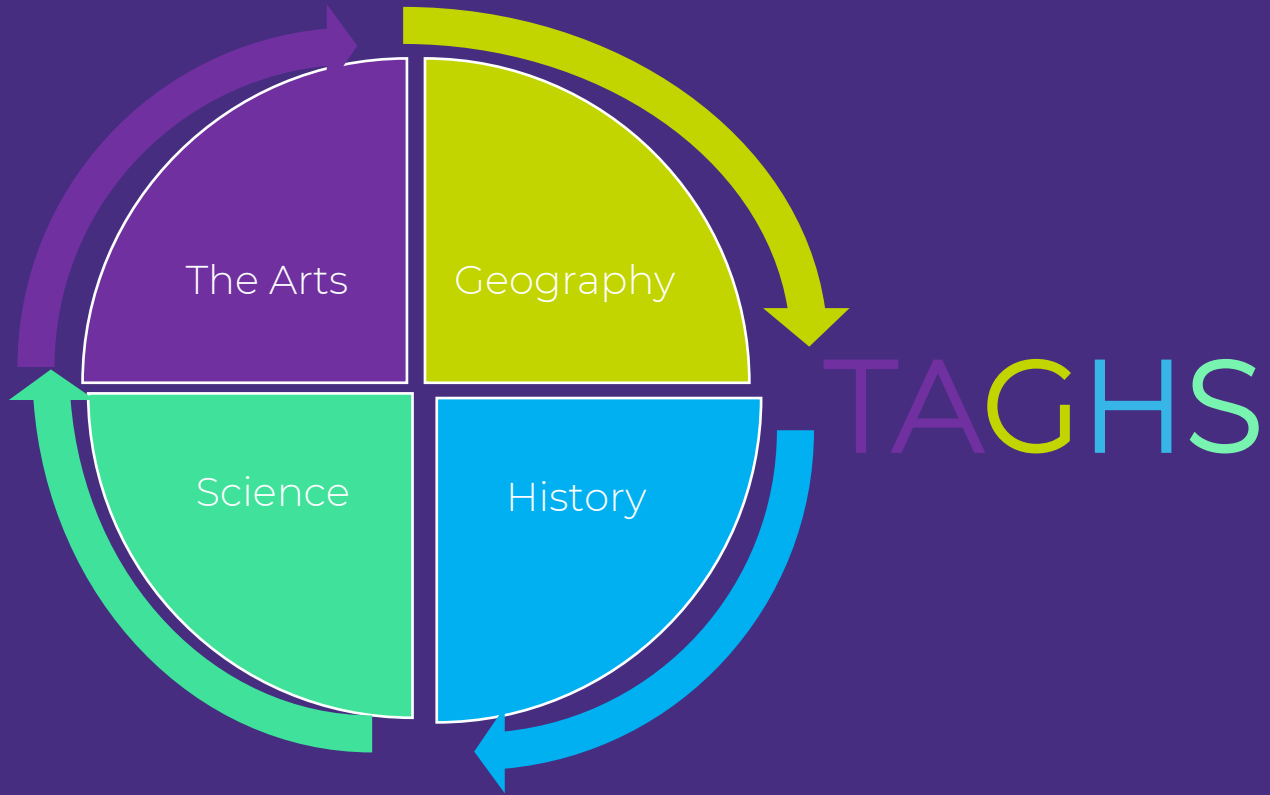


Evolve Academy
Curriculum Planning
Wider Curriculum



Wider Curriculum TAGHS

Curriculum Intent:

Here at Evolve Academy, we understand that many of our students face multiple and often complex barriers to successful learning. We know that if these barriers remain undressed, our students are much less likely to develop the knowledge, understanding and attitudes to live a healthy, safe, productive and fulfilled lives now, and in the future. We know that for our students to thrive and EVOLVE as individuals, our focus must be on those barriers.

The FUNDamental purpose of our Wider Curriculum Studies curriculum is to bring learning to life, in a way that develops the whole child. The curriculum encompasses a thematic approach to learning that is weaved through subjects that are carefully linked and sequenced to support pupils' acquisition of knowledge.

The Wider Curriculum on offer is designed to ignite the curiosity and EVOLVE each student to overcome any barriers to their learning. By doing so, we encompass the 6 Nurture principles across our curriculum and weaved together, forms the umbrella term TAGHS = The Arts, Geography, History and Science.

Curriculum Implementation:

Our Wider Curriculum Studies curriculum, is designed to by identifying the key skills, knowledge and understanding required by the National Curriculum, this is then planned to ensure that the skills are taught sequentially across Key stage 1,2 and 3 cohorts, subsequently enabling new skills to be build upon, and development of the skills taught in previous year groups. Our TAGHS curriculum is thematic, and is coherently sequenced, to enable pupil's acquisition of knowledge and skills to be developed, barriers to learning removed and educational experiences enhanced.

Wider Curriculum studies lessons are implemented across both Key Stage 2 and 3, 3 times per week. This enables students to delve into the FUNDamental aspects the TAGHS curriculum offers. Allowing teaching staff, the flexibility to teach and weave the topics throughout these bespoke sessions, and students the flavour of combined topics that ignite their educational experiences. Whether this is creativity session, or 'bringing learning to life' through visiting historical and geographical environments. Our students learn best and barriers to learning are removed when they are engaging in active learning that encompasses the 6 principles of Nurture.

Curriculum Impact:

Our curriculum impact is to ensure that knowledge, skills and understanding weaved through Wider Curriculum is effective and aspirational for our students, enabling them to successfully **EVOLVE** in their learning experiences.

