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| Subject: History/Humanities | Accreditation: KS4 OCR Entry Level Certificate | Blue Pathway |
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LONG TERM PLAN

| | | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <u>KS4</u> ELC | Cycle 1 | Topic(s): Crime and Punishment | Topic(s): Crime and Punishment | Topic(s): Germany 1925-55 | Topic(s): Biography – Charles Darwin | Topic(s): Biography – pupil chosen topic. Assessment series. | Topic(s): Chosen Topics |
| | Cycle 2 | Topic(s): People's Health | Topic(s): People's Health | Topic(s): International Relations 1918-2001 | Topic(s): Biography – Ada Lovelace | Topic(s): Biography – pupil chosen topic. Assessment series. | Topic(s): Chosen Topics |
| Assessment Objectives | <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts, such as causation, consequence and significance, change and continuity over time.</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> | | | | | | |

| | | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <u>KS3</u> | Cycle 1 | Topic(s): Medieval Britain – Vikings to the Black Death (Battle of Stamford Bridge, Hastings 1066, the Magna carta, black death) | Topic(s): Far East Asian History (Samurai, Great Wall of China, Genghis Khan) | Topic(s): History of the British Empire (East India Company, Slave Trade, Australia & Transportation) | Topic(s): Ancient African History (The Rift Valley, first modern human migration) | Topic(s): Britain 1901 to WW2 (Social class, Titanic, women's suffrage, WW1, great depression, Nazism and the holocaust) | Topic(s): Late 20 th Century History (The Space Race, development of digital technology, climate change) |
| | Cycle 2 | Topic(s): Ancient Britain (Neolithic | Topic(s): The English Civil War | Topic(s): The Industrial | Topic(s): USA History – Race | Topic(s): History of Exploration (Scott, | Topic(s): 1980s British History |

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| | | age-Stonehenge, Boudica, Roman conquest, Saxons) | (Causes, Royalists Parliamentarians, key battles, local study , Cromwell) | Revolution (A changing world of technology and ways of life in Britain) | (The slave trade, civil war, emancipation, civil rights movement, Rosa Parks, Black Lives Matter) | Shackleton, Leif Eriksson, Marco Polo, Hernán Cortés) | (Margaret Thatcher, Miners' Strike, Falklands War, Popular Culture, Aids, technology) |
| | Cycle 1 | Topic(s): Various subjects , assessing knowledge and understanding. | Topic(s): Far East Asia ancient history and modern-day events. | Topic(s): The continents , changing geography and human habitation. | Topic(s): Myths and Legends from around the world. | Topic(s): Living Off the Land in Britain early settlements, hunter-gatherers, farming. | Topic(s): 1960s Moon landings, civil rights, fashion, music, Vietnam War |
| <u>KS2</u> | | | | | | | |

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| Subject: Humanities (History and Geography) | Accreditation: WJEC Entry Level Pathways (Accreditation available at Entry level 1-3) | Green Pathway |
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LONG TERM PLAN

Learning will be reinforced through cross curricular links in different lessons including life skills, ICT, British Values and Literacy. Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

| | | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <u>KS4</u> | Cycle 1 | Geography - Our World Pupils will look at the world and our place in it. We will cover a range of key skills including map skills, online researchers and compare different areas globally. | Geography - Our World Pupils will look at the world and our place in it. We will cover a range of key skills including map skills, online researchers and compare different areas globally. | History - World War 1 Pupils will look at the causes that led to the First World War. They will learn about key battles and technology / tactics used in the war | History - World War 1 Pupils will consider why the war lasted so long and whether the tactics were successful. They will consider the end of the war and whether it helped to cause WW2. | Geography - Natural World Pupils will look at volcanoes / earthquakes and identify areas on the map. They will look at how people can mitigate risk from | Geography - Natural World Pupils will look at volcanoes / earthquakes and identify areas on the map. They will look at how people can mitigate risk from volcanoes / earthquakes |

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| | | | | | | volcanoes / earthquakes | |
| | Cultural capital | Pupils will engage with schools from across the globe in a joint project about school dinners | | Pupils will have a field trip to Sherwood pines to see a re-creation of a first world war trench to gain a greater understanding of WW1 | | Pupils will look at cases studies form different countries regarding natural disasters (volcanoes, earthquakes etc) | |
| | WJEC Accreditation | Initial units Build upon work in Key stage 3 in preparation for WJEC Units | | Unit 6225 – A British Society in the Past | | Unit 6233 – Responding to a major Tectonic event | |
| | Cycle 2 | History - A Non-British Society in the Past Germany before the war, the rise of Nazism, propaganda and their belief in eugenics and how it permeated their treatment of everyone in German society. | History - A Non-British Society in the Past Germany before the war, the Nazi propaganda machine, Kristallnacht and their treatment of the Jews and build up towards the Holocaust. | Geography - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change. | Geography - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change. | History – People and Protest. Pupils will know why people decide to protest, the causes that people protest about and the aims they have. Examine different methods and consider whether the methods are successful. | History – People and Protest. Pupils will know about the results of protests – look at specific campaigns and consider who and why they were successful or not. They will debate whether protests / campaigns have helped people’s lives / environment. |
| | Cultural capital – | We will endeavour to work with our link school in Krakow around Auschwitz and organise a trip to Poland (though this may be at different time of the academic year) | | Pupils will work with other students from across the globe based on how climate change is affecting different countries | | Pupils will be able to visit local cultural institutions such as the Museum of Nottingham life to better understand the past and also access online resources about key protest movements. | |
| | WJEC Accreditation | Unit 6226 – A Non-British Society in the Past | | Unit 6234 - Climate Change: Causes, Effects and Human Responses | | Unit 6229 – People and Protest | |
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| <u>KS3</u> | Cycle 1 | Geography – Geography skills – using a compass, map reading skills and fieldwork skills. Pupils | Geography - Geography skills – Pupils will develop the key skills such as traffic surveys, use maps, | History - A British Society in the Past The Suffragettes and the right to protest. Pupils will look at the | History - A British Society in the Past The Suffragettes and the right to protest. Pupils will look at the | Geography - Natural World Pupils will compare different global landscapes & study | Geography - Natural World Pupils will look at the volcanoes / earthquakes. They will look at |

