



Explorer

Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

Class - Explorer Curriculum - History/2 Lessons weekly

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
Year 7	<p>Topic: The Norman Conquest</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) When did this happen? 2) Who was involved? 3) What is the Bayeux tapestry? Location and significance. 4) How did this impact the country? <p>Key skills and knowledge:</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>Topic: Medieval England (1066-1485)</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Describe medieval farming. 2) Describe Manor houses. 3) Explore the lifestyle of peasants. 4) What was the Black Death (1346-1350) 5) What is the Magna Carta? 6) Why was everyone forced to convert? <p>Key skills and knowledge:</p> <p>Sequence artefacts and</p>	<p>Topic: The crusades</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) When did the crusades begin? 2) Who instigated the war? 3) What were they fighting over? 4) What guarantees did the Pope give? 5) Who was St George? 6) What is the story that is being narrated today? 7) Was this war relevant? 8) How does this war compare to others? 	<p>Topic: The problems with Medieval Monarchs</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) How are the following monarchs: see list below. 2) List who they are and what they were famous for? 3) How is King Richard 'Lion heart' remembered today? 4) What was the hype about Richard III in Leicester? 5) What was Richard III known for? (supposedly killing his nephews for the crown unique 	<p>Topic: The Black Death 1347-1359</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a plague? 2) Where the Bubonic plague begin from? 3) What animals spread this disease? (rats and fleas) 5) How many died from this disease? 6) List some of the cures they suggested and tried? 7) Describe the plague doctors. <p>Key skills and knowledge:</p>	<p>Topic: Migration</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is migration? 2) Why do people migrate? 3) Why did the Romans invade England? 4) Who was Boudicca? 5) How did warfare/ change from this invasion? 6) How does the media view migrants? <p>Key skills and knowledge:</p> <p>Year 7: Show an understanding of historical terms, such</p>

	<p>Assessment outcome:</p> <p>Dictates a caption for a picture (P5)</p> <p>Makes predictions in familiar stories (P6)</p> <p>Pre and post topic assessments.</p>	<p>events that are close together in time.</p> <p>Assessment outcomes:</p> <p>Asks questions like what, who, where (P5)</p> <p>Answers simple questions (P6)</p> <p>Pre and post topic assessments.</p>	<p>Key skills and knowledge:</p> <p>Year 7: Observe or handle evidence to ask simple questions about the past.</p> <p>Assessment outcomes:</p> <p>Relates events to own experience (P5)</p> <p>Recognises pictures of events in the more distant past (P6)</p> <p>Pre and post topic assessments.</p>	<p>armour) Prompted war of the Roses.</p> <p>Richard the Lionheart (r1189-99);</p> <p>King John (r1199-1216);</p> <p>Edward I (r1272-1307);</p> <p>Edward II (r1307-27);</p> <p>Henry V (r1413-22);</p> <p>Edward IV (r1461-70 and 1471-83); and</p> <p>Richard III (r1483-85)</p> <p>Key skills and knowledge:</p> <p>Year 7: Recognise some similarities and differences between the past and the present.</p> <p>Assessment outcomes:</p> <p>Notices changes in the environment (P5)</p> <p>Describes a simple sequence of actions (P6)</p> <p>Pre and post topic assessments.</p>	<p>Year 7: Know and recount episodes from stories and significant events in history.</p> <p>Assessment outcomes:</p> <p>Notices changes in the environment (P5)</p> <p>Responds when personal experience is mentioned (P6)</p> <p>Pre and post topic assessments.</p>	<p>as monarch, parliament, government.</p> <p>Assessment outcomes:</p> <p>Asks questions like what, who, where (P5)</p> <p>Dictates a caption for a picture (P6)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the</p>

		opportunities they are interested in.		opportunities they are interested in.	needed to access the opportunities they are interested in.	opportunities they are interested in.
--	--	---------------------------------------	--	---------------------------------------	--	---------------------------------------