

Social World KS3 Yr1

	Immediate	Local		Wider world		
1	Family & the stages of life	My community- where do I live?		My country (is similar to another country and different to a contrasting country)		
	Social education & Spanish: Learning about my family and other people's families		Social education & Spanish: learning about my community and the people who live in it		Social education & Spanish: learning about my country and the people who live in it	
	Sensory/concrete starting point: families, home, comforts/ objects of reference from home, smells, sounds of home		Sensory/concrete starting point: around the locality and objects of reference from this, music from local cultural groups		Sensory/concrete starting point: artefacts and items/ objects of reference for the UK – flag, cream tea, grass, music	
	H – my family history	HG- places and stages of life – school, work, care/,	H- history of Tameside- Portland Basin	HG – geography of Tameside & surrounding area	H- history of England- 5 ages	G- countries, cities, mountains, lakes of uk – man-made reservoirs/ farm land-
/ CC families in the past – Tudors	CC families in other cultures	CC Rayner Stephens and Chartism		CC – WW2 and the Blitz spirit	Contrasting geography with a part of India	
Cit- importance of family – diversity family structures	RE- How and why do we celebrate special and sacred times? What is a Christian/Muslim in relation to Rites of Passage- Christian & Muslim, does my family believe in God? do I believe in God?	Cit- what is a community? Good neighbours	RE- What does it mean to belong to a faith community? What makes some places sacred? love thy neighbor – Good Samaritan places of worship- Christian, Muslim, Jewish	Cit- British values, Democracy, rule of law	RE- How and why do we celebrate special and sacred times? What makes some places sacred? How should we care for others and the world, and why does it matter? Church of England- Protestantism- Luther	

Social World KS3 Yr2

	Immediate	Local		Wider world	
2	Leisure- making the most of 'choose' time	Me as a shopper/ consumer (incl buying my leisure)		Eco-shopping (me as a responsible shopper)	
	Social education & Spanish theme: learning about what people around me do with their leisure	Social education & Spanish theme: learning about what people buy and why.		Social education & Spanish theme: learning that the things we buy can also affect other people.	
	Sensory/concrete starting point: choice of leisure activity in school – what do you do when you can choose? – what do you choose at home – artifact or object of reference or sound/music Broken old toy vs 'new'	Sensory/concrete starting point: visits to different types of shops and artefacts/objects of reference from these – IKEA, baked bread, Exchanging money for motivators		Sensory/concrete starting point: dirty vs clean, tidy vs rubbish heap, litter picking, natural world vs human rubbish Cleaning up – journey from shop to rubbish	
	H – changes in toys and leisure media CC history of toys and 'film'	G- places for leisure-access- community leisure – football fans	H- what did my parents/grandparents buy? CC- from markets to shops to online	HG- Where can I shop? from central to out of town to delivery- roads	H- people didn't use to care about sustainability/ recycling
CC Toys & leisure in the middle ages – archery, skittles, dance & minstrels	CC- How humans change the environment – gardens and parks	CC- the trade of the British empire – new products such as pineapples	CC- where does my shopping come from – eg bananas?	CC- Industrial revolution and pollution	Contrasting place: Smog in China CC- Global warming
Cit- teamwork & teams	RE- How and why do we celebrate special and sacred times? What makes some places sacred? What is a Christian/Muslim in relation to Nature and choirs Creation Story	Cit- child labour, physical pollution,	RE- ethics of shopping Against gluttony and greed	Cit- responsibility for our environment Government targets for clean energy- end of petrol cars by 2030 Heat pumps for homes	RE- How should we care for others and the world, and why does it matter? Respecting god's planet

Social World KS3 Yr3

	Immediate		Local		Wider world	
3	People who help & services I need (other than health)		Health, hygiene and Disease		Utilities and Basic needs around the world	
	Social education & Spanish theme: learning about how people help me and my friends		Social education & Spanish theme: learning about how people help me and others to stay healthy.		Social education & Spanish theme: learning about how people in other countries often don't have their basic needs.	
	Sensory/concrete starting points: school and objects of reference, fire hurts and the need to put it out, police to stop robbers.		Sensory/concrete starting points: feeling healthy – body awareness, recalling what is hurt/pain/illness. Objects related to illness – thermometer, blanket. Dirty germs vs clean		Sensory/concrete starting points: what we need – safety, shelter, home heating, clean water, food, rubbish collection, electricity, cooking heat, medical help	
	H- History of Schooling,- grandparents experience police and fire service CC-Victorian Schooling Robert Peel and the Peelers, first fire fighters	HG- location of services for the community- schools, fire, police – what are these places like?	H- Looking back on the covid pandemic of 2020 CC- history of hygiene, Industrial revolution Slums, Benjamin Franklin- electricity- flying the kite CC- Florence Nightingale Alexander Fleming- penicillin by accident	HG: water treatment Hospitals Location of medical services – GP, dentists etc	H- Developments in grandparents' lives- outside toilets- central heating CC- The creation of the NHS and welfare state – 1945 on	HG- places of utilities- reservoir Farm land- deforestation- to grow food – in the UK and Amazon Contrasting geography: utilities in a shanty town in Africa
	Cit- helping others – good neighbours, charity	RE- What does it mean to belong to a faith community? What is a Christian/Muslim in relation to Charity, Zakat, Good Samaritan, widow's mite	Cit- Seeing a doctor, dentist, nurse, physiotherapists, other therapists	RE- How should we care for others and the world, and why does it matter? Cleanliness next to godliness- Baptism Wash before Muslim prayer	Cit- appreciating life in Britain today that meets our basic needs – welfare state	RE: How should we care for others and the world, and why does it matter? Sermon on the mount – loaves and fishes