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| | | will develop the key skills necessary to become geographers | atlases and online resources to research the world around us. | fight to give women the vote and consider their tactics to gain attention | wider issues of the right to protest in a democracy and British values | volcanoes . They will look at areas and compare them using maps and other information | different areas affected by natural disasters and how to mitigate risk |
| | | Cultural capital – Pupils will have the chance to undertake fieldwork through geographical trips in the local area | | Cultural capital – Pupils will use online resources to research different protest movements around the world and also learn about the suffragettes and suffragists | | Cultural capital – Pupils will look at cases studies form different countries regarding natural disasters (volcanoes, earthquakes etc) | |
| | Cycle 2 | History - A Non-British Society in the Past The Romans and the Roman empire. We will look at Roman society, roman innovation and the spread of the empire. | History - A Non-British Society in the Past The Romans and the Roman empire. We will look at Roman society, roman innovation and the spread of the empire. | Geography - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change. | Geography - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change. | History - A British Society in the past (Elizabethan England) Pupils should understand key features of Elizabethan society, including Shakespeare, lifestyles of the rich and poor and link with other subjects such as literacy | History - A British Society in the Past Pupils should understand what led to the Spanish Armada and understand how the Navy was important in allowing Britain to become an important power in the wider world |
| | | Cultural capital – Pupils will look at some key historical roman sites using online resources to find out about the Roman world | | Cultural capital – Pupils will have a look at COP 28 (Dubai) and consider how the world can come together to resolve climate change issues | | Cultural capital – Pupils will look at various sources both online and also experience Shakespeare’s plays possibly with a theatre visit | |
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| <u>KS2</u> | Cycle 1 | Geography - Pupils will look at their school, local area and Nottingham. They will use simple maps and draw their own using a basic key. They will use | Geography - Pupils will look at maps of Nottingham. They will identify different places and build up a map of Nottingham identifying key landmarks. They | History - Then and Now Pupils will look at Nottingham in the past and consider how it has changed. They will describe some of | History - Then and Now Pupils will look at images and other primary sources about Nottingham. They will compare landmarks/ areas - | Geography - Our World Pupils will think about our world and our place in it. We will look at our surrounding areas and consider the places we visit locally | Geography - Our World Pupils will start to think about the places we visit and describe them. They will use some limited geographic language and compare different areas. |

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| | maps to explore their local area and identify local sites | will use a range of sources including sat nav, google earth and online sources | the changes and look at sources | Describe changes and consider why they've changed | and nationally as well as international destinations on holiday | |
| | Cultural capital – Pupils will use their local knowledge to visit some key cultural institutions in Nottingham – the Castle, Wollaton hall etc. Using maps to find out where they are + how to get there | | Cultural capital – Pupils will have a field trip to the Nottingham museum of life to see how life has changed for people in Nottingham and experience first hand artefacts and role play. | | Cultural capital – Pupils will look at cases studies form different countries regarding natural disasters (volcanoes, earthquakes etc) | |
| Cycle 2 | History - A Non-British Society in the Past Egypt and the pyramids. Pupils will look at the pyramids and think about why they were built and what life was like for Egyptians | History - A Non-British Society in the Past Egypt and the pyramids. Pupils will look at the pyramids and think about why they were built and what life was like for Egyptians | Geography - Climate Change: Pupils find out about climate change and what individuals / UK government can do to reduce the risk e.g. recycling, switching off lights etc | Geography - Climate Change: Pupils find out about climate change and what individuals / UK government can do to reduce the risk e.g. recycling, switching off lights etc | History - A British Society in the Past Pupils should understand key features that affected people's lives in Medieval Britain. This will include the black death, peasants revolt and the church in the middle ages | History - A British Society in the Past Pupils will compare and contrast their understanding of the world compared to today such as the role of science and religion to support how we view the world. |
| | Cultural capital – Pupils will engage with our link school in Egypt (BCCIS) and learn first hand about the pyramids from them | | Cultural capital – Pupils will have a look at COP 28 (Dubai) and consider how the world can come together to resolve climate change issues | | Cultural capital – Pupils will visit local medieval buildings such as Lincoln castle / cathedral to understand the past with first hand experience | |
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Intent:

The study of History provides opportunities for the pupils to experience and develop an understanding of events and people of different times and places. It enriches the curriculum by offering the pupils the opportunity to improve their critical thinking skills and understand better how the past can inform the present. History lessons offer our students a range of activities to engage with the past in format which is appropriate for their needs and challenges their understanding key historical events.

Geography is the study of places, the human and physical processes, which shape them and the people who live in them. Skills developed through geography help pupils to make sense of their surroundings and the wider world. Geography lessons offer our students a window on the world and the opportunity to better understand how places, people and physical processes shape the world around them and the people who live in them.

Accreditation

Pupils on the Green Pathway follow the WJEC entry Level course in Key stage 4. This enables them to achieve qualifications at Entry level 1-3, depending upon their ability. These are standalone qualifications but can also contribute towards a broader Entry Level Award or certificate (also at Entry Level 1-3) incorporating other subjects. Pupils on the Blue Pathway work towards an Entry Level Certificate in history