

**Intent**

Pupils will develop and demonstrate a range of skills through History activities and studies.

Pupils will develop and demonstrate understanding of Historical issues.

Pupils will achieve a recognised qualification.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-7	Local History. <i>Brodsworth hall Cantley Hall Sprotbrough Hall Cusworth Hall Industrial Revolution Tourism Victorian Country estate Community</i>	Recognise the growth of Doncaster from Victorian Britain onwards. (Mod 1 A 1) Investigate local country estates and discover their past. (Mod 1 B 5) Examine the impact of country estates on the local community.	<b>Numeracy</b> – chronology and sequences vocabulary. <b>SMSC</b> – be creative. <b>Reading</b> - Research. <b>Writing</b> - Summarise and take notes. <b>GPS</b> - Use correct punctuation.
	8 - 15	British History – Our Island Stories. <i>Education Schools Victorian Era Queen Victoria Curriculum Government</i>	Explore the origins of the British education system. Compare and contrast education – now and then. Examine current education system and discuss how it has changed through the years.	<b>Spoken Language</b> – Present information and opinions. <b>SMSC</b> - Spiritual, use imagination. Be creative. <b>Moral</b> - Offer reasoned views.
Spring	1 - 7	History from Below. <i>Power Impact Achieve Politics Fashion Literacy</i>	Explore five women who have exercised power in different ways over time in Britain. What did these women achieve? How was it possible for these women to achieve?	<b>Spoken Language</b> – Present work and act on feedback. <b>Writing</b> - Correct own and others work. <b>Social</b> - Cooperate with others Cultural Participate positively in art. <b>Problem-Solving Skills</b> - Working systematically.
	8 - 15	European History. (5.3) <i>Europe Continent Countries United Britain</i>	Explore FIVE historical figures throughout Europe. What did they achieve in their lives? How have they impacted on Europe?	<b>SMSC</b> - Spiritual, use imagination. Be creative <b>Moral</b> - Offer reasoned views.
Summer	1-7	British History (Chronology). <i>Timeline History Industrial Revolution Periods through time Research Modern</i>	Create a timeline of British History. Research and explore which periods are most important throughout British History.	<b>Numeracy</b> – chronology. <b>Social</b> - Cooperate with others. Cultural Participate positively in art.

		<b>DEADLINE FOR COURSE WORK IS BEGINNING OF MAY.</b>	<b>COMPLETE ANY UNFINISHED WORK AND PREPARE WORK FOR MODERATION.</b>	
--	--	--	--	--

**Intended impact**

Pupils have a good understanding of how their lives have been shaped by history. Pupils understand how people's lives have changed throughout history. They know about the invention of everyday items and objects, their progressive development and impact on human development. Pupils have completed an ASDAN Short History course, in preparation for their move to Post 16. The projects will encourage students to become self-managers and reflective thinkers.

