

Curriculum Progression Map - Humanities

	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Stage 1	<p>Context- All Around The World</p> <p>Where is the Equator? What is Prime Meridian? What are Time Zones?</p> <p>Knowledge & Skills:</p> <p>Geography</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries of the United Kingdom. <p>Place Knowledge</p> <ul style="list-style-type: none"> 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>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map. <p>Religious Education</p> <ul style="list-style-type: none"> What do Christians believe God is like? [God] Who do Christians say made the world? [Creation] <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age</p> <p>Knowledge & Skills:</p> <p>History</p> <p>When was the Stone Age and the Iron Age? Place events in chronological order.</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> Start to compare two versions of a past event <p>Historical Investigations</p> <ul style="list-style-type: none"> Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations <p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines Sequence pictures from different periods <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> Show an understanding of historical terms Talk, write and draw about things from the past <p>Religious Education</p> <ul style="list-style-type: none"> Why does Christmas matter to Christians? [Incarnation] What is the 'good news' Christians believe Jesus brings? [Gospel] Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman] <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas</p> <p>Geography</p> <p>Where are the Americas? What is the climate like in the Americas? What countries make up the Americas?</p> <p>Knowledge & Skills:</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Name and locate the world's seven continents. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: weather. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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>Religious Education</p> <ul style="list-style-type: none"> What makes some places sacred to believers? What does it mean to belong to a faith community? <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Shang Dynasty of China</p> <p>Knowledge & Skills:</p> <p>History</p> <p>When was the Shang Dynasty within history? Where did the people of the Shang Dynasty live? Historical Interpretations</p> <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> Describe memories and changes that have happened in their own lives; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Understand that there are reasons why people in the past acted as they did Describe significant individuals from the past. <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> Use historical vocabulary to retell simple stories about the past <p>Religious Education</p> <ul style="list-style-type: none"> 1.5 Why does Easter matter to Christians? [Salvation] <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle</p> <p>Knowledge & Skills:</p> <p>Geography</p> <p>Where have we settled? Why do we settle there? What impact on the environment have people had?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p> <p>Religious Education</p> <ul style="list-style-type: none"> Who is Jewish and how do they live? [God/Torah/People] 	<p>Context- World War II</p> <p>Knowledge & Skills:</p> <p>History</p> <p>Who fought in World War II? When was World War II? Historical Interpretations</p> <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources that can be used to help represent the past. Compare two versions of a past event <p>Historical Investigations</p> <ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past. Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations <p>Chronological Understanding</p> <ul style="list-style-type: none"> Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Order dates from earliest to latest on simple timelines <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Understand that there are reasons why people in the past acted as they did Describe significant individuals from the past. identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> Use historical vocabulary to retell simple stories about the past <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>

Context- All Around The World
Where is the Equator?
What is Prime Meridian?
What are Northern and Southern Hemisphere?
What is the Antarctic Circle?
 Knowledge & Skills:
Geography
Locational Knowledge

- Name, locate and identify the world's countries.
- Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and Time Zones

Place Knowledge

- In further detail understand geographical similarities and differences through studying the human and physical geography of a small region in the United Kingdom, a region in a European country.

Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Religious Education

- What do Christians learn from the creation story? [Creation/Fall]
- What is it like for someone to follow God? [People of God]

Assessment: To be undertaken every 6 weeks on previous learning.

Context- Stone Age to Iron Age
 Knowledge & Skills:
History
What tools did people of this time use?
Where did Neolithic people live?
Historical Interpretations

- Start to compare two versions of a past event

Historical Investigations

- Use a range of 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

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, People and Changes in the Past

- Identify key features, aspects and events of the time studied
- Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating

- Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

Religious Education

- What is the 'Trinity' and why is it important for Christians? [God/Incarnation]
- What kind of world did Jesus want? [Gospel]
- How do festivals and worship show what matters to a Muslim? [Ibadah]

Assessment: To be undertaken every 6 weeks on previous learning.

Context- The Americas
Where are the Americas?
What is the climate like in the Americas compared to the United Kingdom?
What countries and capital cities make up the Americas?
 Knowledge & Skills:
Geography
Locational Knowledge

- Name, locate and identify the world's countries, using maps to focus on North and South American countries and major cities.

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small region in the United Kingdom, a region in a non-European country.

Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/ computer mapping to locate countries.
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

Religious Education

- How and why do people mark the significant events of life?
- How and why do people try to make the world a better place?

Assessment: To be undertaken every 6 weeks on previous learning

Context- The Shang Dynasty of China
 Knowledge & Skills:
History
Place the Shang Dynasty on a timeline.
What was life like in the Shang Dynasty?
Historical Interpretations

- Start to use stories or accounts to distinguish between fact and fiction

Historical Investigations

- 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

Knowledge and Understanding of Events, People and Changes in the Past

- Note key changes over a period of time and be able to give reasons for those changes
- 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

Presenting, Organising and Communicating

- Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms
- Start to present ideas based on their own research about a studied period.

Religious Education

- Why do Christians call the day Jesus died 'Good Friday'? [Salvation]
- For Christians, what was the impact of Pentecost?

Assessment: To be undertaken every 6 weeks on previous learning.

Context- Somewhere to Settle
 Knowledge & Skills:
Geography
Where have people settled?
How have people impacted their surroundings?
 Knowledge & Skills:
Geography
Locational Knowledge

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns.

Human and Physical Geography

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

Religious Education

- How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]
- What do Hindus believe God is like? [Brahman/atman]
- What does it mean to be Hindu in Britain today? [Dharma]

Assessment: To be undertaken every 6 weeks on previous learning.

Context- World War II
 Knowledge & Skills:
History
Who were the key characters in World War II?
Place events of World War II in order.
Why did World War II begin?
Historical Interpretations

- Start to compare two versions of a past event
- Start to use stories or accounts to distinguish between fact and fiction

Historical Investigations

- Use a range of 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
- 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

Knowledge and Understanding of Events, People and Changes in the Past

- Note key changes over a period of time and be able to give reasons for those changes
- 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
- Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating

- Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms

Assessment: To be undertaken every 6 weeks on previous learning.

	Term 1 – 8 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
S t a g e 3	<p>Knowledge & Skills: History (The Romans)</p> <p>The Roman's is being covered in reference to the national curriculum outlined by the government. This is a topic which should be covered.</p> <p>This unit aims to ensure that pupils;</p> <ul style="list-style-type: none"> -Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' -Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, 	<p>Knowledge & Skills: History (The Anglo Saxons)</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor will be covered with reference to the National Curriculum.</p> <p>This unit aims to ensure that pupils;</p> <ul style="list-style-type: none"> -Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' -Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, 	<p>Knowledge & Skills: Religious Education (Stories of Christianity)</p> <p>Pupils will be introduced to RE learning about stories from the most popular religion in Britain, Christianity. The information below is taken from the Gloucestershire agreed syllabus for RE.</p> <p>RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their schooling</p> <p>End of phase outcomes are as follows;</p> <p>Making sense of Beliefs</p> <ul style="list-style-type: none"> -Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions -Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts -Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p>Understanding the Impact</p> <ul style="list-style-type: none"> -Make clear connections between what people believe and how they live, individually and in communities -Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures <p>Making Connections</p> <ul style="list-style-type: none"> -Make connections between the beliefs and practices studied, evaluating and explaining 	<p>Knowledge & Skills: Religious Education (Belief in our Community)</p> <p>Pupils will be exploring other faiths in this unit. They will see how faith, worship and beliefs cultures differ through community.</p> <p>The following comes from the Gloucestershire agreed syllabus. The RE curriculum drawn up by a SACRE, or by an academy or free school 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain</p> <p>RE is legally required for all pupils. RE is a core subject of the curriculum for all pupils. RE is an entitlement for all pupils through their schooling</p> <p>End of phase outcomes are as follows;</p> <p>Making sense of Beliefs</p> <ul style="list-style-type: none"> -Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions -Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts -Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p>Understanding the Impact</p> <ul style="list-style-type: none"> -Make clear connections between what people believe and how they live, individually and in communities 	<p>Knowledge & Skills: Geography (The United Kingdom)</p> <p>Pupils will gain knowledge on national identity and their home nation. This ties in with the national curriculum and British values. This is based on the national curriculum.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>	<p>Knowledge & Skills: Geography (Natural Resources)</p> <p>Pupils will be looking into what the world is made up with and how this can be used to help us. There are many different types of natural resources which come from all around the world. This unit will give an opportunity to conduct geography skills and fieldwork. This is based on the national curriculum.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p>