We know that for our students to thrive, and **EVOLVE** as individuals, our focus on removing barriers to learning is essential. The curriculum on offer aims to remove these barriers, ignites our learners in a thematic approach to learning identifying clear and achievable outcomes and brings learning to life outside of the classroom, preparing our students with the essential skills, knowledge and understanding that fulfils their educational experiences beyond our educational setting.

Assessment in Wider Curriculum:

Recall/Recap	Baseline Assessments	Observations
Mapping	Questioning	Target Setting
Peer-Assessment	Portfolio	Discussion
Instant Feedback	Self-Assessment	
Quizzes	End of Unit Assessments	
Teacher Marking	On-going Assessment	
Knowledge Checks	Tests	
Live Marling	Data Capture	

Overview National Curriculum KS1, KS2 & KS3

Primary – Key Stage 1 & 2

KS & Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1 Year 1	Plants Pupils will know the basic structure of plants and trees.	Snow Pupils will learn about the climate, why snow falls and the magic of the winter season.	Under the Sea = Pupils will dive into life underwater and explore the world's oceans.	Fly a Kite Pupils will be able to discuss and explore celebrations and worships,	Play Pupils will look at the games that children played and be able to discuss and compare	The Olympic Spirit
Bringing Learning to Life Opportunities		Visits to 'Ice pod', Winter Wonderland	Visits to Sea-life Centre Blackpool/Scarborough/ The Deep – Hull.			Olympic Sport Days Theme
Key Stage 1 Year 2	Toys Pupils will know the difference between toys of the past and present	Space Pupils will look at the lives of significant individuals e.g. The Wight Brothers	Artic Adventure Pupils will begin to look at the ice age, tracking it's purpose across Europe	Rainforest Pupils will ask simple questions around deforestation and it's impact.	The Olympic Spirit Pupils will explore a range of sport and its organ	The Seaside Pupils will relax into events beyond living history
Bringing Learning to Life Opportunities		Visits to Space Events (Internal bookings of 'Space Pod/Day' Bradford Science and Media Museum	Mammoths – Museum Visits.	Visits to Tropical World – Leeds	Visits to Sporting Facilities Sports Day Competitions.	Visits to Scarborough / Blackpool Beaches

KS & Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2 Year 3	<p>Heroes</p> <p>Pupils to continue to build clear narrative of British History</p>	<p>Cliffs and Caves</p> <p>Pupils to study mining as a local history study.</p>	<p>Snow and Ice</p> <p>Pupils will explore the 'freezing' changes from the Ice age into the stone age</p>	<p>Invaders</p> <p>Pupils will examine further Viking and invasions and Danegeld</p>	<p>Natures Predators</p> <p>Pupils to examine Julius Caesars attempt invasion in 55-54 BC.</p>	<p>The Olympic Spirit</p> <p>Pupils will explore a range of sport and its origin</p>
Bringing Learning to Life Opportunities	<p>Visits to Comicon / Bookings of Superhero Agencies</p>	<p>Visits to National Coal Mining Museum</p>		<p>Visits to Jorvik Museum - York</p>	<p>Visits to Yorkshire Wildlife Park</p> <p>Chester Zoo</p>	<p>Visits to Sporting Events in the UK</p> <p>Visits to facilities</p> <p>Sports Day Competitions.</p>
Key Stage 2 Year 4	<p>Invaders</p> <p>Pupils examine the religions which try to control the Holy Lands.</p>	<p>Heroes and Villains</p> <p>Pupils look at how the native people of England fought against the Romans.</p>	<p>Snow and Ice</p> <p>Pupils will study Iron Age hill forts: tribal kingdoms; farming, art and culture.</p>	<p>Cliffs and Caves</p> <p>Pupils look at an aspect of history or site dating from beyond BC.</p>	<p>The Olympic Spirit</p>	<p>Natures Predators</p> <p>Pupils will explore why carnivores are classified as predators and the anatomical features they posses.</p>
Bringing Learning to Life Opportunities		<p>Conisbrough Castle – South Yorks – .eg. Medieval Life Worksoop</p>	<p>Visit to Yorkshire Dales</p>			<p>Visits to Yorkshire Wildlife Park/Knowsley Safari/Chester Zoo – More emphasis on Carnivores.</p>

KS & Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 2 Upper Year 5	Heroes and Villains Pupils will study Greek life and achievements and their influence on the western world.	Natures Predators (linking mountains, coasts, rivers) Pupils will examine hills, mountains, coasts, rivers and land use and understand how these have changed overtime.	Snow and Ice Pupils will look at the weather and climate system of Egypt and the impact the Nile had on Egyptian life.	Space Pupils study the history of UKSA and the National Space Centre in Leicester.	Pirates Pupils will identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	The Olympic Spirit
Bringing Learning to Life Opportunities	Heroes and Villains workshops	Visits to Coast, river, mountain.	Visits to Museum Music – Create Egyptian Music	Visit to Space Centre Space Pod booking	Heroes and Villains workshops	Visits to Coast, river, mountain.
Key Stage 2 Upper Year 6	Greek Myths and Legends Pupils are to name and locate cities and geographical regions in Greece.	Jurassic Era Students are to examine the anatomist Richard Owen, who was, the first person in 1842 to study Dinosaurs.	Space and Solar System Pupils are to discuss where the planets are in relation to each other and describe their main features.	Pirates Pupils To examine the life and times of Edward Teach, Calico Jack and Anne Bonny and Mary Read	Seasons (Egyptians - droughts floods) Pupils will examine how the Egyptians coped with droughts and floods.	The Olympic Spirit
Bringing Learning to Life Opportunities		Visits to Dinosaur Land/ Exhibition (Yorkshire)				

Dinoland – Sculpture / Fossil
digging experience

Overview National Curriculum KS1, KS2 & KS3

Secondary– Key Stage 3

KS & Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3 Year 7	Conflicts through time The first world war peace settlement	Plague and Hysteria 1300's	Our Modern World Links to South Africa – apartheid history and it's impact on modern life	Invaders Norman conquest/crusades	Revolution and Change. CW, Parliament	The Olympic Sport Olympic game and life in AG.
Bringing Learning to Life Opportunities						
Key Stage 3 Year 8	Conflicts through time WW2 0 Holocaust -Winston Churchils leadership war time.	Plague and Hysteria Great Plague 1665 origin and impact)	Revolution and Change Industrial Revolution and It's impact on society Womens suffrage	Invaders The first colonies in America, takeover and treatment of Native Americans.	Our Modern World Changing Russian empires – cold war	The Olympic spirit. 1936 Olympic games, linking to Nazi rule, boycotts and Jesse Owen.

