

Humanities KS4 Yr1

KS4	Immediate		Around the corner		Wider world	
Y1	Conflict and forgiveness in my life		Overcoming prejudice in my community		Conflict and forgiveness in the world – Democracy or Dictatorship – war and peace	
	Social education theme: learning about how people I know disagree, make mistakes, and make things better.		Social education theme: learning about how some people can be unkind and prejudiced and how to make things better.		Social education theme: learning about how people in the wider world fight and how people have made things better.	
	Sensory/concrete starting points: making mistakes, making things better		Sensory/concrete starting points: diversity of people, objects of reference/music/ food for cultural diversity, male/female positive role models		Sensory/concrete starting points: making mistakes, making things better	
	H- remember fall outs and making up CC-Alfred the Great and treaty with Guthrum	HG- countries are made by people	H- Immigration ethnic communities and reasons why- refugees CC- Emily Pankhurst & the suffragettes	HG- locational ethnic community areas – shops and places of worship	H- WW2 & post war friendship CC- Churchill	HG- local signs of WW2- Stockport shelters CC- Countries of Europe – the EU -NATO
	Cit- disagreeing and making decisions, voting in class, respect in class- respected the decisions of others	RE: What is a Christian/Muslim in relation to Turn the other cheek, Forgiving myself and others. Crucifixion	Cit- positive diversity, respecting others who are different to you.	RE: What does it mean to belong to a faith community? What makes some places sacred? Kindness in each religion- Quakers	Cit- CC- The Good Friday agreement	RE: How should we care for others and the world, and why does it matter? Noah and the flood -

Humanities KS4 Yr2

	Immediate		Around the corner		Wider world	
KS4 Y2	Workers I know- what is work?		Work in my area		Field to Factory to Office to Online- Work- past and present- around the world	
	Social education theme: learning about what work the people I know do.		Social education theme: learning about how work has changed and is changing.		Social education theme: learning about the jobs that other people do, and what I could do.	
	Sensory/concrete starting points:		Sensory/concrete starting points:		Sensory/concrete starting points:	
	H- changing jobs in the family CC- Freedom to choose work – vs serfdom/slavery Caribbean plantations- William Wilberforce	HG- where do people I know work? Commuting Jobs in our locality	H – The History of work in Tamside and Stockport - The mills of Tameside, The Cigarette Factory, Oldham Batteries. The hatters of Stockport.	HG: Town and country- farming Commuting and transport Broadband and online working	H- farm to factory to office –agrarian and industrial revolutions CC Isambard Kingdom Brunel Stephenson’s Rocket CC- Tim Berners Lee & the creation of the internet	HG: working from home, jobs around the world- Sweat shops for big companies.
	Cit- work as a contribution to society & “fair day’s work for a fair day’s pay”	RE- What is a Christian/Muslim in relation to work – work ethic- Exodus from slavery	Cit- my rights at work & local protectors of rights – LA, TUs	RE – Methodists and the Salvation Army	Cit- supporting workers rights around the world	RE- job satisfaction – work ethic, a job that contributes

With Links to accreditation

The following slides provide additional information regarding links to accreditation at the 3 levels of accreditation we provide:

- Transition Challenge Sensory
- Transition Challenge introduction and progression
- ASDAN Personal Development: Bronze, Silver and Gold

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	H- remember fall outs and making up CC- Richard III- princes in the tower- Wars of the Roses	HG- personal space- private property / public land	H- Immigration ethnic communities and reasons why- refugees CC- Emily Pankhurst & the suffragettes	HG- locational ethnic community areas – shops and places of worship	H- WW2 & post war friendship CC- Churchill	HG- local signs of WW2- Stockport shelters CC- Countries of Europe – the EU -NATO
	Cit- voting in class, respect in class- respected the decisions of others	RE: What is a Christian/Muslim in relation to Turn the other cheek, Forgiving myself and others. Crucifixion	Cit- positive diversity, respecting others who are different to you.	RE: What does it mean to belong to a faith community? What makes some places sacred? Kindness in each religion- Quakers	Cit- CC- The Good Friday agreement	RE: How should we care for others and the world, and why does it matter? Noah and the flood -