<p>political, religious and social history; and between short- and long-term timescales.</p> <p>Questions that this topic involves are;</p> <ul style="list-style-type: none"> -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Assessment:</p> <ul style="list-style-type: none"> -Pupils will learn, study, discover, investigate and be taught the main 6 assessment criteria and historical concepts of The Peak Academy every term when history is studied. There are as follows; -Significance - Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past. Historians use different sets of criteria to help them make judgements about significance. -Chronology - Chronological thinking is at the heart of historical reasoning. Students should be able to distinguish between past, present, and future time. Students should be able to identify how events take place over time. Students should be able to use chronology in writing their own histories. -Interpretations - Historical interpretation is the process by which we describe, analyze, evaluate, and create an explanation of past events. We base our interpretation on primary [firsthand] and secondary [scholarly] historical sources. We analyze the evidence, contexts, points of view, and frames of reference. -Diversity - Diversity is based on an understanding of the past of the many individual experiences and localities in order 	<p>political, religious and social history; and between short- and long-term timescales</p> <p>Questions that this topic involves are;</p> <ul style="list-style-type: none"> -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England -Further Viking invasions and Danegeld - Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066 <p>Assessment:</p> <ul style="list-style-type: none"> -Pupils will learn, study, discover, investigate and be taught the main 6 assessment criteria and historical concepts of The Peak Academy every term when history is studied. There are as follows; -Significance - Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past. Historians use different sets of criteria to help them make judgements about significance. -Chronology - Chronological thinking is at the heart of historical reasoning. Students should be able to distinguish between past, present, and future time. Students should be able to identify how events take place over time. Students should be able to use chronology in writing their own histories. -Interpretations - Historical interpretation is the process by which we describe, analyze, evaluate, and create an explanation of past events. We base our interpretation on primary [firsthand] and secondary [scholarly] historical sources. We analyze the evidence, contexts, points of view, and frames of reference. -Diversity - Diversity is based on an understanding of the past of the many individual experiences and localities in order to establish a broadly based understanding of the past. In the same way that the big picture relates to local, national and world dimensions. Diversity needs to include an appreciation of experiences from rich and 	<p>their importance to different people (e.g. believers and atheists)</p> <ul style="list-style-type: none"> -Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently -Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make <p>U2.1 What does it mean if Christians believe God is holy and loving? [God]</p> <p>U2.2 Creation and science: conflicting or complementary? [Creation]</p> <p>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]</p> <p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</p> <p>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p> <p>Assessment:</p> <p>Flexible assessment opportunities are given, based on end of phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end of phase outcomes</p> <p>Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> -Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary -Explain how and why these beliefs are understood in different ways, by individuals and within communities 	<ul style="list-style-type: none"> -Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures <p>Making Connections</p> <ul style="list-style-type: none"> -Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) -Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently -Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make <p>-U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p> <p>-U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p>-U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p>-U2.10 What matters most to Humanists and Christians?</p> <p>-U2.11 Why do some people believe in God and some people not?</p> <p>-U2.12 How does faith help when life gets hard?</p> <p>Assessment:</p> <p>Flexible assessment opportunities are given, based on end of phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end of phase outcomes</p> <p>Make sense of a range of religious and non-religious beliefs, so that they can:</p>	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -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 and graphs, and digital technologies. <p>Questions that this topic involves are;</p> <ul style="list-style-type: none"> -Different demographics -English counties -How the terrain differs in the UK compared to the rest of the world -How rivers, lakes and the sea have different factors -Types of settlements -Socio-economic factors <p>Assessment:</p> <p>Pupils will be assessed on TPA's KS3 Geography assessment criteria. This has 5 main outcomes which are;</p> <ul style="list-style-type: none"> -Students demonstrate an appreciation of the unique features of places. They understand how features of site and location together with physical and human processes produce places that are unique contexts for study. They also appreciate the more general processes that act on places to create 	<p>Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -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 and graphs, and digital technologies. <p>Questions that this topic involves are;</p> <ul style="list-style-type: none"> -What makes a natural resource -How many different natural resources are there -Differences between application and energy of each resource -Value and dangers of natural resources -Everyday use of natural resources <p>Assessment:</p> <p>Pupils will be assessed on TPA's KS3 Geography assessment criteria. This has 5 main outcomes which are;</p> <ul style="list-style-type: none"> -Students demonstrate an appreciation of the unique features of places. They understand how features of site and location together with physical and human processes produce places that are unique contexts for study.
