

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>How life began – Big Bang vs. Religion</p> <p>The Big bang theory Is the Big bang theory compatible with religion? Evolution Charles Darwin and the facts Mini research project (to present arguments for and against the big bang theory)</p> <p>Pupils will demonstrate an understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>Curriculum areas: R.E, History, science, Geography, English, and ICT.</p> <p>ASS: creative project of planet earth using papier Mache</p>	<p>Evolution – Dinosaurs</p> <p>History of life and evolution How fossils are made A timeline of earth Understanding Geologic time Dinosaur detective research project</p> <p>Trip to Natural History museum</p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of world history. Pupils will develop contextual knowledge of the location of globally significant places</p> <p>Curriculum areas: English, History, Geography, Art, science</p> <p>ASS: creative project making a mold and cast fossil.</p>	Life Today		
Autumn 2	<p><u>Early Civilisations Ancient Egypt</u></p> <p>The Ancient Egyptian Pharaohs Ancient Egypt: River Nile Ancient Egypt sources of Evidence Ancient Egyptian Archelogy Ancient Egyptian farming</p> <p>Pupils are expected to know, apply, and understand, chronically secure knowledge of the history of the wider world.</p> <p>Curriculum areas: History, Geography, English, Science and Art</p> <p>ASS: 3D models depicting Ancient Egypt</p>	<p><u>Early Civilisations Ancient Greece Mythology and Archology</u></p> <p>The earliest Greek civilizations Ancient Greek culture Ancient Greek God's and heroes The ancient Greeks at war How Ancient Greek inventions changed the world.</p> <p>Pupils are expected to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Curriculum areas: History, Geography, ICT, English, and Art</p> <p>ASS: Research project about the Ancient Egyptians, presented as a PowerPoint</p>	Early Civilisations Ancient Romans		
Spring 1	<p><u>Culture and the World Around Me</u></p> <p>Exploring different cultures/backgrounds (ICT and face to face-based research) Speaking and listening tasks Religious festivals</p>	<p>Colonisation</p> <p>What is colonisation in history? British colonies after the 1800's Colonisation around the world. Diversity Appreciating the benefits of diversity and celebrating difference</p>	Black History		

	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features</p> <p>Curriculum areas: Geography, English, RE and ICT</p> <p><u>Ass: Class presentation</u></p>	<p>pupils should continue to develop chronically secure knowledge and a good understanding of British, local and world history. They should establish clear narratives within and across the periods of study.</p> <p>Curriculum areas: History, Geography, ICT, English, and Art</p> <p><u>ASS: creative collage depicting diversity</u></p>			
Spring 2	<p><u>The struggle between Church and Crown - Tudors</u></p> <p><u>Introducing the Life of the Tudors (The Tudors: Kings & Queens of England)</u></p> <p><u>The Tudor Rose</u></p> <p><u>Tudor Houses</u></p> <p><u>The Tudor Timeline</u></p> <p>Students will learn about the development of the church, state, and society in medieval Britain 1066-1509</p> <p><u>Trip to London Dungeon –</u></p> <p>Curriculum areas: History, English, Maths, Art, DT and Food Technology.</p> <p><u>ASS:</u></p>	<p>Modern Monarchy</p> <p><u>History of the monarchy</u></p> <p><u>Who is the modern monarchy?</u></p> <p><u>Royal family tree</u></p> <p><u>The role of a monarch</u></p> <p><u>Riotous royalty</u></p> <p><u>Royal writing</u></p> <p><u>Trip to the Tower of London</u></p> <p>Students will write down ideas consistently for effectiveness and structure their final written piece suitable for the purpose and target audience.</p> <p>Curriculum areas: History, Geography, ICT, English, and Art</p> <p><u>ASS: Written piece in the role of a character (king or Queen)</u></p>	Royal Scandal		
Summer 1	<p><u>The Stuarts and Georgians</u></p> <p><u>The Royal Family Tree</u></p> <p><u>Stuart Monarchs facts</u></p> <p><u>The timeline</u></p> <p><u>Stuart and Georgian Kings and Queens</u></p> <p><u>Stuart Shields</u></p> <p><u>The Great Fire of London</u></p> <p>Students will show an understanding of the society, economy, and culture across a period: for example, work and leisure, religion and superstition in daily life and literature.</p> <p>Curriculum areas: History, English, Maths, Art, RE, DT and PE</p>	<p><u>Architecture?????</u></p> <p><u>What is Architecture?</u></p> <p><u>Careers in Architecture (link to careers)</u></p> <p><u>Architecture and the world around me</u></p> <p><u>Blueprint project</u></p> <p><u>Architecture adventure</u></p> <p>Students will produce creative work, they will evaluate and analyse creative works using the language of art, craft, and design.</p>	Modern Architecture		

	<p><u>Ass: Factsheet, writing to explain and inform – letter and creation of clothing</u></p>	<p>Curriculum areas: History, Geography, ICT, English, and Art</p> <p><u>ASS: Mini Model building or village</u></p>			
<p>Summer 2</p>	<p><u>World War 1 introduction and The Second World War and the wartime leadership of Winston Churchill</u></p> <p><u>The Events leading to WW2</u> <u>WW2 Timeline</u> <u>Evacuation in the UK</u> <u>WW2 and the rest of Europe – Anne Frank’s Diary, Boy in the Striped Pyjamas</u></p> <p>Students should be taught about a local and wider history study and its challenges.</p> <p>Curriculum areas: History, Geography, English, Maths, PSHE</p> <p><u>Ass: Designing and creating model bunker, role play using Churchill’s speech and planning an invasion using strategy</u></p>	<p>Life after War</p> <p><u>Life on the front line</u> <u>World war poetry</u> <u>Significant events after WWII</u> <u>Rebuilding Britain</u> <u>Did the war change life for women?</u></p> <p>Pupils should identify significant events, make connections, and use historical terms.</p> <p>Trip to the battle of Britain Bunker</p> <p>Curriculum areas: History, Geography, ICT, English, and Art</p> <p><u>ASS: mini project</u></p>	<p>Society Today</p>		