Bringing Learning to Life Opportunities						
Key Stage 3 Year 9	<p>Conflict through time</p> <p>The troubles and conflicts in Northern Island</p>	<p>Plague and Hysteria</p> <p>Which craft hunts and trials during renaissance period.</p>	<p>Revolution and Change.</p> <p>Britains role in Slave Trade. The abolition of Slavery and events leading civil rights movement in America.</p>	<p>Invaders</p> <p>The development of the British Empire.</p>	<p>Our Modern World</p> <p>The impact through the time of migration of people to, from and within the British Isles.</p>	<p>The Olympic Spirit</p> <p>Olympic games – Beijing</p> <p>Historic links to the development of China, modern day China and Communism.</p>
Bringing Learning to Life Opportunities						

Primary – Key Stage 1 Year 1

Autumn 1	Knowledge	Skills	Assessment
Plants	<p>(Science)</p> <p>Pupils will be taught to identify and name a variety of common wild and garden plants.</p> <p>Pupils are to know the basic structure of plants and trees</p> <p>(Geography)</p> <p>Students will be taught to know the difference between human and physical geography of a small area of the United Kingdom and its surrounding areas.</p>	<p>(Science)</p> <p>To be able to identify the difference between deciduous and evergreen trees.</p> <p>Be able to ask and answer questions about their habitat.</p> <p>Use of magnifying glass.</p> <p>Compare and contrast plants.</p> <p>Compare and Contrast Plants.</p> <p>(History)</p> <p>To be able to use common words that relate to the passing of time.</p> <p>To be able to use a range of geographical language.</p> <p>To use geographical skills including first hand observations to enhance locational awareness.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Autumn 2	Knowledge	Skills	
Snow	<p>(History)</p> <p>Students to be introduced to events in living History, they will look at the Great Fire of London and look at how it was stopped.</p> <p>(Geography)</p> <p>Students will look at the world's seven continents and five oceans and be able to locate them on a map.</p> <p>(Science)</p> <p>Students will observe the changes within the weather and the seasons. They will be able to discuss the differences and name each one.</p>	<p>(History)</p> <p>Students will be able to relay the parts of the story around the Great Fire of London and share key features of the event.</p> <p>(Geography)</p> <p>Students will be able to use atlases and globes to identify the UK. They will use simple compass directions and language to describe locations.e.g., near, far, left, right</p> <p>(Science)</p> <p>Students will be able to work scientifically by making tables, and charts about the weather.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Spring 1	Knowledge	Skills	
Under the Sea	<p>(History)</p> <p>Students will begin to understand events beyond living history, that are significant nationally or globally. e.g The Titanic.</p> <p>Students are able to retell how the titanic sank.</p> <p>(Geography)</p> <p>To know and locate the world's seven continents and five oceans.</p> <p>Students are able to identify them on a world map.</p> <p>(Science)</p> <p>Students can name a variety of animals, both land, sea and air.</p>	<p>(History)</p> <p>Students will know and understand key features of events.</p> <p>Students to understand how we might find out about the past.</p> <p>(Geography)</p> <p>Students are able to name the continents and oceans.</p> <p>To be able to identify them on a world map</p> <p>(Science)</p> <p>Pupils are able to identify a number of animals and discuss their differences.</p> <p>Pupils are to investigate animals' local environment and their habitats.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Students know the difference between carnivores, herbivores and omnivores.

(The Arts)

Pupils are to look at specific artists that use underwater as a theme in their work.

(The Arts)

Pupils are able to select from a number of different materials in order to create a piece of sculpture.

Spring 2	Knowledge	Skills	
Fly a Kite	<p>(History)</p> <p>Pupils know the lives of significant individuals that have contributed to international achievements. The Wight Brothers, including the use of kites to help design the first aeroplane.</p> <p>(Geography)</p> <p>Pupils are able to use compass directions to describe the location of a feature or a route on a map.</p> <p>(Science)</p> <p>Pupils are to be able to distinguish an object and the material it was made with.</p> <p>Pupils are able to identify and name a variety of everyday materials.</p>	<p>(History)</p> <p>Students will be able to identify similarities and differences between ways of life in different periods.</p> <p>Students able to identify the points of a compass using the correct terminology.</p> <p>(Science)</p> <p>Pupils are able to identify the materials that would be best used to make a kite</p> <p>Pupils through their knowledge of a variety of materials to build and fly a kite.</p> <p>(The Arts)</p> <p>Pupils are able to identify key features of a kite and the materials that would be appropriate to use.</p> <p>To be able to evaluate their ideas against a criteria.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

(The Arts)

Pupils to design a kite, by looking at other cultures and their meaning.

Build a kite using a range of materials.