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<p>to establish a broadly based understanding of the past. In the same way that the big picture relates to local, national and world dimensions. Diversity needs to include an appreciation of experiences from rich and poor, men, women and children and different ethnic groups and different periods of the past.</p> <p>-Change and Continuity - The dichotomy is used to discuss and evaluate the extent to which a historical development or event represents a decisive historical change or whether a situation remains largely unchanged. The question of change and continuity is considered a classic discussion in the study of historical developments.</p> <p>-Action and Consequence - The causes and consequences (effects, impacts) of historical events are of primary interest for historians, and this relationship is an important part of the History curriculum. Therefore, it is important to think about effective ways of teaching these concepts.</p>	<p>poor, men, women and children and different ethnic groups and different periods of the past.</p> <p>-Change and Continuity - The dichotomy is used to discuss and evaluate the extent to which a historical development or event represents a decisive historical change or whether a situation remains largely unchanged. The question of change and continuity is considered a classic discussion in the study of historical developments.</p> <p>-Action and Consequence - The causes and consequences (effects, impacts) of historical events are of primary interest for historians, and this relationship is an important part of the History curriculum. Therefore, it is important to think about effective ways of teaching these concepts.</p>	<p>-Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation 2. understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <p>-Examine and explain how and why people express their beliefs in diverse ways</p> <p>-Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world - Appreciate and appraise the significance of different ways of life and ways of expressing meaning 3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <p>-Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses</p> <p>-Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response</p> <p>-Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding</p>	<p>-Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary</p> <p>-Explain how and why these beliefs are understood in different ways, by individuals and within communities</p> <p>-Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation 2. understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <p>-Examine and explain how and why people express their beliefs in diverse ways</p> <p>-Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world - Appreciate and appraise the significance of different ways of life and ways of expressing meaning 3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <p>-Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses</p> <p>-Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response</p> <p>-Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding</p>	<p>discernable patterns of land use and landscapes.</p> <p>-Students identify a range of human and physical processes at work in places and are able to make connections between them. The goal is to think holistically, appreciating how different processes interact and affect each other.</p> <p>-Students are concerned to identify, select, present, process, evaluate, and interpret both quantitative and qualitative evidence to support or reject arguments, propositions or plans. Appropriate evidence from primary sources, where possible, is accorded special significance. People's values and beliefs are seen as significant in creating viewpoints that affect the interpretation of evidence and that create personal geographies of places. The student's own values and beliefs can also be developed and applied.</p> <p>-Students base their thinking on a framework of concepts that provide structure, coherence and rigour to their thinking. These include fundamental concepts such as scale, place and space, as well as concepts related to processes such as globalisation, sustainability and interdependence.</p> <p>-Students focus their thinking on specific issues, problems or dilemmas that relate to the use of spaces. They use geographical perspectives creatively to suggest actions to address the issues and, taking account of available evidence, present ideas for alternative futures</p>	<p>They also appreciate the more general processes that act on places to create discernable patterns of land use and landscapes.</p> <p>-Students identify a range of human and physical processes at work in places and are able to make connections between them. The goal is to think holistically, appreciating how different processes interact and affect each other.</p> <p>-Students are concerned to identify, select, present, process, evaluate, and interpret both quantitative and qualitative evidence to support or reject arguments, propositions or plans. Appropriate evidence from primary sources, where possible, is accorded special significance. People's values and beliefs are seen as significant in creating viewpoints that affect the interpretation of evidence and that create personal geographies of places. The student's own values and beliefs can also be developed and applied.</p> <p>-Students base their thinking on a framework of concepts that provide structure, coherence and rigour to their thinking. These include fundamental concepts such as scale, place and space, as well as concepts related to processes such as globalisation, sustainability and interdependence.</p> <p>-Students focus their thinking on specific issues, problems or dilemmas that relate to the use of spaces. They use geographical perspectives creatively to suggest actions to address the issues and, taking account of available evidence, present ideas for alternative futures</p>
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