Humanities KS4 Yr1

Transition Challenge Sensory

Immediate <i>Conflict and forgiveness in my life</i>		Around the corner <i>Overcoming prejudice in my community</i>		Wider world <i>Conflict and forgiveness in the world – Democracy or Dictatorship – war and peace</i>	
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H- remember fall outs and making up CC- Richard III-princes in the tower- Wars of the Roses- potential sensory story C&I Responding-show you can respond to activities-see options pg 12	HG- personal space-private property / public land	H- Immigration ethnic communities and reasons why- refugees CC- Emily Pankhurst & the suffragettes	HG- locational ethnic community areas – shops and places of worship C&I 6: Being a part of routine activities in the community 7: engaging in Community activities	H- WW2 & post war friendship CC- Churchill	HG- local signs of WW2- Stockport shelters C&I 7: engaging in Community activities
Cit- voting in class, respect in class- respected the decisions of others	RE: What is a Christian/Muslim in relation to Turn the other cheek, Forgiving myself and others. Crucifixion – Explore religious artefacts C&I Responding see pg 12	Cit- positive diversity, respecting others who are different to you. C&I 3; responding to others 4: Interacting with other see page16,18	RE: What does it mean to belong to a faith community? What makes some places sacred? Kindness in each religion- Quakers	Cit- CC- The Good Friday agreement	RE: How should we care for others and the world, and why does it matter? Noah and the flood – Roses- potential sensory story/ story props C&I Responding

Accreditation links to Asdan Sensory Award

Communication and Interaction	RE	Citizenship	History	Geography	Community	PSHE
1. Responding Show you can respond to activities	<ul style="list-style-type: none"> • Focus your attention for a short time • Focus your attention for long period of time • Respond to Sensory Cues • Respond to object cues • Other----- 					
4. Interacting with others: Show you can interact with familiar people	<ul style="list-style-type: none"> • Make eye contact • Smiling • turning your head • Allowing your hands to be moved • Other----- 					
5. Interacting during Activities/ events in your centre- anticipate and engage	<ul style="list-style-type: none"> • Anticipate a routine activity in set lesson by moving/ by vocalising • Engage in familiar events (e.g join in action songs or stories) • Actively engage in a group activity • Other_____ 					
7. Engaging in Community activities	<ul style="list-style-type: none"> • Visit a café, Park • Visit a shop • Other- visit a museum, for example 					

Humanities KS4 Yr1

Transition Challenge Introduction and Progression

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	H- remember fall outs and making up CC- Richard III- princes in the tower- Wars of the Roses KH15, MF15, TtL15 History	H- Immigration ethnic communities and reasons why- refugees CC- Emily Pankhurst & the suffragettes KH15 History	H- WW2 & post war friendship CC- Churchill KH15 History	HG- local signs of WW2- Stockport shelters MC15 History		
	Cit- voting in class, respect in class- respected the decisions of others FG 18 Sex & Relationships MF8 Citizenship	RE: What is a Christian/Muslim in relation to Turn the other cheek, Forgiving myself and others. Crucifixion MC 7, FG7 RE, MF7	Cit- positive diversity, respecting others who are different to you. FG Citizenship 8	RE: What does it mean to belong to a faith community? What makes some places sacred? Kindness in each religion- Quakers TtL7 RE	Cit- CC- The Good Friday agreement TtL15 History	RE: How should we care for others and the world, and why does it matter? Noah and the flood -

Accreditation links to Asdan Transition Challenge Introduction and progression Award

	RE	Citizenship	History	Geography	Community	PSHE/ Sex and Relationships
Knowing How(KH)			Find out about a famous person from History		Show you can behave appropriately in a public place	
Making Choices(MC)	Investigate objects that are important to particular religions		Visit a historical place of your choice in your community	Visit some different places of your choice in your local area	Choose the right clothes to wear for different occasions- option A visit to a place of worship	
Moving Forward (MF)	Visit different places to find out about other religions		Find a story from history that is interesting to you			
Feeling Good (FG)	Show you know about different religious rituals /traditions	Identify when a person/group is being teased/bullied	Investigate a historical object			Show how you know to be a good friend
Taking the Lead (TtL)	Show things that help you to feel peaceful		Find out about a major historical event		Teachers to write own challenge	

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Bronze, Silver, Gold

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Module 12 Beliefs and Values: various challenges that can cover part of the scheme include Section A 1 : Interview a member of a religious faith, 2 A2 Visit a place of worship, A3 Find out about an inspirational religious figure

Humanities KS4 Yr2

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

History	RE	Citizenship
Remembrance Sunday - mainly WW1	Eid al-Fitr	Children in Need
Bonfire Night	Eid al-Adha	Red nose day
VE day – WW2	Easter & Palm Sunday	Anti bullying week
	Harvest Festival	On-line safety
Holocaust remembrance day WW2	Christmas	Martin Luther King Day
	Passover	International Women's day
	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

With Links to the National Curriculum

The following slides provide additional information regarding links to the nearest Key Stage of the National Curriculum for our general designation as a school related to cognition- KS1.

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**.

Citizenship

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- 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);
- 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');
- 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);
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- 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.)

- **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
- ♣ **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
- ♣ **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
- ♣ **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