(Cross-Curricular)

Pupils begin to learn the use of Kites within festivals e.g. Chinese New Year

(Cross-Curricular)

Pupils are able to discuss and explore celebrations

Summer 1	Knowledge	Skills	
Play	<p>(History)</p> <p>Pupils will look at how children were treated during the reign of Queen Victoria. They will look at the types of 'jobs' the children had and the games they played.</p> <p>(Geography)</p> <p>Pupils will consider the impact of mining it has on the landscape and be able to use basic vocabulary to describe human features such as city, town, factory etc.</p> <p>(Science)</p> <p>Pupils will look at the types of materials used to make games and toys in early Britain.</p>	<p>(History)</p> <p>Pupils will be able to use a wide vocabulary of historical terms.</p> <p>(Geography)</p> <p>Pupils will be able to use their geographical skills to record first hand observations to enhance their local awareness.</p> <p>(Science)</p> <p>Pupils will be able to compare and contrast materials and categorise them into according to era.</p> <p>(The Arts)</p> <p>Pupils will use a range of materials to either draw or paint a landscape that is familiar to themselves. They will be able to discuss their thoughts behind this.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Pupils will perform simple tests to explore why certain materials were used.

(The Arts)

Pupils will consider the work of an artist .e.g. Peter Brooks. They will show an understanding of the type of art and be able to identify features within.

Pupils will be able to differentiate between the types of materials and chose the right one to make a replica of a game or toy from Victoria Britain.

Pupils will be able to explain why they have chosen the materials they have and how the game works.

Summer 2	Knowledge	Skills	
<p>The Olympic Spirit</p>	<p>(History)</p> <p>Pupils will examine the first Olympic Games in Athens over 2,700 years ago.</p> <p>(Geography)</p> <p>Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe featured studied.</p> <p>Pupils should be able to locate the worlds countries using maps and identify the relevant flags.</p> <p>(Science)</p> <p>Pupils are introduced to the main parts of the human body</p>	<p>(History)</p> <p>To understand similarity, difference and significance.</p> <p>(Geography)</p> <p>To communicate geographical information in a variety of ways, including through maps.</p> <p>(Science)</p> <p>Read and spell scientific vocabulary correctly.</p> <p>(The Arts)</p> <p>Students will design their own Olympic logo and describe the reasons for their choice.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

(The Arts)

Pupils will look at the types of imagery that has been used throughout the Olympics.

Pupils will understand how the logo has changed over time.

Primary – Key Stage 1 Year 2

Autumn 1	Knowledge	Skills	
<p>Toys</p>	<p>(History)</p> <p>Pupils will know the difference between toys of the past and present.</p> <p>Pupils are able to gain historical perspectives by placing their knowledge into different content .e.g. social history (1900-1919)</p> <p>(Geography)</p> <p>Pupils are able to use geographical language to describe key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>(The Arts)</p> <p>Pupils are able to design a toy that is suitable for a child. Considering its colour pattern and texture.</p>	<p>(History)</p> <p>Pupils will be able to identify why old toys are different to modern toys.</p> <p>Pupils will be able to discuss the timeline of toys and the reasons behind the change from wooden to plastic.</p> <p>(Geography)</p> <p>Pupils will be able to track the manufacturing of a toy from import to shop.</p> <p>Students will be able to create a simple map showing the key features as listed.</p> <p>(The Arts)</p> <p>Pupils are able to create their design using the materials identified to ensure that they make a useable moving toy.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Autumn 2	Knowledge	Skills	
Space	<p>(History)</p> <p>Pupils will learn about the lives of significant individuals that have contributed to international achievements. The Wight Brothers, considering further impact on aviation.</p> <p>(Geography)</p> <p>Pupils will be able to use compass directions to describe the location of a feature or a route on a map.</p> <p>(The Arts)</p> <p>Pupils are to design a bike, by looking at other cultures and their meaning.</p> <p>Build a boke using a range of materials.</p>	<p>(History)</p> <p>Pupils will be able to identify similarities and differences between ways of life in different periods.</p> <p>(Geography)</p> <p>Pupils will be able to identify the points of a compass using the correct terminology.</p> <p>(The Arts)</p> <p>Pupils will be able to identify key features of a kite and the materials that would be appropriate to use.</p> <p>Pupils are able to evaluate their ideas against a criteria.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Spring 1	Knowledge	Skills	
<p>Artic Adventure</p>	<p>(History/Science)</p> <p>Pupils will consider the types of animals that were alive during the Ice age and now.</p> <p>Pupils will compare how they have adapted to the climate.</p> <p>(Geography)</p> <p>Pupils will begin to look at how the Ice age has shaped Britain's landscape. They will discuss valleys and how these were formed.</p> <p>Pupils will begin to look at Stone Age man and how they adapted to the environment. They will discuss how they were hunter, gathers and farmers.</p>	<p>(History/Science)</p> <p>Pupils will be able to differentiate between the different types of animals that are living, dead and have never been alive.</p> <p>(Geography)</p> <p>Pupils will be able to use aerial photographs to recognise changes in the landscape.</p> <p>Pupils will be able to describe the types of animals the Neolithic hunted and the types of tools.</p> <p>(The Arts)</p> <p>Pupils will be able to describe cave art and give three identifying factors such as ; Where they drew, how they drew and what they drew.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

(The Arts)

Pupils will recreate images similar to those by Stone Age Men. They will be able to choose the appropriate materials to draw the images.

