



Inclusion is at the heart of our trust

## Long Term/Curriculum Plan

School:

**Crosshill School**

Subject:

**Humanities – Inspire**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Matt Crawford – Humanities lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At our SEND secondary school, we are committed to fostering an inclusive environment where all learners can flourish in the Humanities curriculum. Our intent is to offer a broad and balanced education that allows students with Special Educational Needs and Disabilities (SEND) to engage meaningfully with the disciplines of History, Geography, and Religious Education.</p> <p>Through the study of humanities, we aim to:</p> <ul style="list-style-type: none"> <li>• Cultivate an understanding of cultural diversity, historical context, and moral philosophies, enabling students to appreciate their place in the world and the experiences of others.</li> <li>• Develop critical thinking, empathy, and resilience through enquiry-based learning, encouraging students to ask questions, explore different perspectives, and contribute to discussions around important societal contexts.</li> <li>• Ensure all learners can access the curriculum and thrive independently through differentiated teaching strategies, tailored resources, and appropriate support mechanisms, allowing for personalisation of learning experiences that align with individual needs and aspirations.</li> <li>• Equip students with the skills necessary for lifelong learning, fostering curiosity and a passion for the Humanities that extends beyond the classroom.</li> </ul>

Key Stage 1, Key Stage 2 and Key Stage 3, National Curriculum Aims	Topic	Key Stage	Notes from National Curriculum
	Year 7 – Local area and the UK	KS1 & KS2	<p>Key Stage 1: Pupils should develop knowledge about the United Kingdom, including its countries, capital cities, and surrounding seas. They should understand basic geographical vocabulary related to physical and human features.</p> <p>Key Stage 2: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This includes naming and locating counties and cities, geographical regions, and their identifying human and physical characteristics.</p>
	Year 7 - Local Area Study	KS1 & KS2	<p>Key Stage 1: Pupils should use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Key Stage 2: Pupils should use fieldwork to observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.</p>

	Year 8 - Comparison: UK & European Country	KS2	Key Stage 2: Pupils should understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.
	Year 8 - Understanding Global Geography	KS2 & KS3	<p>Key Stage 2: Pupils should develop their knowledge of the world, including the continents and oceans, and understand the key aspects of physical geography, including climate zones, biomes, and vegetation belts.</p> <p>Key Stage 3: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand geographical similarities, differences, and links between places through the study of human and physical geography.</p>
	Year 9 - Comparison: UK & Non-European Country	KS1 & KS2	<p>Key Stage 1: Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> <p>Key Stage 2: Pupils should extend their knowledge to include the study of human and physical geography of a region in a non-European country.</p>

	Year 9 - Ecosystems	KS3	Key Stage 3: Pupils should understand the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present. They should study ecosystems, including the distribution of biomes and vegetation belts.
	Topic	Key Stage	Notes
	Year 7 - Events in My Lifetime & Chronology	EYFS & KS1	<p>EYFS:</p> <ul style="list-style-type: none"> <li>- Personal history and family events.</li> <li>- Simple sequencing activities.</li> </ul> <p>Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
	Year 7 - Roman Empire and its impact on Britain.	KS2	<p>KS2:</p> <p>Key Stage 2: Pupils should study the Roman Empire and its impact on Britain. This includes Julius Caesar's attempted invasion, the successful invasion by Claudius, and the Roman army; British resistance, for example, Boudica; and the 'Romanisation' of Britain.</p>

	Year 8 - 1066 and the Norman Conquest	KS2	Key Stage 2: Pupils should study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and the Norman Conquest.
	Year 8 - Transatlantic Slave Trade	KS3	Key Stage 3: Pupils should study the development of the British Empire with a depth study of the transatlantic slave trade, including its effects and its eventual abolition.
	Year 9 - Industrial Revolution	KS3	Key Stage 3: Pupils should study ideas, political power, industry, and empire: Britain, 1745-1901. This includes the Industrial Revolution and the development of the factory system.
	Year 9 - World War Two	KS2 & KS3	<p>Key Stage 2: Pupils should study a significant turning point in British history, for example, the Battle of Britain.</p> <p>Key Stage 3: Pupils should study challenges for Britain, Europe, and the wider world from 1901 to the present day. This includes the causes and events of the First and Second World Wars.</p>
	Topic	Key Stage	Notes
	Year 7 - Creation Stories	KS1 & KS2	Key Stage 1: Pupils should learn about different creation stories from various religions, including Christianity and Hinduism.

			Key Stage 2: Pupils should explore how different religions explain the origins of the world and the significance of these stories.
	Year 7 - Worship in Religions	KS1 & KS2	<p>Key Stage 1: Pupils should learn about the places of worship and practices in different religions, including Christianity and Judaism.</p> <p>Key Stage 2: Pupils should explore the significance of worship and the different ways people express their faith.</p>
	Year 8 - Religious Artwork and Artifacts	KS1 & KS2	<p>Key Stage 1: Pupils should learn about religious symbols, artwork, and artifacts from different religions.</p> <p>Key Stage 2: Pupils should explore the significance of religious art and artifacts and how they are used in worship and daily life.</p>
	Year 8 - Festivals and Celebrations	EYFS, KS1 & KS2	<p>EYFS:</p> <ul style="list-style-type: none"> <li>- Introduction to religious and cultural festivals.</li> <li>- Simple activities and stories about celebrations.</li> </ul> <p>Key Stage 1: Pupils should learn about different religious festivals and celebrations, including Eid, Holi, Christmas, Easter and Diwali.</p>



			Key Stage 2: Pupils should explore the meanings and traditions behind various religious festivals and how they are celebrated.
	Year 9 - Personal Growth & Religious Principles	KS2 & KS3	<p>Key Stage 2: Pupils should learn about the values and principles taught by different religions and how they guide personal growth and behaviour.</p> <p>Key Stage 3: Pupils should explore the ethical teachings of various religions and how they influence moral decision-making and personal development.</p>
	Year 9 - Expression of Belief: Afterlife	KS2 & KS3	<p>Key Stage 2: Pupils should learn about different beliefs regarding the afterlife, including concepts like heaven, resurrection, reincarnation, and karma.</p> <p>Key Stage 3: Pupils should explore how different religions view the afterlife and the impact of these beliefs on followers' lives.</p>
	WJEC Entry Level 3 – 6238 Religious Festivals and Celebrations	KS3	<ul style="list-style-type: none"> <li>• The nature of religion and belief, including the key concepts of religion, belief, and spirituality.</li> <li>• The significance of religious festivals and celebrations in different faiths.</li> <li>• The impact of religious festivals on individuals and communities.</li> </ul>