Stand alone units (1, 2 or 3 lessons) each year revisited plus assembly

History	RE	Citizenship	Human Geography and Spanish
Remembrance Sunday - mainly WW1	Eid al-Fitr	Children in Need	The National Day of Spain (Fiesta Nacional de España) 12 October
Bonfire Night	Eid al-Adha	Red nose day	UN World Water Day 22 nd march
VE day – WW2	Easter & Palm Sunday	Anti bullying week	Global Warming and Natural Disasters (according to news events)
	Harvest Festival	On-line safety	Pollution (news)
Holocaust remembrance day WW2	Christmas	Martin Luther King Day	Animal extinction
	Passover	International Women's day	Destruction of the Rainforests
	Hannukah	International refugee day	
	Diwali	International	
	Holli		
	Vesak (Buddha day)		
	Chinese new year		

Core skills

Communication -----Opportunities to address Key areas of skill-----Cognition						
Comprehension	Expression	Recording information/ literacy/ IT	Reading – retrieving recorded information	Investigation: Finding patterns/rules- (exploration & realisation)	Problem Solving- identifying, planning, trialling, doing, learning	Following conditional sequences of instructions – eg waiting, go and stop

Social World – Spanish long term target vocab:

Key signs and vocabulary (English and Spanish):

- **Spanish core –** “si (see)” “hola”, “adios”, “me gusta....” “no me gusta....” , “quiero.... (key-aero)” “veo...(beyo)”

Spanish other social-world-subjects core:

	Core	Extension
RE	“dios” = God “amor” = love	“Rezar” (re-thar) = pray, “Bueno/a” = good
Geography	“aqui” = Here “ahi” (ay-ee)= there	“calle” (ca-ye) = street/road “ciudad” (thee-oo-dad) = town/city “pais” (pa-ees) = country
History	“ahora (a-ora)” = now “ante de...” = before “despues ...” = after	“El pasado” = the past, “acaba de...” just “cambiado/a” = a change
Citizenship	“juntos (huntos)”= together “familia” = family	“pueblo” = the people (also ‘village’), “el Gobierno” = the government

History KS1

Pupils should be taught about:

- ♣ **changes** within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ **events** beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own **locality**.

History KS3 Cultural Capital:

The Development of the Church, State and Society:

- Medieval Britain 1066-1509
- Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments – eg USA in the 20th Century

- **Citizenship**

- **Developing confidence and responsibility and making the most of their abilities**

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b. to share their opinions on things that matter to them and explain their views;

- **Preparing to play an active role as citizens**

- a. to take part in discussions with one other person and the whole class;
- b. to take part in a simple debate about topical issues;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;
- i. to realise that money comes from different sources and can be used for different purposes.

- **Developing a healthy, safer lifestyle**

- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

- **Developing good relationships and respecting the differences between people**

- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

- **Breadth of opportunities**

- c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

Covered in PHSE

- d. to think about themselves, learn from their experiences and recognise what they are good at;
 - e. how to set simple goals.
 - c. to recognise, name and deal with their feelings in a positive way;
 - h. to contribute to the life of the class and school;
- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- e. the names of the main parts of the body;
- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);

Geography Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge:

- ♣ **Globe awareness:** name and locate the world's seven continents and five oceans
- ♣ **UK awareness:** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- ♣ **Place knowledge**
- ♣ **Contrasting geography:** 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
- ♣ **Human and physical geography**
- ♣ **Weather:** 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

use basic geographical vocabulary to refer to:

- ♣ 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, harbour and shop

Geographical skills and fieldwork

- ♣ **Globe awareness:** 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 **compass** directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ **Geography**
- ♣ **Maps:** 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
- ♣ **Observation:** 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.

♣ KS3 Cultural Capital

understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

C5 RE in KS1: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

<p>A. Know about and understand a range of religious and non-religious worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p>
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End of key stage outcomes

RE should enable pupils to:

<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>
<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

NB: 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people Y2- is integrated into the religious stories indicated in the Scheme of Work

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians and Muslims or Jewish people**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Key questions

Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Recommended year group
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3. NB If 1.3 is not taught, Unit L2.10 should be included in LKS2.</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Muslims and/or Jewish people</i>		Y1 Y2
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2

MFL cultural capital from KS2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English