Spring 2	Knowledge	Skills	
Rainforest	<p>(History)</p> <p>Pupils will be taught events within living history .e.g. Ice age, Great Fire of London (Including the Crystal Place)</p> <p>(Geography)</p> <p>Pupils will be taught to know the difference between human and physical geography and forest area of a small area of the United Kingdom/surrounding areas.</p> <p>(The Arts)</p> <p>Pupils will use a range of materials creatively to design and make rainforest products.</p>	<p>(History)</p> <p>Pupils will be able to use common words that relate to the passing of time.</p> <p>Use of a range of historical terms.</p> <p>(Geography)</p> <p>Pupils will be able to use a range of geographical language.</p> <p>Pupils will use geographical skills including first hand observations to enhance locational awareness.</p> <p>(The Arts)</p> <p>Pupils will be able to select from a range of materials the most appropriate in order to complete work.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Summer 1	Knowledge	Skills	
Olympic Spirit	<p>(History)</p> <p>Pupils will learn events beyond living history that are significant nationally or globally .e.g. The Titanic.</p> <p>Pupils will be able to retell how the Titanic sank.</p> <p>(Geography)</p> <p>Pupils will know and locate the world's seven continents and five oceans.</p> <p>Pupils will be able to identify them on a world map.</p> <p>(The Arts)</p> <p>Pupils are to look at specific artists that use underwater as a theme in their works. .e.g. Jason deCaires</p>	<p>(History)</p> <p>Pupils will be able to know and understand key features of events.</p> <p>Pupils will understand how we might find out about the past.</p> <p>(Geography)</p> <p>Pupils will be able to name the continents and oceans.</p> <p>Pupils will be able to identify them on a map of the world.</p> <p>(The Arts)</p> <p>Pupils are to select from a number of different materials in order to create a piece of sculpture.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Summer 2	Knowledge	Skills	
<p>Seaside</p>	<p>(History)</p> <p>Pupils will learn events beyond history that are significant nationally or globally .e.g. The Titanic</p> <p>Pupils will be able to retell how the Titanic sank.</p> <p>(Geography)</p> <p>Pupils will know and locate the worlds seven continents and five oceans.</p> <p>Pupils will be able to plot and track the route of Titanic, Identifying the continents It sailed via.</p> <p>(The Arts)</p> <p>Pupils will be able to generate, develop and model their ideas</p>	<p>(History)</p> <p>Pupils will be able to know and understand key features of events.</p> <p>Pupils will understand how we might find out about the past.</p> <p>(Geography)</p> <p>Pupils will be able to name the continents and oceans.</p> <p>Pupils will be able to identify them on a map of the world.</p> <p>(The Arts)</p> <p>Pupils will be able to select from a number of different materials in order to create a piece of sculpture.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

through talking, drawing and
mock ups.

Primary – Key Stage 2 Lower Year 3

Autumn 1	Knowledge	Skills	
<p>Heroes</p>	<p>(History)</p> <p>Pupils will look at Atheistan, the first king of England.</p> <p>Pupils will study Anglo-Saxon laws and justice.</p> <p>Students will examine Edward the Confessor and his death in 1066</p> <p>(Geography)</p> <p>Pupils will look at the physical Geography of volcanoes and earthquakes.</p> <p>Students will examine the impact these natural disasters have on humans and their environments.</p> <p>(Science)</p> <p>Pupils should understand that they need light to see things</p>	<p>(History)</p> <p>Pupils will know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to present day.</p> <p>Pupils will understand historical concepts such as continuity and changes, cause and consequence.</p> <p>(Geography)</p> <p>Pupils will define physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Pupils will study the characteristics of a range of world significant physical features.</p> <p>(Science)</p> <p>Pupils will work scientifically by looking at patterns in shadows.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

and that dark is the absence of light.

Pupils to notice that light is reflected from surfaces.

Pupils recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Find patterns in the way that size of shadows change.

(The Arts)

Pupils will learn how members of the public and key workers have stepped up to provide help and raise money during Covid-19 pandemic.

Pupils will then design and produce a collection box to raise funds for the NHS and Key Workers.

Students will learn about the common birds found in gardens in UK. Their key attributes and the foods they

Pupils will use scientific evidence to make predictions.

Pupils will use technical terminology and observe, reach conclusions.

(The Arts – DT)

Pupils will learn how to design products that are innovative and appeal to individuals or groups.

Pupils will learn to build frameworks using a range of materials wood/card

Pupils will learn to cut internal shapes.

Pupil will learn to use a screwdriver to secure materials with accuracy.

Pupils will learn to evaluate products in relation to their purpose and audience. They will collect feedback from others to find out how to improve their product.

like to eat. Students will have the opportunity to build their own nesting box.

Autumn 2	Knowledge	Skills	
Cliffs and Caves	<p>(History)</p> <p>Pupils will study mining as a local history study</p> <p>Pupils study the National Coal mining as a local history study.</p> <p>(Geography)</p> <p>Pupils will be able to identify human and physical characteristics, key topographical features.</p> <p>Pupils will study hills, mountains, coasts and river.</p> <p>Pupils will study cliffs and caves and how these have changed over time.</p> <p>(Science)</p> <p>Pupils will be able to compare different types of rocks based</p>	<p>(History)</p> <p>Pupils will understand the connections between local, regional, national and international history.</p> <p>To look at how peoples lives have shaped this nation and how Britain has influenced by the Wider World.</p> <p>(Geography)</p> <p>Pupils will understand the processes that give rise to key physical and human geographical features of the world, how they are independent and how they bring about spatial variation and change over time.</p> <p>(Science)</p> <p>Pupils prove the foundations for understanding the world through the scientific disciplines of biology, chemistry and physics.</p> <p>Pupils will begin to understand scientific enquiries.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

on their appearance and simple physical properties.

(The Arts)

Pupils will consider how the industrial revolution impacted on Britain.

Pupils will begin to look at the artist – Lowry and the images he created to show the contrast of daily life against the backdrop of industry.

Pupils will collect and present data.

(The Arts)

Pupils will be able to choose from a variety of materials to design and make painting in the style of Lowry.