			The role of religious festivals in promoting social cohesion and interfaith understanding.
	WJEC Entry Level 3 – 6234 Climate Change: Causes, Effects and Human Responses	KS3	<ul style="list-style-type: none"> <li>• The key processes in physical geography relating to weather and climate.</li> <li>• The impact of human activity on the environment, including climate change.</li> <li>• The importance of sustainable development and the role of individuals and governments in addressing environmental issues.</li> </ul> <p>The use of geographical information systems (GIS) to investigate and analyse environmental data.</p>
	WJEC Entry Level 3 – 6228 Looking at Local History	KS3	<ul style="list-style-type: none"> <li>• A local history study.</li> <li>• The development of the local area and its impact on the community.</li> <li>• The use of historical sources to investigate local history.</li> </ul> <p>The significance of local history in understanding national and global historical contexts.</p>
	WJEC Entry Level 3 – 6225 A British Society from the Past	KS3	<ul style="list-style-type: none"> <li>• The study of an aspect or theme in British history that extends Learners' chronological knowledge beyond 1066.</li> </ul>

			<ul style="list-style-type: none"> <li>• The impact of significant individuals and events on British society.</li> <li>• The use of historical sources to investigate the past.</li> </ul> <p>The significance of historical events and individuals in shaping modern Britain.</p>
	WJEC Entry Level 3 – 6230 Threatened Ecosystems	KS3	<ul style="list-style-type: none"> <li>• The key processes in physical geography relating to ecosystems and biodiversity.</li> <li>• The impact of human activity on ecosystems and the environment.</li> <li>• The importance of conservation and sustainable development.</li> </ul> <p>The role of individuals, governments, and global organisations in protecting ecosystems.</p>

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Title of Topic/ Unit &amp; Time Allocated</b>	<b>Autumn A - Topic: Geography – Locality Knowledge – Local area and the UK</b>	<b>Autumn A - Topic: Geography – A comparison with a European country (Italy/Rome)</b>	<b>Autumn A - Topic: Geography – A comparison with a non-European country (China/Hong Kong)</b>	<b>Autumn A and B Topic: WJEC entry level 3 – 6238 Religious festivals and celebrations (Credits 3)</b>	<b>Autumn A and B Topic: WJEC entry level 3 – 6225 A British society from the past (Credits 4)</b>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to identify where they live, including their address.</li> <li>Learners will be able to identify where they go to school, and its address.</li> <li>Learners will be able to identify and state the four UK countries and their capitals.</li> <li>Learners will be able to recognise each of the four flags of the UK and which country they belong to.</li> <li>Learners will explore different significant UK landmarks.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able identify Italy on a European/world map.</li> <li>Learners will be able to identify Rome on a map of Italy.</li> <li>Learners will be able to identify capital cities of the UK and Italy.</li> <li>Learners will be able to make comparisons between the UK and Italy, which includes; human and physical geographical</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able identify China on an Asian/world map.</li> <li>Learners will be able to identify Hong Kong on a map of China/Asia.</li> <li>Learners will be able to make comparisons between the UK and China, which includes; human and physical geographical features, famous landmarks, transport, climate and cultural foods.</li> <li>Learners will be able to make</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to identify two religious festivals.</li> <li>Learners will be able to outline the story behind the religious festivals.</li> <li>Learners will be able to outline religious aspects of the celebration of the religious festivals.</li> <li>Learners will be able to outline social aspects of the celebration of the religious festivals.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to outline features and characteristics of a particular British society in the past.</li> <li>Learners will be able to outline the importance of certain people in a particular British society from the past.</li> <li>Learners will be able to identify similarities between a particular British society in the past</li> </ul>

		<p><b>features, famous landmarks, transport, climate and cultural foods.</b></p> <ul style="list-style-type: none"> <li>• <b>Learners will be able to make comparisons between their local area and Rome which includes: human and physical geographical features, famous landmarks, population density and jobs.</b></li> </ul>	<p><b>comparisons between their local area and Hong Kong which includes: human and physical geographical features, famous landmarks, population density and jobs.</b></p>	<ul style="list-style-type: none"> <li>• Learners will be able to give reasons why the religious are important to believers.</li> <li>• <b>Learners will be able to give reasons why the religious festivals are important to the wider community.</b></li> </ul>	<p>and their own times.</p> <ul style="list-style-type: none"> <li>• Learners will be able to outline how people's lives in a particular British society in the past were different from life today.</li> <li>• Learners will be able to categorise different types of historical sources from a particular British society in the past.</li> </ul> <p>Learners will be able to use historical sources to make observations about a particular British society in the past.</p>
	<p><b>Skills: Saying and writing</b> their own and school's address</p> <p><b>Listening and responding</b> to questions about place, location, and travel</p>	<p><b>Skills: Locating countries and cities</b> on world, European, and regional maps (e.g., Italy, Rome, UK, Blackburn with Darwen)</p>	<p><b>Skills: Locating countries and cities</b> on world, Asian, and regional maps (e.g., China, Hong Kong, UK, Blackburn with Darwen)</p>	<p><b>Skills:</b></p> <p><b>Recall and recognition:</b> Retrieving known information from memory.</p>	<p><b>Skills:</b></p> <p><b>Historical understanding:</b> Recognising key aspects of a society (e.g. housing, jobs, clothing, beliefs).</p>

