

Key Stage 3 Humanities Formal Curriculum

Key Outcomes	Preparing for Key Stage 4
Employment	Subject option choices - thinking about university and college, picking the right subjects for future career goals, exploring different careers, Structured careers advisory sessions, Employer experiences, continue to build personal / vocational profile - use in careers sessions, Transition to new settings, Starting micro-enterprises, Careers education, Career one to one meetings.
Independent Living	Travel training, Making decisions about what to spend money on, Making own food, Socialising, Independent living skills, Enrichment Activities,
Community Inclusion	Making decisions about how to spend free time, Managing social media and other technology, Online gaming and staying safe, Belonging to different groups, Friendships and relationships, Understanding the bigger picture and building resilience
Health	Relationship and Sex education, Immunisation - tetanus, Managing more complex health needs, Understanding what the GP can help you with, Annual health check with GP if registered Learning Disability, Mental health and wellbeing, Drug and alcohol education, Switching the screens off and getting a good night's Sleep. Physical Exercise.

Planning Year	PY1 Autumn	P1 Spring	PY1 Summer	PY2 Autumn	PY2 Spring	PY2 Summer	PY3 Autumn	PY3 Spring	PY3 Summer
Theme	New Beginnings	Explorers	Our Planet	Reach for the Stars	Chain Reactions	Food Glorious Food	World at War	Steering the Way	Modern Life
Employment	✓	✓		✓	✓			✓	
Independent Living	✓	✓			✓	✓		✓	
Community Inclusion			✓	✓			✓		✓
Health			✓			✓	✓		✓

Humanities

Key stage 2 outcomes

History

Building upon the units taught in the primary phase Key stage 3 continues to provide confidence and competence in applying knowledge with the subject of history. By studying past events we learn about the consequences of actions of significant individuals and nations. Key stage 3 furthers the development of research and analysis skills by reviewing artifacts and key evidence from primary and secondary sources that help inform understanding of significant and chronological events. We apply the knowledge of history to development of individual.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;

- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Geography

Humanities

Long Term Plan Key Stage 3 School Formal and Bridge Pathways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning Year 1	New Beginnings		Explorers		Our Planet	
	Geography: Land Use (mapping)	History: Leisure, Entertainment and Travel a local history study	Geography : Water	History: Anglo Saxons and Scots	Geography: Rainforests	History: Maya Civilization
Planning Year 2	Reach for the Stars		Chain Reactions		Food Glorious Food	
	Geography: Exploring Eastern Europe	History: Vikings and Anglo-Saxons	History: Stone Age to the Iron Age	Geography: Extreme Earth	Geography: The UK	History: Ancient Greece
Planning Year 3	World at War		Steering the Way		Modern Life	
	History: World War 2	Geography: Somewhere to Settle	Geography: Our Changing World	History: Ancient Sumer	Geography: Enough for Everyone	History: The Romans

Key Stage 3 Bridge and Formal Pathway History Planning Year 1

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
New Beginnings	<p>History: Leisure, Entertainment and Travel a local history study</p> <p>Leisure and Entertainment in the 20th Century unit covers the rise in popularity of cinema, how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. This will also incorporate how travel and transport impacted the leisure and entertainment sector with a review of local transport. Developments in 20th century technology can make life in this century easier will also be covered. All content should be related to local Leisure and entertainment facilities around the school.</p>	<p>During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed. Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad.</p> <p>-Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built.</p> <p>Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time.</p> <p>Cinema experienced a golden age in which lots of famous films were created.</p> <p>Television also developed to entertain people at home.</p> <p>Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.</p>	<p>At the Movies Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the role of cinema in 20th century entertainment. The Beautiful Game Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how and why football changed across the 20th century in Britain and throughout the world.</p> <p>The Swinging Sixties Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s.</p> <p>Wish You Were Here Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the British holiday industry boomed from the 1930s onwards. Relate to transport advances, including Birmingham airport as local travel</p> <p>The Gogglebox Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity.</p> <p>Technology and transport Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century.</p>	<p>Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel. Continuity and Change</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence</p> <p>Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event. Understand that the consequences of one historical event can sometimes become the causes of another, e.g., the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Similarities and Differences</p> <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p> <p>Historical Significance</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally, or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.</p>	<p>Historical Investigations - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate.</p>
Explorer	<p>History: Anglo Saxons and Scots This will go in to depth about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. Pupils will have the opportunity to learn how the Anglo-Saxons</p>	<p>The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.</p> <p>Anglo-Saxon influence can be seen in place names in Britain today.</p>	<p>The Invaders Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal.</p>	<p>Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p> <p>Continuity and Change</p> <p>Identify key things that stayed the same between periods. Identify key things that changed between periods. Identify that there</p>	<p>Historical Interpretations - begin to understand some of the ways in which historians and others investigate the past.</p> <p>Historical Investigations - use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of</p>