Spring 1	Knowledge	Skills	
Snow and Ice	<p>(History)</p> <p>Pupils will study late Neolithic hunter-gatherers and early farmers.</p> <p>(Geography)</p> <p>Pupils will concentrate on different polar environmental regions.</p> <p>Pupils will study the Arctic and Antarctic circle.</p> <p>Pupils will interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs</p> <p>(Science)</p>	<p>(History)</p> <p>Pupils will gain historical perspectives by placing knowledge in different contexts.</p> <p>Pupils will know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to present day.</p> <p>(Geography)</p> <p>Pupils will know the knowledge beyond the local area.</p> <p>Pupils will interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Pupils will learn about the different states of water. Solid - Liquid and Gas.

Pupils will understand the concept of North and South Poles and how basic magnets work.

Spring 2	Knowledge	Skills	
Invaders	<p>(History)</p> <p>Pupils will look at Viking raids and invasion.</p> <p>Pupils will examine further Viking invasions and Danegeld</p> <p>Pupils will look at Viking ships and everyday life.</p> <p>(Geography)</p> <p>Pupils will study types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>(Science)</p> <p>Pupils will recognise that environments can change and</p>	<p>(History)</p> <p>Pupils will look at how peoples lives have shaped this nation and how Britain has influenced and been influenced by the Wider World.</p> <p>Pupils will gain historical perspective by placing knowledge in different contexts.</p> <p>(Geography)</p> <p>Pupils will develop contextual knowledge of the location globally significant places both terrestrial and marine.</p> <p>Pupils will interpret a range of sources of geographical information including maps, diagrams, globes and aerial photographs.</p> <p>(Science)</p> <p>Pupils predict how things will behave = Analyse causes.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

that this can sometimes pose dangers to living things.

Pupils should examine early mans relationship with nature and natural products such as wood for ships and plants and animals for food.

(The Arts)

Pupils will look at the products that men used to make products with. They will then design and create as part of an enterprise project.

Pupils begin to understand scientific enquires.

Pupils to build upon scientific vocabulary.

(The Arts)

Pupils will be able to describe the techniques used to design and make their projects.

Pupils will choose the appropriate materials in order to ensure that they are natural products

Summer 1	Knowledge	Skills	
Natures Predators	<p>(History)</p> <p>Pupils are to examine Juliet Caesars attempted invasion in 55-54BC</p> <p>Pupils will look at the successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>(Geography)</p> <p>Pupils will understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p>(Science)</p>	<p>(History)</p> <p>Pupils will take a look a how peoples' lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Pupils will understand historical concepts such as continuity and change, cause and consequence.</p> <p>(Geography)</p> <p>Pupils will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>(Science)</p> <p>Pupils will build up a scientific vocabulary.</p> <p>Pupils will identify differences, similarities and change.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Pupils will understand living things and the food chain in a nature.

Pupils will be able to identify and group animals in a variety of ways.

Pupils will look at Skeletons and muscle structure of different animals.

(The Arts)

Pupils will investigate a variety of familiar objects that use air to make them work.

Pupils will investigate techniques for making simple pneumatic systems.

Pupils will learn to design a monster including a moving system.

Pupils will be able to evaluate the finished product.

Pupils will begin to understand the method and process of science.

(The Arts)

Pupils will design a product that is innovative and appeals to individuals or groups.

Pupils will create a prototype of their design.

Pupil will learn to use more complex mechanical systems in their product .e.g. hydraulics.

Summer 2	Knowledge	Skills	
<p>Olympic Spirit</p>	<p>(History)</p> <p>Pupils will examine the first Olympic games in Athens over 2,700 years ago.</p> <p>Pupils can trace the games up the modern games of 1896 and compare them with ancient games.</p> <p>(Geography)</p> <p>Pupils will use maps, atlases, globes and digital/computer mapping to locate countries using maps and identify the relevant flags.</p> <p>(Science)</p> <p>Pupils should be introduced to the main parts of the human body.</p>	<p>(History)</p> <p>Pupils to understand similarity, difference and significance.</p> <p>Pupils to understand the nature of ancient characteristics</p> <p>Pupils to understand the connections between local, regional, national and international history,</p> <p>(Geography)</p> <p>Pupils will communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length.</p> <p>(Science)</p> <p>Pupils will read and spell scientific vocabulary correctly.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

Pupils should have an understanding of bodily systems such as a digestive and respiratory.

Students should examine what physical characteristics a human need to excel in the Olympics.

(The Arts)

Pupils will look at the imagery around Greece and the Olympics they will design an Evolve Academy, Olympic Game.

Pupils will provide the foundations of understanding the world through scientific discipline of biology.

Pupils will collect and present data related to medal success.

(The Arts)

Pupils will be able to create a game based on the Olympic games with icons and imagery.

Key Stage 3 Year 7

Autumn 1	Knowledge	Skills	
<p>Conflicts through time (The first world war peace settlement)</p>	<p>(History)</p> <p>Causes of WW1</p> <p>Propaganda and recruitment</p> <p>Trench Life and ware fare,</p> <p>Consequences of the war</p>	<p>(History)</p> <p>Pupils have the ability to communicate and structure historical accounts.</p> <p>Pupils have the ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Study of Key locations in Europe linked to WW1-UKM France, Russia, Germany, Austria, Hungary, Italy.</p> <p>Changes to Europe after WW1 on the physical landscape.</p>	<p>(Geography)</p> <p>Reading and understanding Maps of Europe</p> <p>Communication of Geographical Information</p>	