	<p><b>Using appropriate vocabulary</b> to describe local places and UK features (e.g. city, flag, capital)</p> <p><b>Recognising and matching visuals:</b> flags, landmarks, maps</p> <p><b>Remembering key facts:</b> UK countries and capitals</p> <p><b>Using problem-solving skills</b> in map-based or direction activities</p>	<p><b>Using globes, atlases, and digital maps</b> to identify geographical locations</p> <p><b>Identifying physical and human features</b> through images, videos, and real-world comparisons</p> <p><b>Identify similarities and differences</b> in landmarks, buildings, and landscapes</p> <p><b>Matching and sorting</b> visual information (e.g., food, transport, jobs)</p> <p><b>Making structured comparisons</b> between two places using guided prompts or visual aids</p> <p><b>Use some key vocabulary</b> related to geography (e.g., mountain, city, river, climate, job)</p> <p><b>Participating in discussions</b> and group activities to share observations</p>	<p><b>Using globes, atlases, and digital maps</b> to identify geographical locations</p> <p><b>Identifying physical and human features</b> through images, videos, and real-world comparisons</p> <p><b>Describe similarities and differences</b> in landmarks, buildings, and landscapes</p> <p><b>Matching and sorting</b> visual information (e.g., food, transport, jobs)</p> <p><b>Making structured comparisons</b> between two places using guided prompts or visual aids</p> <p><b>Use a range key vocabulary</b> related to geography (e.g., mountain, city, river, climate, job)</p> <p><b>Engage in discussions</b> and group activities to share observations</p>	<p><b>Classification:</b> Grouping festivals by religion or type.</p> <p><b>Research skills:</b> Using books, videos, or digital tools to find examples.</p> <p><b>Reading and listening comprehension:</b> Understanding key events in religious stories.</p> <p><b>Sequencing:</b> Placing events in the correct order.</p> <p><b>Summarising:</b> Retelling the story in a simplified form.</p> <p><b>Cultural literacy:</b> Understanding the context and meaning of religious narratives.</p> <p><b>Observation and interpretation:</b> Recognising rituals, symbols, and practices.</p>	<p><b>Descriptive skills:</b> Explaining what life was like in that time.</p> <p><b>Contextual thinking:</b> Placing the society within a broader historical timeline.</p> <p><b>Biographical understanding:</b> Learning about significant individuals and their roles.</p> <p><b>Interpretation:</b> Understanding why these people were important.</p> <p><b>Communication:</b> Explaining their contributions in simple terms.</p> <p><b>Comparative thinking:</b> Spotting what has stayed the same (e.g. jobs, celebrations, laws).</p> <p><b>Observation:</b> Noticing patterns or parallels between past and present.</p>
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		<p><b>Respecting differences</b> and developing curiosity about other ways of living</p> <p><b>Creating models, posters, and maps</b> to represent learning</p> <p><b>Working collaboratively</b> with peers and adults</p> <p><b>Start to develop independence</b> in using resources and completing tasks</p>	<p><b>Respecting differences</b> and developing curiosity about other ways of living</p> <p><b>Creating models, posters, and maps</b> to represent learning</p> <p><b>Working collaboratively</b> with peers and adults</p> <p><b>Increase level independence</b> in using resources and completing tasks</p>	<p><b>Descriptive skills:</b> Explaining what happens during religious ceremonies.</p> <p><b>Comparative thinking:</b> Identifying similarities and differences between religious practices.</p> <p><b>Vocabulary development:</b> Using key religious terms accurately.</p> <p><b>Social awareness:</b> Understanding how people interact during festivals.</p>	<p><b>Reflective thinking:</b> Relating historical knowledge to personal experience.</p> <p><b>Contrast and comparison:</b> Identifying differences in lifestyle, technology, rights, and roles.</p> <p><b>Empathy:</b> Understanding how people lived and felt in the past.</p> <p><b>Critical thinking:</b> Considering how and why things have changed.</p> <p><b>Source analysis:</b> Recognising and grouping sources (e.g. artefacts, documents, oral histories).</p> <p><b>Classification:</b> Sorting sources into types (e.g. visual, written, physical).</p> <p><b>Information literacy:</b> Understanding the</p>
round	<p><b>Autumn B - Topic: RE – Expression of belief – The creation stories.</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to define the word ‘belief’</li> <li>Learners will be able to understand the term creation.</li> <li>Learners will be able to understand key concepts of the</li> </ul>	<p><b>Autumn B - Topic: RE – Expression of beliefs – Artwork and Artefacts.</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand the importance and meaning of religious symbols.</li> <li>Learners will be able to understand the meaning of different Christian symbols</li> </ul>	<p><b>Autumn B - Topic: Re – Personal growth - Religious principles.</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to identify the 5 pillars of Islam Shahada, Salah, Zakat, Sawm and Hajj.</li> <li>Learners will be able to understand the meaning of each of the 5 pillars.</li> <li>Learners will be able to understand how the 5</li> </ul>	<p><b>Empathy and perspective-taking:</b> Recognising the emotional and communal impact of celebrations.</p> <p><b>Communication:</b> Describing how people celebrate together.</p> <p><b>Community understanding:</b></p>	

	<p>Christian creation story.</p> <ul style="list-style-type: none"> <li>Learners will be able to sequence the events of the Christian creation story.</li> <li>Learners will be able to understand the key concepts of the Hindu creation story.</li> <li>Learners will be able to identify the key figures of the Christian and Hindu creation story.</li> <li>Learners will be able to compare similarities and difference in the two creation stories.</li> </ul>	<p>including: fish, cross and dove.</p> <ul style="list-style-type: none"> <li>Learners will be able to understand different Islamic symbols including: the star, the crescent and calligraphy.</li> <li>Learners will be able to recognise the use of Christian artifacts including the bible and chalice.</li> <li>Learners will be able to recognise the use of Islam artifacts including the Quran and prayer mats.</li> <li>Learners will be able to discuss the similarities and differences between Christian and Islam artwork and artifacts.</li> </ul>	<p>pillars guide Muslims in their daily lives.</p> <ul style="list-style-type: none"> <li>Learners will be able to recognise that Enlightenment is the ultimate aim in Buddhism.</li> <li>Learners will be able to understand the Four Noble Truths as the basis of Buddhist teachings.</li> <li>Learners will be able to recognise that the eightfold Path guides Buddhist to Enlightenment.</li> </ul>	<p>Identifying who participates and how.</p> <p><b>Interpretation:</b> Understanding the spiritual and emotional significance of festivals.</p> <p><b>Critical thinking:</b> Explaining why traditions matter to individuals.</p> <p><b>Respect and tolerance:</b> Appreciating diverse religious perspectives.</p> <p><b>Reflective thinking:</b> Considering personal and shared beliefs.</p> <p><b>Analytical thinking:</b> Linking religious events to social, cultural, and economic benefits.</p> <p><b>Discussion and debate:</b> Exploring different viewpoints respectfully.</p>	<p>purpose and reliability of sources.</p> <p><b>Observation and interpretation:</b> Drawing conclusions from images, texts, or artefacts.</p> <p><b>Critical thinking:</b> Making simple inferences based on evidence.</p> <p><b>Note-taking and summarising:</b> Recording key points from sources.</p>
	<p><b>Skills: Using appropriate vocabulary.</b></p> <p><b>Sequencing</b> events using chronological thinking.</p>	<p><b>Skills: Using appropriate vocabulary.</b></p> <p><b>Recognising</b> Christian and Islamic symbols and artifacts.</p>	<p><b>Skills: Using appropriate vocabulary.</b></p>		



