

Intent**History:**

Pupils will learn about the Roman Empire and its effects on Britain in order to aid pupils to understand diverse societies.
Pupils will know and understand the contrast of then versus now in order to encourage them to think critically.

Geography:

Pupils will extend place knowledge (mastery continents) in order to continue to build on their curiosity and fascination with the world.
Pupils will examine the similarities and differences of chosen areas in order to examine earth's features and how they are interconnected.
Pupils will explore human geography and the impact of energy on the environment in order to appreciate changes occurring over time.

| 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 |
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| Autumn | 1-7 | Contrasting lives (now and then). <i>Victorian Era Queen Victoria Inventions Industrial Revolution Rich Poor Education Workhouse</i> | To understand the education system during Victorian times. Explore life for poor and rich Victorians. To examine the impact of the Victorian era on current lives. | Numeracy – chronology and sequences. SMSC – Be creative. Reading - Infer information. Writing - Correct own work. GPS - Take part in a discussion using new vocabulary. |
| | 8 - 15 | The Roman Empire. <i>Roman Empire Invasion Celts Religion Art Roman Army</i> | To explore the Roman invasion and life after the Roman invasion. Study historical figures during this period of history. Examine the impact of the Roman invasion on British life. | Reading – Comprehend. Writing - Plan, draft, edit. GPS - Use correct punctuation. SMSC – Interest in cultural diversity. |
| Spring | 1 - 7 | Place knowledge Understand geographical similarities and differences through studying the human and physical geography of selected areas. <i>Mountain Ranges Everest Alps Volcano Tourism Similarities Differences</i> | Explore three different mountain ranges. Identify where mountain ranges are situated. Research the similarities and differences of mountain ranges and their uses. | SMSC – interest in cultural diversity. Problem-Solving Skills Working systematically. |
| | 8 - 15 | Human Geography: The investigation of natural resources for energy. | Research and understand Renewable and Non-Renewable energy. Examine the impact of non-renewable energy on the environment. | Careers (Gatsby) |

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| | | <i>Renewable Energy</i> <i>Non-renewable energy</i> <i>Pollution</i> <i>Environmental Change</i> <i>Impact of plastic</i> <i>Recycling</i> <i>Energy efficient</i> | Research the growth of renewable energy and how this will impact in the future. | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. pupils should participate in at least one meaningful encounter*with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. Visit from Energy Team. |
| Summer | 1-7 | The Viking invasion and settlement of Vikings within the UK. <i>Vikings</i> <i>Anglo-Saxon Kingdom</i> <i>Invasion</i> <i>Sailing</i> <i>Viking Long Boat</i> <i>Warriors</i> | Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | Reading - Role play. Writing – Summarise. GPS - Correct punctuation. SMSC – Interest in different faiths. |
| | 8-15 | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <i>Rosa Parks</i> <i>Emily Davidson</i> <i>Equality</i> <i>Suffragettes</i> <i>Public opinion</i> <i>Martin Luther King</i> <i>Votes for women</i> <i>Discrimination</i> | Explore the lives of Rosa Parks and Emily Davison. Compare different aspects of life in different periods. | Problem-Solving Skills Working systematically. |

Intended impact

Pupils understanding of how their lives have been shaped from history will improve. They will better understand how lives have changed and how everyday items and objects have been invented and progressively developed. Pupils will have a clear understanding of continents and several countries (extending their place knowledge) through exploration of human geography and the environment. This will scaffold pupils' fascination and interest in their world and allow them to continue to question and research those curiosities thus developing a boarder understanding of earth. Pupils will develop towards greater resourcefulness and will self-manage their learning. In Year 10 pupils will thus know, apply and understand the matters, skills and processes specified in their relevant programme of study and will achieve an external qualification.