Autumn 2	Knowledge	Skills	
<p>Plague and Hysteria (1300's)</p>	<p>(History)</p> <p>The Black Death</p> <p>Every Day Life in the Middle Ages</p> <p>The Peasants Revolt.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>The history of trade routes (Silk road from China)</p> <p>Globalisation and trade</p> <p>The role of the European Union and trade deals</p> <p>Globe trade and the effects on Environment</p> <p>Ethics and Free Trade</p>	<p>(Geography)</p> <p>Reading and understanding world maps.</p> <p>Analysing data and geographical information,</p>	

Spring 1	Knowledge	Skills	
<p>Our Modern World (Links to South Africa – Apartheid history and it's impact on modern life</p>	<p>(History)</p> <p>Causes of WW1</p> <p>Propaganda and recruitment</p> <p>Trench Life and ware fare,</p> <p>Consequences of the war</p>	<p>(History)</p> <p>Pupils have the ability to communicate and structure historical accounts.</p> <p>Pupils have the ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Study of Key locations in Europe linked to WW1-UKM France, Russia, Germany, Austria, Hungary, Italy.</p> <p>Changes to Europe after WW1 on the physical landscape.</p>	<p>(Geography)</p> <p>Reading and understanding Maps of Europe</p> <p>Communication of Geographical Information</p>	

Spring 2	Knowledge	Skills	
<p>Invaders (Norman conquest/crusades)</p>	<p>(History)</p> <p>The Norman Conquests</p> <p>Feudal Systems and Doomsday book.</p> <p>Thomas Beckett and Henry II</p> <p>The Crusades</p>	<p>(History)</p> <p>Ability to communicate, recall and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Countries of main power during middle ages (Norway, France, Mongolia, Middle East)</p> <p>Coastal landscapes (linked to castles and invasions)</p>	<p>(Geography)</p> <p>Interpretation of globes and maps.</p> <p>Communication of Geographical Information</p>	

Summer 1	Knowledge	Skills	
<p>Revolution and Change</p>	<p>(History)</p> <p>The effects of Cival War in Britain (1640's)</p> <p>Oliver Cromwell</p> <p>The Interregnum and execution of Charles the I (1649-1660)</p> <p>Restoration (1660)</p> <p>Glorious Revolution (1688)</p> <p>Power of Parliament</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils to study maps of key battle fields during the Civil War.</p>	<p>(Geography)</p> <p>Understanding and interpreting maps.</p> <p>Using grid references and scale</p> <p>Filed Work Skills.</p>	

Summer 2	Knowledge	Skills	
<p>The Olympic Sport (games and life in Ancient Greece)</p>	<p>(History)</p> <p>Origin of the Olympic Games</p> <p>Family life and Greek Society, Greek Myths.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Locational map work – Countries and major cities of the World with their links to participation in Olympic Games.</p>	<p>(Geography)</p> <p>Understanding World Maps.</p> <p>Geographical data analysis.</p>	

Key Stage 3 Year 8

Autumn 2	Knowledge	Skills	
<p>Conflicts through time</p> <p>WW2 and Holocaust Winston Churchill Leadership.</p>	<p>(History)</p> <p>Nazi aggression in Europe</p> <p>Outbreak of war</p> <p>Alliances</p> <p>Blitzkrieg and churchchills leadership</p> <p>Normandy landings</p> <p>The holocaust and liberation of camps</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts</p> <p>.Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils to study desert climates linked to battles of WW2 located in Africa and the Middle East.</p>	<p>(Geography)</p> <p>Communicating and analysing Geographical data and information.</p>	

Sandstorms

Sustainable food production
(Links to WW2)

Autumn 2	Knowledge	Skills	
<p>Plague and Hysteria</p> <p>(Great Plague 1665 Origin and Impact)</p>	<p>(History)</p> <p>The Great plague of London – causes and treatments./cures.</p> <p>Fight or Flight responses</p> <p>Local Historical study of Eyam</p> <p>The Great Fire of London.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils to study map of Eyam and visit location</p> <p>Pupils to look at effects of pandemics and populations.</p>	<p>(Geography)</p> <p>Map Reading Skills</p> <p>Field work skills</p> <p>Ability to analyse and compare geographical data.</p>	

Spring 1	Knowledge	Skills	
<p>Revolution and Change (Industrial Revolution and It's Impact on society) Womens suffrage</p>	<p>(History)</p> <p>Life prior to Industrial Revolution.</p> <p>Developments in coal, iron and steel.</p> <p>Important inventions and growth of industry</p> <p>Development of transportation networks</p> <p>Workhouses and child labour</p> <p>Improvements to Education</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books Pupil Progress Sheets Skills Ladder</p>
	<p>(Geography)</p> <p>Settlement in Urban area</p> <p>Differences between hamlets, villages, towns and cities,,</p> <p>Urban change and regeneration.</p>	<p>(Geography)</p> <p>Interpretation and communication of geographical information and data</p>	

Spring 2	Knowledge	Skills	
<p>Invaders (The first colonies in America, takeover and treatment of Native Americans)</p>	<p>(History)</p> <p>The discovery of America</p> <p>America's first colonies – Jamestown</p> <p>Relations between the Europeans and Natives.</p> <p>Society and ways of life in the new colonies.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils student the Great Plains of America, it's climate and their native inhabitants.</p> <p>Tectonic plates and Earthquakes</p>	<p>(Geography)</p> <p>Ability to communicate geographical information</p> <p>Interpret sources of geographical information.</p>	

Summer 1	Knowledge	Skills	
<p>Our Modern World (Changing Russian empires – cold war)</p>	<p>(History)</p> <p>Russian Revolution 1917</p> <p>The formation of the Soviet Union</p> <p>The red terror period</p> <p>Stalins rule</p> <p>The Great Purge</p> <p>The coldwar</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>The growth of tourism in Russia (Links to Cultural and Historical)</p> <p>Types of tourism</p> <p>Positive and negative impacts of tourism.</p>	<p>(Geography)</p> <p>Communicating and analysing Geographical data and information.</p> <p>Comparing Geographical data through time.</p>	