	<p><b>Comparing</b> similarities and differences between the two stories.</p> <p><b>Speaking and listening</b> in group discussions.</p> <p><b>Expressing opinions and asking questions.</b></p> <p><b>Drawing</b> scenes from the story.</p> <p><b>Creating</b> story maps.</p> <p><b>Empathy and respect</b> by recognising differences in beliefs.</p> <p><b>Sharing</b> personal beliefs and ideas.</p>	<p><b>Matching</b> symbols and artifacts to meanings or uses.</p> <p><b>Comparing</b> similarities and differences between different symbols and artifacts.</p> <p><b>Drawing</b> religious symbols and artifacts.</p> <p><b>Creating</b> their own symbolic artwork inspired by Christian or Islamic styles</p> <p><b>Acting</b> out the use of artifacts in religious practice.</p> <p>Learning to <b>respect</b> different religious practices and symbols.</p> <p><b>Sharing</b> personal interpretations of symbols.</p> <p><b>Reading</b> simplified texts.</p>	<p><b>Recognising</b> key terms and concepts of the five pillars of Islam.</p> <p><b>Sequencing</b> the Eightfold Path.</p> <p><b>Interpreting</b> symbolic or abstract ideas.</p> <p><b>Discussing</b> how religious principles influence personal growth.</p> <p><b>Listening</b> to stories or teachings from Islam and Buddhism.</p> <p><b>Matching</b> pillars or truths to meanings.</p> <p><b>Writing or drawing</b> how each principle might look in daily life.</p> <p><b>Respecting</b> religious practices and beliefs.</p> <p><b>Thinking</b> about personal values and goals.</p> <p><b>Relating and transferring</b> religious teachings to personal growth and behavior.</p>		
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			<p><b>Creating</b> posters or visual representations of the Five Pillars or Eightfold Path.</p> <p><b>Acting out or participating</b> in scenarios that reflect the application of a pillar or path (e.g., giving to charity, showing mindfulness)</p> <p><b>Reading</b> simplified texts.</p>		
	<p><b>Spring A - Topic: History – Chronology – Events in our own lives.</b></p>	<p><b>Spring – A Topic: History – 1066 The Norman conquest.</b></p>	<p><b>Spring A - Topic: History – The industrial revolution in the UK.</b></p>	<p><b>Spring A and B Topic: WJEC entry level 3 – 6234 Climate change: Causes, effects and human responses (3 Credits)</b></p>	<p><b>Spring A and B Topic: WJEC entry level 3 – 6230 Threaten ecosystems (Credits 4)</b></p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to understand the concept of timelines.</li> <li>• Learners will be able to sequence daily events.</li> <li>• Learners will be able to identify significant personal milestones.</li> <li>• Learners will be able to recognise how daily</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to identify the key figures including: King Edward, Harold Godwinson, Harald Hardrada and William the Conqueror.</li> <li>• Learners will be able to examine the different claims to the English throne during the period.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to recognise what life was like before the industrial revolution.</li> <li>• Learners with support, will be able to identify the key factors that contributed to the Industrial revolution.</li> <li>• Learners will be able to identify the period that</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to outline the evidence for climate change</li> <li>• Learners will be able to give natural causes of climate change.</li> <li>• Learners will be able to. outline ways in which human activity</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Learners will be able to identify one threatened ecosystem in the UK and one on a global scale.</b></li> <li>• Learners will be able to outline a range of features of both threatened ecosystems.</li> </ul>

