relevant sources for historical investigation</li> <li>-Use terms to indicate period</li> <li>-Begins to interpret information in pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Consider the information they wish to acquire</li> <li>-Recognise difference between opinion and fact</li> <li>-Plan questions to ask an eyewitness</li> <li>-Identify significant events</li> <li>-Identify simple causes of event</li> <li>-Uses own knowledge to provide explanation of significant event</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources for historical investigation</li> <li>-Consider the information they wish to acquire</li> <li>-Make comparisons between sources</li> <li>-Uses own knowledge to provide explanation of significant events</li> <li>-Locate the place of a historical incident on a map</li> <li>-Use dates appropriately</li> <li>-Begins to interpret information in pictures</li> <li>-Key Vocabulary, evidence</li> <li>-Recognise people have moved from place to place</li> </ul>

Year 9 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<b>World War 1:</b> -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		<b>Great Depression 1930's:</b> -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	<b>World War Two - The Rise of the Third Reich &amp; War and Home Front:</b> -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		<b>The Holocaust:</b> -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
<b>Knowledge / Skills</b>	<b>All</b>	-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 -Create 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
	<b>Most</b>	-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><b>Some</b></p> <ul style="list-style-type: none"> <li>-Identify reasoned explanations</li> <li>-Identify some reasons for differences in reports on the same event</li> <li>-Consider the point of view of reports</li> <li>-Use examples in work</li> <li>-Consider the evidence used by the source of information</li> <li>-Identify reasoned explanations</li> <li>-Identify some reasons for differences in reports on the same event</li> <li>-Consider the point of view of reports</li> <li>-Use examples in work</li> <li>-Consider the evidence used by the source of information</li> </ul>	<ul style="list-style-type: none"> <li>-Consider the point of view of reports</li> <li>-Consider the evidence used by the information source</li> <li>-Identify the differences in lifestyle of the rich and poor in the period studied</li> <li>-Use information from census data combined with other sources</li> <li>-Identify changes in and across periods</li> </ul>	<ul style="list-style-type: none"> <li>-Select pictures to illustrate information</li> <li>-Recognize the difference between opinion and fact</li> <li>-Acquires information</li> <li>-Give some reasons for events in period studied</li> <li>-Use dates appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Select relevant historical information from a source</li> <li>-Demonstrate sound knowledge of period studied</li> <li>-Select the appropriate method of representing information</li> <li>-Includes details</li> <li>-Use examples in work</li> </ul>
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Year 10 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<b>Britain and the Second World War:</b> -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		<b>Persecution of people:</b> -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	<b>Responses to conflict in World events:</b> -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	<b>A non-British society in the past:</b> -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	
<b>Knowledge / Skills</b>	<b>All</b>	-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	
	<b>Most</b>	-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"> <li>-Use information from census data combined with other sources</li> </ul>		
	Some	<ul style="list-style-type: none"> <li>-Find additional sources to clarify or support findings</li> <li>-Identify some limitations of a source</li> <li>-Account for different versions of past events</li> <li>-Describe people and their actions in the period studied</li> <li>-Show critical evaluation</li> <li>-Use examples to support view</li> </ul>	<ul style="list-style-type: none"> <li>-Reach conclusions about the most important events</li> <li>-Relates historical information to modern day situations</li> <li>-Is able to describe and make links between some events and changes within and across periods</li> <li>-Have a chronological knowledge of key events within a period</li> <li>-Find additional sources to clarify or support findings</li> </ul>	<ul style="list-style-type: none"> <li>-Use examples to support view</li> <li>-Find additional sources to clarify or support findings</li> <li>-Account for different versions of past events</li> <li>-Compare sources</li> <li>-Describe events with some effects in period studied</li> <li>-Describe people and their actions in the period studied</li> </ul>	<ul style="list-style-type: none"> <li>-Question the usefulness of sources</li> <li>-Select relevant recorded information</li> <li>-Compare sources</li> <li>-Account for different versions of past events</li> <li>-Identify some limitations of a source</li> </ul>

Year 11 History		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<b>Contentious issues in the modern world:</b> -Gain historical knowledge about topics that feature in the media -Pupils research and formulate an opinion regarding contentious issues such as abortion, euthanasia or same-sex marriage.		<b>Historical change over time:</b> -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	<b>People and Protest:</b> -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	<b>Revision/Exam Period:</b> -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visits	
Knowledge / Skills	All	- Participate in a debate regarding one important issue; pupils research and formulate an opinion and discuss the topic within lessons -Make comparisons and contrast between different opinions while learning to question sources and explain why people would feel for/against a world issue -Question the reasons for differences in reports on the same event -Recognise the difference between opinion and fact		-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		
	Most	-Consider the evidence used by the information source -Produce a structured and extended piece of writing that answers questions about a topic question -Understand the difference between prime and secondary sources -Identify changes in people's perceptions across age ranges		-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		

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