Summer 2	Knowledge	Skills	
<p>The Olympic Spirit. 1936 Olympic games, linking to Nazi rule, boycotts and Jesse Owen.</p>	<p>History</p> <p>The 1936 Olympic Games in Berlin.</p> <p>Introduction of torch relay</p> <p>Nazi propaganda</p> <p>Jewish Exclusion from German Sports</p> <p>Jesse Owen.</p>	<p>History</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>Geography</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to analyse historical sources and compare these</p>	<p>Geography</p> <p>Interpreting and understanding global maps and location of countries around the world.</p> <p>Communicating Geographical Information.</p>	

Key Stage 3 Year 9

Autumn 1	Knowledge	Skills	
<p>Conflict through time The troubles and conflicts in Northern Ireland</p>	<p>(History)</p> <p>The origins of the troubles in Northern Ireland.</p> <p>Tensions in the years leading up to 1970</p> <p>Londonerry riots (1968)</p> <p>Bloody Sunday (1972)</p> <p>Agreement, settlement and end of the troubles.</p> <p>Relations today.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books Pupil Progress Sheets Skills Ladder</p>

(Geography)

Geography of the UK/British Isles.

Landscape of Ireland linked to rivers.

Irish migration from Ireland to Liverpool (1800's)

Geography of rivers in Britain.

River terminology

Water cycle.

(Geography)

Interpretations of satellite pictures.

Field work skills.

Interpreting maps.

Autumn 2	Knowledge	Skills	
<p>Plague and Hysteria – Witch craft hunts and trials during renaissance period.</p>	<p>(History)</p> <p>Accusations of Which Craft in the 17th century.</p> <p>Mathew Hopkins which finder.</p> <p>How accused witches were identified, trialled and tortured.</p> <p>Case studies of specific trials.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to communicate and structure historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils to study Geography of crime (links to which craft as a criminal offence)</p> <p>Classification of crime.</p> <p>Locations of crime.</p> <p>Geographical effects of crime.</p>	<p>(Geography)</p> <p>Interpretation and communication of geographical information and data.</p> <p>Comparing data.</p>	

	International crime (sea and land)		
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Spring 1	Knowledge	Skills	
<p>Revolution and Change.</p> <p>Britains role in Slave Trade. The abolition of Slavery and events leading civil rights movement in America.</p>	<p>(History)</p> <p>Britain's involvement in the Slave Trade.</p> <p>Triangular trade (How it worked)</p> <p>Treatment of slaves.</p> <p>Abolition of slavery</p> <p>Jim Crow in America</p> <p>Civil Rights movement</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>

	<p>Role of key black leaders. – including MLK and Malcolm X.</p>		
	<p>(Geography)</p> <p>Pupils to look at energy and resources taken from Africa during Rule of Empire (Diamonds, salt, sugar, gold, iron, petrol etc)</p> <p>Process of mining and quarrying.</p> <p>Sustainable resources and sustainable living.</p>	<p>(Geography)</p> <p>Interpretation and communication of geographical information.</p>	

Spring 2	Knowledge	Skills	
<p>Invaders The development of the British Empire.</p>	<p>(History)</p> <p>What the British Empire was.</p> <p>Views and attitudes of Empire</p> <p>Treatment of Aboriginals and natives</p> <p>Gaining control of India.</p> <p>7 Years war.</p> <p>Ghandi and Indian Independence.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p>	<p>Books Pupil Progress Sheets Skills Ladder</p>
	<p>(Geography)</p> <p>Locational map and atlas study</p> <p>Countries of the Empire and Common Wealth.</p>	<p>(Geography)</p> <p>Comparing satellite photographs in order to compare geographical features.</p> <p>Interpretation and communication of geographical information</p>	

Geographical study and focus on India, including population, climate, culture and tourism.

Tsunami's

Summer 1	Knowledge	Skills	
<p>Our Modern World</p> <p>The impact through the time of migration of people to, from and within the British Isles.</p>	<p>(History)</p> <p>Losing the Empire and the formation of the Common Wealth.</p> <p>Migration after WW2 and the Wind Rush Generation.</p> <p>Joining the European Union and the idea of free movement.</p> <p>Migration of it's effects on society, government and economy.</p>	<p>(History)</p> <p>Ability to communicate and structure historical accounts.</p> <p>Ability to use historical terms and concepts.</p> <p>Ability to analyse historical sources and compare these.</p> <ul style="list-style-type: none"> • Communication of geographical information and data. 	<p>Books</p> <p>Pupil Progress Sheets</p> <p>Skills Ladder</p>
	<p>(Geography)</p> <p>Pupils to study the world map and be able to identify countries of the common wealth.</p>	<p>(Geography)</p> <p>Analysis and comparison of geographical data.</p> <p>Map reading skills.</p> <p>Communication of geographical information and data.</p>	

Pupils to look at effects of migration on UK and it's population.

Summer 1

Knowledge

Skills

(History)

(History)

The Olympic Spirit

(Olympic games – Beijing

Historic links to the development of China, modern day China and Communism

The Beijing games 2008

Social issues surrounding the games (freedom of press, human rights protests) The rise of Communism after WW2

Mao Zedong rule

1989 student protests

Modern day China.

Ability to communicate and structure historical accounts.

Ability to use historical terms and concepts.

Ability to analyse historical sources and compare these.

Books
Pupil Progress Sheets
Skills Ladder

(Geography)

Pupils to look at population and migration in Asia (links to China)

One child policies in China.

Population control in Singapore.

(Geography)

Communication of geographical information and data.

Analysis of data including diagrams and charts.