	<p>activities relate to specific times.</p> <ul style="list-style-type: none"> <li>• Learners will recognise personal growth and development.</li> <li>• Learners will be able to differentiate between events their past and present.</li> <li>• Learners will be able to compare personal items from their past to their present.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to sequence the events, from the death of King Edward to end of the Battle of Hastings.</li> <li>• Learners will be able to explore the key events of the Battle of Stamford Bridge and the Battle of Hastings including key tactics.</li> <li>• Learners will be able to examine the Norman impact on British culture, feudal system and castles.</li> </ul>	<p>the industrial revolution covered.</p> <ul style="list-style-type: none"> <li>• Learners will be able to recognise the impact the Industrial revolution had on the UK.</li> <li>• Learners will recognise the changes in transportation, lifestyles, working conditions, social classes and the roles of women during this time period.</li> <li>• Learners will be able to compare life in the industrial revolution and today.</li> </ul>	<p>influences climate change and global warming.</p> <ul style="list-style-type: none"> <li>• Learners will be able to outline the major consequences of climate changes.</li> <li>• Learners will be able to give positive and negative effects of climate change in the UK.</li> <li>• Learners will be able to outline renewable energy sources that could be used to meet future energy needs in the UK.</li> <li>• Learners will be able to outline what individuals can do to reduce the risk of climate change.</li> </ul> <p>Learners will be able to outline what the UK government can do to</p>	<ul style="list-style-type: none"> <li>• Learners will be able to Give reasons why both ecosystems are endangered.</li> <li>• Learners will be able to outline how one ecosystem in the UK has been threatened by the actions of people.</li> <li>• Learners will be able to outline how an ecosystem in other parts of the world can be threatened by the actions of people.</li> <li>• Learners will be able to outline how people can protect threatened ecosystems.</li> <li>• Learners will be able to Outline how governments and/or global organisations can protect a</li> </ul>
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				reduce the risk of climate change.	threatened ecosystem.
	<b>Skills: Sequencing and ordering</b> events logically. <b>Recognising</b> patterns of time. <b>Identifying</b> personal milestones. <b>Recognising</b> familiar routines. <b>Comparing</b> past and present. <b>Talking</b> about personal experiences. <b>Listening</b> to others' stories and asking questions. <b>Creating</b> personal timelines. <b>Reflecting</b> on achievements.	<b>Skills: Using key vocabulary.</b> <b>Analytical Thinking</b> examining the different claims to the throne. <b>Comparing</b> motivations and legitimacy. <b>Sequencing</b> events in chronological order. <b>Exploring</b> battles and tactics. <b>Reenacting</b> the Battle of Stamford Bridge and the Battle of Hastings. <b>Examining</b> the impact of the Norman conquest on culture, feudalism and castles. <b>Discussing</b> historical figures and events. <b>Designing</b> and creating shields, castles. <b>Reflecting</b> on fairness and leadership.	<b>Skills: Comparing</b> the past and the present. <b>Recognising</b> change over time. <b>Identifying</b> key factors that contributed to the industrial revolution. <b>Making connections</b> between events and outcomes. <b>Sequencing</b> using chronological awareness. <b>Analytical thinking</b> when recognising the impact of the industrial revolution on the UK. <b>Reflecting</b> on the changes and challenges faced during the time period. <b>Discussing</b> changes in lifestyle. <b>Listening</b> to stories and videos. <b>Reading</b> simplified texts.	<b>Skills:</b> <b>Observation and interpretation:</b> Understanding visual data (e.g., graphs, images of melting glaciers). <b>Information processing:</b> Extracting key facts from texts, videos, or discussions. <b>Critical thinking:</b> Making connections between evidence and conclusions. <b>Scientific literacy:</b> Recognising terms like "global temperature rise" or "sea level change." <b>Classification:</b> Distinguishing between natural and human causes. <b>Recall and understanding:</b>	<b>Skills:</b> <b>Geographical awareness:</b> Recognising and locating ecosystems on a map. <b>Classification:</b> Understanding what makes an ecosystem "threatened." <b>Research skills:</b> Using resources to find examples (e.g. peat bogs in the UK, rainforests globally). <b>Descriptive skills:</b> Explaining characteristics such as climate, wildlife, and vegetation. <b>Observation:</b> Interpreting images, videos, or diagrams of ecosystems.

		<p><b>Sharing</b> ideas and presenting work</p> <p><b>Reading</b> simplified texts.</p>	<p><b>Creating</b> timelines showing change.</p> <p><b>Acting and using</b> props to explore different jobs and daily lives.</p> <p><b>Reflecting</b> on fairness, working conditions, and social change.</p> <p><b>Recognising</b> how life today is shaped by the past.</p> <p><b>Considering</b> personal routines and comparing them to historical ones</p>	<p>Remembering examples like volcanic eruptions or solar activity.</p> <p><b>Scientific reasoning:</b> Understanding how natural processes affect the climate.</p> <p><b>Cause and effect reasoning:</b> Linking actions (e.g., burning fossil fuels) to outcomes (e.g., greenhouse gases).</p> <p><b>Environmental awareness:</b> Understanding the impact of everyday behaviours.</p> <p><b>Communication:</b> Explaining how human actions contribute to climate change.</p> <p><b>Prediction and inference:</b> Understanding future risks (e.g., flooding, drought).</p> <p><b>Geographical awareness:</b> Recognising global and local impacts.</p>	<p><b>Scientific understanding:</b> Recognising biodiversity and ecological roles.</p> <p><b>Cause and effect reasoning:</b> Linking threats (e.g. deforestation, pollution) to ecosystem decline.</p> <p><b>Critical thinking:</b> Understanding the impact of human and natural factors.</p> <p><b>Environmental awareness:</b> Recognising the importance of conservation.</p> <p><b>Local environmental knowledge:</b> Understanding how farming, building, or pollution affects UK ecosystems.</p> <p><b>Interpretation:</b> Making sense of data or case studies.</p>
	<p><b>Spring B - Topic: RE – Rituals – Worship in religion.</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to define 'Worship'.</li> <li>Learners will be able to identify key features of a Church.</li> <li>Learners will be able to identify key features of a Synagogue.</li> <li>Learners will be able to recognise the Bible</li> </ul>	<p><b>Spring B - Topic: RE - Festivals and celebrations -</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand the role of celebrations and festivals in religious communities.</li> <li>Learners will recognise who celebrates Eid al-Fitr and why it is significant.</li> <li>Learners will be able to recognise key symbols</li> </ul>	<p><b>Spring B - Topic: RE – Expression of belief – Afterlife</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand the concept of heaven and resurrection in Christianity.</li> <li>Learners will be able to understand how Christians celebrate life and mourn the dead through funeral practices.</li> </ul>		

