



Navigator

## Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

# 8N - Navigator Curriculum - History/ 2 Lessons weekly

Year	2020 – 2021 Autumn 1	2020 – 2021 Autumn 2	2020 – 2021 Spring 1	2020 – 2021 Spring 2	2020 – 2021 Summer 1	2020 – 2021 Summer 2
<b>Year 8</b>	<p><b>Topic:</b> Challenges to the Catholic Church.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Who are the Tudors?</li> <li>2) How is this era so important in British history?</li> <li>3) Who was Henry VIII?</li> <li>4) Who were his 6 wives?</li> <li>5) Why was the Church split and what into? Protestant and Catholic.</li> <li>6) What was the clothing style at the time?</li> <li>7) Compare lifestyles of the rich and poor.</li> </ol>	<p><b>Topic:</b> The English Civil War. 1642-1651.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What does the civil war entail? Define civil war.</li> <li>2) Who is Charles I?</li> <li>3) How did he die?</li> <li>4) What was the war about? (religion and money)</li> <li>5) How did it affect England and Scotland?</li> <li>6) Is this what Boris Johnson is doing? Yes!</li> <li>7) What is the dissolution of parliament, will it end the same way.</li> </ol>	<p><b>Topic:</b> Changing ideas 1660-1789</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) How did Charles II restore himself to the throne?</li> <li>2) What were the issues prior to his event?</li> <li>3) Bubonic plague returns? (100,000 killed) 1665</li> <li>4) Great fire of London was relevant how? (destroyed the plague) 1666</li> <li>5) Why was the slave trade regulated at this stage? 1672. What items were imported and exported.</li> <li>6) What is the Magna</li> </ol>	<p><b>Topic:</b> The Slave trade</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) When did the slave trade begin?</li> <li>2) What countries were involved?</li> <li>3) What did they enslave the human beings for? (24 million in total)</li> <li>4) How did the slaves fight back?</li> <li>5) How were slaves treated?</li> <li>6) 'Amazing grace' was written for who? Does it have the same meaning today?</li> <li>7) What did the</li> </ol>	<p><b>Topic:</b> The British Empire</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the British empire?</li> <li>2) Who is in charge now?</li> <li>3) With whom did it grow to its largest? (Victoria)</li> <li>4) What countries was Victoria empress of?</li> <li>5) How did India, Beijing and Africa help make the UK the wealthiest country?</li> <li>6) Who has the jewel of Africa?</li> <li>7) What does the UK take from these</li> </ol>	<p><b>Topic:</b> Industrial revolution</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the industrial revolution?</li> <li>2) What is agriculture? How did this change?</li> <li>3) How did Industry change?</li> <li>4) How did transport and communication change?</li> <li>5) How did population within major cities grow? Why?</li> <li>6) Discovery of the atom, creation of battery, lamp, photography, sewing machine(singer), machine guns, dynamite, laws on</li> </ol>

	<p><b>Key skills and knowledge:</b> Recall and explain how the church split and why, how did it affect the British Monarchy.</p> <p><b>Assessment outcomes:</b></p> <p>Retells details of an historical story (P9)</p> <p>Identifies differences in features from the past and the present (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>	<p><b>Key skills and knowledge:</b></p> <p>Describe and explain why the civil war occurred and how it ended.</p> <p>Compare and give some opinion of how this is repeating itself.</p> <p><b>Assessment outcomes:</b></p> <p>Can name a famous historic event (P9)</p> <p>Identifies some things from the past that have caused change in their own area (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>	<p>Carter? Why is it important? 1689</p> <p><b>Key skills and knowledge:</b> Explain and give examples of how people having different points of views could be problematic. Discuss the 'The Great fire of London'.</p> <p><b>Assessment outcomes:</b></p> <p>Names characters in an historical story (P9)</p> <p>Gives adequate answers to questions (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>	<p>Colonisers do to ensure the Africans remained slaves after the abolishment of the slave trade?</p> <p><b>Key skills and knowledge:</b> Describe and explain how the Slave trade impacted the lives of the people of Africa. Explain how the slave owners were compensated and not the slaves.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils begin to write simple sentences independently (P9)</p> <p>Uses an historical vocabulary like long ago, then, old, new, next, after, last, began (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>	<p>countries?</p> <p>8) Was the empire based on racism? Edward Said (1978)</p> <p><b>Key skills and knowledge:</b> How did the Empire affect the locals they colonised? Describing in detail the demise of the people and what was done for the slave owners.</p> <p><b>Assessment outcomes:</b></p> <p>Can name a famous historic event. (P9)</p> <p>Names the period of history studied (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>	<p>genetics, typewriter.</p> <p>7) Education for children.</p> <p><b>Key skills and knowledge:</b> Explain by giving explanations about how the turn of the Industrial revolution changed the lives of millions. Recall some of the key inventions.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils can describe objects in simple terms (P9)</p> <p>Communicates knowledge orally (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p><b>Gatsby Benchmark</b> Historian, scholar, presenter.</p>
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