	<p>influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 71 century.</p>	<p>Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. At the end of this period, Christianity became the main religion in Britain. Many places of worship were built, including Canterbury Cathedral.</p>	<p>Place Names Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in. Village Life Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon settlements and village life. Artefacts and Culture Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture. Anglo-Saxon Gods Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped. Conversion to Christianity Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.</p>	<p>are reasons for continuities and changes across periods of time and explain some of these. Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past. Historical Significance Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); start to present ideas based on their own research about a studied period. Substantive Concepts and Historical - build on prior knowledge to start to gain further understanding of substantive concepts; understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>
<p>Our Planet</p>	<p>Maya Civilization This unit looks into the Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. They will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate, arguing which was most important in a class debate.</p>	<p>The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middle world and was large and flat. Above was the Upperworld and below was the Underworld. The Maya built cities, pyramids and ornate sculptures in the rainforest. The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation. The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</p>	<p>Meeting the Maya Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. Religion and Gods Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in. Maya Number System Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system. Exploration and Discovery Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. Mayan Writing Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. Food Note connections, contrasts and trends over time and develop the appropriate use of</p>	<p>Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion. Continuity and Change Identify why some changes between different periods of time have had more significant consequences than others, understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history, understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past. Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. Knowledge and Understanding of Events and People in the Past - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p>

			historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.		describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history.
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Key Stage 3 Bridge and Formal Pathway History Planning Year 2

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
Reach for the Stars	<p>Vikings and Anglo-Saxons This unit will teach your class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past. Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; plan and present a self-directed project or research about the studied period.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain. Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. • I can identify and explain key aspects of Viking life. Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain. Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.</p>	<p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (King, monarchy), settlement, trade, tribe, war (invasion, conflict). Continuity and Change Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Examine in more detail the short- and long-term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g., the consequences at the end of the First World War being cited as one cause of the Second World War. Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences. Historical Significance Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p>The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain - including monasteries for their valuable possessions and also traded in Britain. The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. Anglo-Saxon kings made continuous attempts to regain land from the Vikings. Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p>

		<p>Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history.</p>			
Chain Reactions	<p>Stone Age to the Iron Age Pupils will learn that prehistory is the time before written records began and that we know about this time from the sources of evidence left behind that have been studied by archaeologists. They will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. This unit will also explore key substantive concepts such as settlement, migration, tribe and technology. When learning about the Stone Age, pupils will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life - in order to eke out an existence - and they will begin to consider the evidence that tells us this. This includes the changes and developments that occurred in the Stone Age, the technological advances in tools, the establishment of permanent settlements like Skara Brae and the growth of agriculture. By learning about the Bronze Age, children will recognise the end of the Stone Age and explore how metals were first used, measuring the impact of this advance. Children will investigate the building of tombs and monuments, such as the world-famous Stonehenge and consider the expertise early Britons had in building and engineering. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts.</p>	<p>Historical Interpretations - look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different; begin to understand some of the ways in which historians and others investigate the past. Historical Investigations - use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. Chronological Understanding - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); start to present ideas based on their own research about a studied period. Substantive Concepts and Historical - build on prior knowledge to start to gain further understanding of substantive concepts; understand an increasing range</p>	<p>Develop an awareness of changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. To explain how people survived during the Stone Age. Develop an awareness of changes in Britain from the Stone Age to the Iron Age. Identify how life changed for people during the Stone Age. Explore how we know about life in the Stone Age. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Develop the appropriate use of historical terms. Describe some ways in which life changed from the Stone Age to the Bronze Age. Explore what archaeology has told us about Britain's prehistoric tombs and monuments. Learn about the lives of the Celtic tribes in Iron Age Britain. Discover why people built hillforts in Iron Age Britain and what we know about them.</p>	<p>Building, economy (money), farming, migration, settlement, technology, tribe. Continuity and Change Identify key things that stayed the same between periods. Identify key things that changed between periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Similarities and Differences Identify and give some examples of how life was similar in the past. Historical Significance Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewelry. Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. During the Iron Age, people began to make tools and weapons from iron. Hillforts developed during the Iron Age. Communities lived on hills for protection.</p>