	<p>and Torah as holy texts.</p> <ul style="list-style-type: none"> <li>Learners will understand why Christians worship during significant religious ceremonies including, Sunday service, Christmas and Easter.</li> <li>Learners will understand Jewish worship during significant religious ceremonies including, Shabbat, Rosh Hashanah and Yom Kippur.</li> <li>Learners will be able to recognise the significance of prayer in Christianity and Judaism.</li> </ul>	<p>and practices associated with Eid al-Fitr.</p> <ul style="list-style-type: none"> <li>Learners will be able to reflect on personal and community celebrations and festivals.</li> <li>Learners will recognise who celebrates Holi and why it is significant.</li> <li>Learners will be able to recognise key symbols and practices associated with Holi.</li> <li>Learners will be able to understand the story behind Holi and its moral lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to understand the concepts of reincarnation and Karma in Hinduism.</li> <li>Learners will be able to recognise how Hindu funeral practices support the belief of rebirth including cremation and the significance of the River Ganges.</li> <li>Learners will be able to discuss the similarities and differences in beliefs about the afterlife.</li> <li>Learners will be able to reflect on and understand personal beliefs around the afterlife.</li> </ul>	<p><b>Empathy and ethical thinking:</b> Considering how people and animals are affected.</p> <p><b>Balanced thinking:</b> Identifying both benefits (e.g., longer growing seasons) and drawbacks (e.g., flooding).</p> <p><b>Analytical thinking:</b> Comparing different types of impacts.</p> <p><b>Decision-making:</b> Evaluating which effects are more significant.</p> <p><b>Problem-solving:</b> Identifying alternatives to fossil fuels.</p> <p><b>Scientific understanding:</b> Knowing how solar, wind, and hydro power work.</p>	<p><b>Communication:</b> Explaining human impact in simple terms.</p> <p><b>Global awareness:</b> Understanding how actions like logging or mining affect ecosystems abroad.</p> <p><b>Empathy and ethical thinking:</b> Considering the impact on people and wildlife.</p> <p><b>Comparative thinking:</b> Linking global and local issues.</p> <p><b>Problem-solving:</b> Identifying practical actions (e.g. recycling, reducing waste).</p> <p><b>Personal responsibility:</b> Understanding how individual behaviour matters.</p> <p><b>Goal setting:</b> Thinking about achievable changes.</p> <p><b>Civic understanding:</b> Recognising the role of</p>
	<p><b>Skills: Recognising</b> the purpose of worship.</p> <p><b>Identifying</b> key places of worship.</p> <p><b>Identifying</b> holy texts.</p>	<p><b>Skills: Recognising</b> the purpose of festivals.</p> <p><b>Making</b> connections between belief and practice.</p>	<p><b>Skills: Exploring</b> the concept heaven and resurrection in Christianity and reincarnation and karma in Hinduism involves.</p> <p><b>Symbolic thinking and recognising</b> how funeral</p>	<p><b>Innovation and creativity:</b> Thinking about sustainable solutions.</p>	

<p><b>Discussing</b> worship practices and places of worship</p> <p><b>Reading</b> simplified religious text.</p> <p><b>Considering</b> why people gather to worship.</p> <p><b>Comparing</b> similarities and differences in worship.</p> <p><b>Listening</b> to stories, songs, or prayers from both religions.</p> <p><b>Drawing</b> places of worship or religious ceremonies.</p> <p><b>Acting</b> out parts of a religious service (e.g., lighting candles, reading from a holy book)</p> <p><b>Reflecting</b> on personal experiences and beliefs.</p> <p><b>Recognising</b> how people express beliefs in different ways.</p>	<p><b>Recognising</b> who celebrates Eid al-Fitr and Holi.</p> <p><b>Exploring</b> the cultural and spiritual meanings behind the celebration.</p> <p><b>Reading</b> simplified religious text.</p> <p><b>Recognising</b> key symbols and practices.</p> <p><b>Interpreting</b> symbolic meanings.</p> <p><b>Listening</b> to stories related to the celebrations.</p> <p><b>Recognising</b> shared values like family, joy, and tradition</p> <p><b>Sharing</b> experiences of celebrations.</p> <p><b>Creating</b> Eid and Holi artwork.</p> <p><b>Acting</b> out parts of the Holi story or Eid celebrations</p> <p><b>Using props</b> to explore festival traditions (Food, paint)</p> <p><b>Reflecting</b> on personal and community celebrations.</p>	<p>practices reflect beliefs (e.g., cremation, River Ganges, burial)</p> <p><b>Interpreting</b> rituals and symbols.</p> <p><b>Reading</b> simplified religious text.</p> <p><b>Discussing and comparing</b> similarities and differences in beliefs about the afterlife.</p> <p><b>Reflecting</b> on personal beliefs about the afterlife.</p> <p><b>Participating</b> in discussions about beliefs and practices</p> <p><b>Listening</b> to stories, teachings, or personal reflections</p> <p><b>Creating</b> symbolic representations of beliefs (e.g., drawings of heaven, the cycle of rebirth)</p> <p><b>Using</b> props to explore cultural practices</p> <p><b>Respecting</b> beliefs that may differ from one's own.</p> <p><b>Exploring</b> emotions related to loss and remembrance.</p>	<p><b>Personal responsibility:</b> Understanding how individual actions matter.</p> <p><b>Practical thinking:</b> Identifying achievable changes (e.g., recycling, using less energy).</p> <p><b>Goal setting:</b> Making small, realistic commitments to change.</p> <p><b>Civic understanding:</b> Recognising the role of government in environmental policy.</p> <p><b>Systems thinking:</b> Understanding how laws, funding, and education influence change.</p> <p><b>Critical thinking:</b> Evaluating the effectiveness of government actions.</p>	<p>laws, funding, and international cooperation.</p> <p><b>Systems thinking:</b> Understanding how policies and organisations work together.</p> <p><b>Critical thinking:</b> Evaluating the effectiveness of different strategies.</p>
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		<b>Respecting</b> different cultural and religious practices.			
	<b>Summer A - Topic: Human and physical geography – A local area study.</b>	<b>Summer A - Topic: Geography – Geography of the world.</b>	<b>Summer A - Topic: Geography - Ecosystems</b>	<b>Summer A and B Topic: WJEC entry level 3 – 6228 Looking at local history. (3 Credits)</b>	<b>Summer A and B Topic: Our Community and the Wider World Project.</b>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to identify the seasonal and daily weather patterns of Blackburn with Darwen.</li> <li>Learners will be able to locate Blackburn and Darwen on a map of the UK.</li> <li>Learners will be able to understand the difference between physical and human geography.</li> <li>Learners will be able to use geographical vocabulary to refer to physical features of Blackburn with Darwen.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to name and locate the seven continents on a map.</li> <li>Learners will be able to name and locate the five oceans on map.</li> <li>Learners will be able to distinguish the difference between climate and weather.</li> <li>Learners will be able to identify the different climate zones.</li> <li>Learners will be able to distinguish characteristics of the different climate zones.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to define what an ecosystem is.</li> <li>Learners will be able to recognise how plants and animals have adapted to their ecosystems and the role within it.</li> <li>Learners will be able to understand the concept of food chains.</li> <li>Learners will be able to create a simple food web using examples of the local area.</li> <li>Learners will be able to discuss the impact of humans on the ecosystem.</li> <li>Learners will be able to give examples of</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to outline features of a development or issue on the local area in the past.</li> <li>Learners will be able to outline how a local area was affected as a result of the local development or issue in the past.</li> <li>Learners will be able to categorise different types of sources that can be used to find out about the local development or issue in the past.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Learners will be able to identify what a community is and who is part of it, including key places, people, and services.</li> <li>Learners will be able to understand simple maps and journeys, recognising transport types, and safe travel routes.</li> <li>Learners will be able to understand how the local area has changed over time and</li> </ul>



	<ul style="list-style-type: none"> <li>• Learners will be able to use geographical vocabulary to refer to human features of Blackburn with Darwen.</li> <li>• Learners will be able to identify symbols used on a map.</li> <li>• Learners will be able to discuss geographical vocabulary and identify geographical feature during fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to identify, the poles and the equator on a map.</li> </ul>	conservation to protect ecosystems.	<ul style="list-style-type: none"> <li>• Learners will be able to use historical sources to make observations about the local development or issue in the past.</li> <li>• Learners will be able to present material about the local development or issue in the past in a coherent manner.</li> </ul>	<p>differences between past and present.</p> <ul style="list-style-type: none"> <li>• Learners will be able to understand how to care for the environment (e.g., recycling, litter-picking) and why it matters.</li> <li>• Learners will be able to have an awareness of cultural celebrations, foods, and traditions, and recognising community diversity.</li> <li>• Learners will be able to understand the rights and responsibilities in a community, and how rules help keep people safe and fair.</li> </ul>
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<p><b>Skills: Using</b> key geographical vocabulary.</p> <p><b>Observing and identifying</b> seasonal and daily weather patterns.</p> <p><b>Locating</b> Blackburn and Darwen on a map.</p> <p><b>Using</b> map features like compass points and labels.</p> <p><b>Classifying</b> the difference between human and physical geography by categorising features.</p> <p><b>Discussing</b> features and observations during fieldwork</p> <p><b>Listening</b> to instructions during map work.</p> <p><b>Reading</b> simple maps and weather charts,</p> <p><b>Labelling</b> maps or writing about local features.</p> <p><b>Recognising</b> common map symbols.</p>	<p><b>Skills: Using</b> key geographical vocabulary.</p> <p><b>Recognising</b> shapes and positions on a map or globe.</p> <p><b>Distinguishing</b> between climate and weather.</p> <p><b>Grouping</b> regions by temperature and weather patterns,</p> <p><b>Catergorising</b> characteristics like hot, cold, dry, or wet.</p> <p><b>Reading</b> maps, globes, and climate charts.</p> <p><b>Labelling</b> maps or <b>writing</b> about different regions.</p> <p><b>Locating</b> continents, oceans, equator, and poles.</p> <p><b>Drawing</b> maps or weather charts</p> <p><b>Matching</b> images to regions or climates.</p>	<p><b>Skills: Using</b> key geographical vocabulary.</p> <p><b>Defining</b> what an ecosystem is.</p> <p><b>Exploring</b> the relationship between living and non-living things.</p> <p><b>Recognising</b> the balance and interdependence in nature.</p> <p><b>Analytical thinking</b> by Identifying survival traits.</p> <p><b>Exploring</b> energy flow and predator-prey relationships.</p> <p><b>Recognising</b> producers, consumers, and decomposers.</p> <p><b>Matching</b> animals to habitats or roles in the food chain.</p> <p><b>Recognising</b> consequences of human actions on ecosystems.</p> <p><b>Discussing</b> human impact on ecosystems.</p> <p><b>Problem Solving</b> by identifying ways to protect the environment.</p>	<p><b>Skills:</b></p> <p><b>Historical understanding:</b> Recognising key characteristics of a local event or change (e.g. industrial growth, housing, transport).</p> <p><b>Descriptive skills:</b> Explaining what happened and what it looked like.</p> <p><b>Contextual thinking:</b> Placing the development within a broader historical setting.</p> <p><b>Cause and effect reasoning:</b> Understanding how the development changed people’s lives, jobs, or environment.</p> <p><b>Empathy and perspective-taking:</b> Considering how different groups were affected.</p>	<p><b>Skills:</b></p> <p><b>Communication Skills:</b> Asking for help appropriately, engaging in discussions, role-play, and presentations.</p> <p><b>Social Interaction Skills:</b> Working with peers in groups, respecting differences, and showing empathy.</p> <p><b>Independence &amp; Life Skills:</b> Following directions and instructions, making decisions in real-world contexts (e.g., travel, shopping).</p> <p><b>Problem-Solving Skills:</b> Navigating routes, solving</p>	

	<p><b>Drawing</b> maps or weather charts</p> <p><b>Recording</b> finding through drawings, photos or notes.</p> <p><b>Teamwork</b> during fieldwork and group activities.</p> <p><b>Navigating</b> familiar areas with support.</p> <p><b>Expressing ideas</b> and preferences about local places.</p>	<p><b>Colouring</b> maps to show different climates or continents.</p> <p><b>Asking questions</b> about different places and environments.</p> <p><b>Comparing</b> local environment to global environments.</p> <p><b>Using</b> maps and tools with increasing independence.</p>	<p><b>Writing or drawing</b> food chains or conservation ideas.</p> <p><b>Building</b> a 3D ecosystem.</p> <p><b>Recognising</b> the importance of caring for the environment.</p> <p><b>Sharing</b> personal experiences with nature.</p>	<p><b>Communication:</b> Explaining the impact in a clear and structured way.</p> <p><b>Source analysis:</b> Recognising and grouping sources (e.g. photos, maps, oral histories, newspapers).</p> <p><b>Information literacy:</b> Understanding the purpose and reliability of different sources.</p>	<p>simple scenarios, and understanding consequences of actions.</p> <p><b>Practical Community Skills:</b> Using public transport safely, recognising community roles, and accessing services confidently.</p> <p><b>Critical Thinking Skills:</b> Comparing past and present, sequencing events, and recognising change.</p> <p><b>Confidence &amp; Self-Advocacy:</b> Sharing ideas, presenting to others, and building confidence in community settings.</p>
	<p><b>Summer B - Topic: History – The Roman empire and its impact on Britain</b></p>	<p><b>Summer B - Topic: History – The transatlantic slave trade.</b></p>	<p><b>Summer B - Topic: History – WW2</b></p>	<p><b>Classification:</b> Sorting sources into categories (e.g. visual, written, spoken).</p> <p><b>Observation and interpretation:</b> Drawing conclusions from images, texts, or artefacts.</p> <p><b>Critical thinking:</b> Making simple inferences based on evidence.</p> <p><b>Note-taking and summarising:</b> Recording key points from sources.</p>	
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand who the Romans were and the timespan of the Roman empire.</li> <li>Learners will be able to recognise the size of the Roman empire.</li> <li>Learners will be able to understand how</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to define key vocabulary related to the slave trade.</li> <li>Learners will be able to sequence and discuss the beginnings of the slave trade.</li> <li>Learners will be able to understand the</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand the causes of WW2.</li> <li>Learners will be able to understand the geographical locations of the 'Axis' and 'Allies' powers.</li> <li>Learners will be able to discuss the role of the key leaders in WW2.</li> </ul>		