		of appropriate historical vocabulary and use this to talk about the past and communicate information.			
Food Glorious Food	<p>Ancient Greece In this unit about ancient Greece, pupils will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, pupils will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research and feed back on different elements of daily life in ancient Greece. Pupils will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Pupils will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. In addition to this, pupils will learn about the beliefs of the ancient Greeks, producing fact files about the Greek gods. Pupils will sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War. Studying ancient Greece will help pupils to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past.</p> <p>Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives; plan and present a self-directed project or research about the studied period.</p>	<p>Who Were the Ancient Greeks? Explore some of the key events during the ancient Greek period. Alexander the Great's Empire; examine how Alexander the Great's Empire grew and the effects of this. Daily Life in Ancient Greece; research aspects of daily life and society in ancient Greece. Athens and Sparta; make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. Discovering the Ancient Olympics; explore the Olympics in ancient Greek times through examining primary sources. The Olympic Games Then and Now; explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. Greek Gods and Goddesses; explore the beliefs of the ancient Greeks The Trojan War; explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.</p>	<p>Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict). Continuity and Change Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences. Historical Significance Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p>Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. Many objects produced in Ancient Greece were made by enslaved people. The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. Ancient Athens is where democracy began. The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. There are lots of myths that originate from this time, including the Trojan War.</p>

		<p>Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>			
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Key Stage 3 Bridge and Formal Pathway History Planning Year 3

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
World at War	<p>World War 2 This unit of work will cover your World War II. Pupils will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help pupils to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.</p>	<p>Historical Interpretations - show an awareness of the concept of propaganda; Historical. Investigations - select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Communicating and Organising - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; Substantive Concepts and Historical - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>The Outbreak of War; explain why World War II began and order events from early World War II on a timeline. Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. Air Raid Shelters; identify why Anderson shelters were used and create an Anderson Shelter.</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion). Continuity and Change Explain why some periods in history may have had more changes (e.g., post-war Britain) and some may have had more continuity. Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Examine in more detail the short- and long-term causes of an event being studied. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. Address and devise historical questions about cause and consequence. Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences. Historical Significance Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p>	<p>The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</p>

				Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.	
Steering the Way	<p>Ancient Sumer This ancient Sumer unit will teach pupils about the early civilisation of ancient Sumer. They will use their geographical skills to locate where in the world Sumer was and explore why it was such a unique location. Pupils will also have the opportunity to learn about different aspects of life during the ancient Sumerian period, including what it was like to live in a city state and how Sumerian inventions had a lasting influence on the wider world. In addition to this they will learn about the religious beliefs and practices of this ancient civilisation and analyse a range of artefacts and evidence.</p>	<p>Historical Interpretations - find and analyse a wide range of evidence about the past; continue to develop their understanding of how historians and others investigate the past. Historical Investigations - recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; Chronological Understanding - order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events. Knowledge and Understanding of Events and People in the Past - identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Organising and Communicating - present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives. Substantive Concepts and Historical Vocabulary - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>.Location and Era Continue; say when and where the ancient Sumerian civilisation first appeared. Life in the City States Continue; explain what the city states were like and describe the characteristics of a city, the homes and the lives of the people who live there. Making Their Mark; understand how and why the ancient Sumerian people made an impact on the world with their inventions and technologies. Gods and Religion; explain some of the religious beliefs and practices of the people of ancient Sumer. Artefacts and Culture; examine artefacts use by the ancient Sumerian people and understand what they tell us about their culture. Agricultural Ambassadors; describe some farming equipment used by the people of ancient Sumer and say what crops they grew and what animals they farmed.</p>	<p>Building, city civilisation, slavery, culture, democracy, religion, settlement, technology, trade. Continuity and Change Start to categorise some types of changes into political, economic, social and technological. Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time Start to give reasons for these similarities and differences. Historical Significance Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p>	<p>5000 BC People begin to move into the area of Mesopotamia we call Sumer. 4000 BC The Sumerians begin building temples for their gods. By 2100 BC, these become monuments called ziggurat. 3500 BC The wheel is invented, at first for potter's wheels. Later, it is used for chariots. 3300 BC Pottery starts to be mass-produced. The Sumerians start to inscribe symbols on clay tablets. 3000 BC The Sumerians start to use mathematics. Looms are used to weave fabric. 2700 BC Gilgamesh becomes the 5th king of Uruk. He features in some of the most important Sumerian myths and legends. 2500 BC The Royal Standard of Ur and Royal Game of Ur are made. 2330 BC The Sumerian people are conquered by the Akkadians. The Royal Standard of Ur (2500 BC) was found in the 1920s in a royal grave in the city of Ur. It is a slim wooden box, shaped like a wedge with elaborate mosaics on each side. The intricate mosaics are made from shell, red limestone and lapis lazuli, a semi-precious blue stone. The images on the two sides have been named 'War' and 'Peace'. Early Sumerian writing used pictures called hieroglyphs, similar to those used in ancient Egypt. This developed into a script called cuneiform ('wedge-shaped') - symbols inscribed in clay tablets using a blunt reed to make marks. BC Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC. Dates after the year 0 are marked AD. Mesopotamia The land between the Tigris and Euphrates rivers, now mostly in modern-day Iraq. The name is Greek for 'between rivers'. bitumen A semi-solid, black, tar-like substance. ziggurat The Sumerians had many different gods. By 2100 BC, each city worshipped its own main god in a ziggurat, which had three platforms, steep steps up the front and a temple at the top. The 'Sanga' was in charge of the temple and the 'En' was the spiritual leader. free classes Rulers, kings, priests and skilled workers, such as farmers, merchants and writers. The Sumerians built their cities on isolated areas of fertile land, separated by desert. Each city became its own self-governed unit of civilisation or 'city state' centred around a temple to the gods. People were roughly divided</p>

					into the free classes and the enslaved, who were forced to serve them. Buildings in Sumer were mostly made out of sunbaked mud bricks. Over time, wooden moulds were developed to make bricks a uniform shape and size. They used bitumen to waterproof the bricks and fill in any gaps in the building
Modern Life	<p>The Romans In this unit is about the Romans, pupils will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Pupils will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Pupils will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist pupils in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.</p>	<p>Historical Interpretations - look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different; begin to understand some of the ways in which historians and others investigate the past.</p> <p>Historical Investigations - use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past.</p> <p>Chronological Understanding - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives.</p> <p>Substantive Concepts and Historical - build on prior knowledge to start to gain further understanding of substantive concepts; understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Who Were the Romans and How Did They Build Their Empire? Learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p> <p>Why Did the Romans Invade Britain? Identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p> <p>Towns? Understand why and how the Romans built new roads and new towns in Britain.</p> <p>Who Was Boudicca and Why Did She Lead a Rebellion? Understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p> <p>Why Was Hadrian's Wall Important and Who Lived There? Recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p> <p>What Was Life like in a Roman Villa? Examine Roman villa complexes in Britain and the way of life in a countryside villa.</p> <p>Why Do We Remember the Romans? Understand the lasting impact of the Roman Empire on Britain.</p>	<p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p> <p>Continuity and Change Start to explain the impact of some changes that have happened throughout different periods of time. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Start to understand that there are times in history when change happens suddenly.</p> <p>Cause and Consequence Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Similarities and Differences Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.</p> <p>Historical Significance Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</p> <p>They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</p> <p>In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</p> <p>The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <p>The Romans' legacy can be seen in many places around Britain today.</p>



Key Stage 3 Bridge and Formal Pathway Geography Planning Year 1

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
New Beginnings					
Explorer					
Our Planet					



Key Stage 3 Bridge and Formal Pathway Geography Planning Year 2

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
Reach for the Stars					
Chain Reactions					
Food Glorious Food					



Key Stage 3 Bridge and Formal Pathway Geography Planning Year 3

Theme	Subject Unit	Assessment Focus	Content	Concepts and Attitudes	Background Information to Inform Teaching
World at War					
Steering the Way					
Modern Life					