	<p>and when the Romans invaded Britain.</p> <ul style="list-style-type: none"> <li>• Learners will be able to discuss how Roman contributed to British life.</li> <li>• Learners will be able to understand what life was like under Roman rule.</li> <li>• Learners will be able to identify activities used for entertainment in Roman Britain.</li> <li>• Learners will be able to examine the organisation of the Roman military.</li> <li>• Learners will be able to recognise some of the resistance to the Roman rule.</li> </ul>	<p>triangular trade routes and what was traded.</p> <ul style="list-style-type: none"> <li>• Learners will be able to examine travel conditions of the 'middle passage'.</li> <li>• Learners will be able to recognise the living conditions of slaves in the Americas.</li> <li>• Learners will be able to identify key figures of the abolition of the slave trade.</li> <li>• Learners will be able to discuss how the slave trade is viewed today.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to recognise what daily life was like in WW2.</li> <li>• Learners will be able to recognise the role of women during WW2.</li> <li>• Learners will be able to examine significant battles of WW2.</li> <li>• Learners will be able to understand the events that lead to the end of WW2.</li> <li>• Learners will be able to reflect on Britain and other nations remember events of WW2.</li> </ul>	<p><b>Organisation:</b> Structuring information logically (e.g. beginning, middle, end).</p> <p><b>Communication:</b> Presenting findings clearly through speech, writing, or visuals.</p> <p><b>Creativity and expression:</b> Using posters, timelines, models, or digital tools to share learning.</p>	
	<p><b>Skills: Analysing</b> information of primary and secondary historical sources.</p> <p><b>Interpreting</b> historical sources and artefacts.</p>	<p><b>Skills: Analysing</b> information of primary and secondary historical sources.</p>	<p><b>Skills: Analysing</b> information of primary and secondary historical sources.</p> <p><b>Sequencing</b> the causes of World War Two.</p>		

	<p><b>Chronological Understanding</b> when sequencing the timespan of the Roman Empire.</p> <p><b>Reading</b> maps and globes when recognising the size and locations of the Roman Empire.</p> <p><b>Identifying</b> the reasons the Romans invaded Britain.</p> <p><b>Discussing</b> Roman contributions to British life.</p> <p><b>Exploring</b> the connections between past and present.</p> <p><b>Examining</b> the Roman military and its structure, roles and discipline.</p> <p><b>Recognising</b> resistance to Roman rule (Boudicca)</p> <p><b>Discussing</b> Roman life, military, and resistance.</p> <p><b>Listening</b> to stories, reenactments, or videos.</p> <p><b>Creating</b> Roman mosaics and shields.</p>	<p><b>Using</b> subject specific vocabulary sensitively and correctly.</p> <p><b>Interpreting</b> historical sources and artefacts.</p> <p><b>Chronological Understanding</b> when sequencing the events of the middle passage.</p> <p><b>Interpret and draw</b> the journey of enslaved people during the middle passage.</p> <p><b>Examining</b> travel conditions of the Middle Passage and living conditions of enslaved people</p> <p><b>Recognising</b> continents and countries involved in the slave trade.</p> <p><b>Identifying</b> continents and countries involved in the slave trade on a map.</p> <p><b>Comprehending</b> the triangular trade routes.</p> <p><b>Interpreting</b> historical sources (e.g., drawings, accounts)</p>	<p><b>Exploring</b> the causes of World War Two.</p> <p><b>Identifying</b> the Axis and Allies and their locations on maps.</p> <p><b>Discussing</b> the roles of key leaders (e.g., Churchill, Roosevelt, Hitler, Stalin)</p> <p><b>Interpreting</b> historical sources (e.g., photos, diaries, propaganda)</p> <p><b>Recognising</b> daily life and the role of women.</p> <p><b>Examining</b> significant battles (e.g., Battle of Britain, D-Day)</p> <p><b>Designing</b> timelines or comic strips of key events.</p> <p><b>Reflecting</b> on how WW2 is remembered (e.g., Remembrance Day, memorials)</p> <p><b>Developing empathy</b> and respect for those affected.</p>		
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	<p><b>Reenacting</b> Roman battles, daily life, or Boudicca's rebellion.</p> <p><b>Exploring</b> props and artefacts of Roman culture and war.</p>	<p><b>Identifying</b> key abolition figures.</p> <p><b>Discussing</b> how the slave trade is viewed today.</p> <p><b>Speaking and listening</b> when participating in discussions about sensitive topics.</p> <p><b>Listening</b> to stories, testimonies, or simplified historical accounts.</p> <p><b>Writing or drawing</b> about key events, people, or feelings.</p> <p><b>Reflecting</b> on personal values like courage, and resilience.</p>	<p><b>Speaking and listening</b> when discussing events, leaders, and personal stories</p> <p><b>Listening</b> to accounts, videos, or teacher-led storytelling.</p> <p><b>Writing or drawing</b> about wartime experiences or key events.</p> <p><b>Creating</b> posters, propaganda-style artwork, or remembrance poppies.</p> <p><b>Reenacting</b> life in an air raid shelter or a wartime home</p> <p><b>Using</b> props to explore roles (e.g., evacuee, soldier, nurse)</p> <p><b>Respecting</b> different experiences and sacrifices.</p> <p><b>Expressing</b> thoughts and feelings about conflict and remembrance.</p> <p><b>Reflecting</b> on personal values like peace, courage, and resilience.</p>		
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