



## 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 8	<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> </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> </ol> <p><b>Key skills and knowledge:</b></p> <p>Investigate different accounts of historical events and be able to explain some of the</p>	<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> </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> </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> </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,</li> </ol>

	<p>7) Compare lifestyles of the rich and poor.</p> <p><b>Key skills and knowledge:</b></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates.</p> <p><b>Assessment outcomes:</b></p> <p>With support answers questions about an event (P7)</p> <p>Discusses information that can be found in photographs (P8)</p> <p><b>Pre and post topic assessments.</b></p>	<p>reasons why the accounts may be different.</p> <p><b>Assessment outcomes:</b></p> <p>Relates an experience to an event or story (P7)</p> <p>Answers simple questions about an historical story (P8)</p> <p><b>Pre and post topic assessments.</b></p>	<p>6) What is the Magna Carter? Why is it important? 1689</p> <p><b>Key skills and knowledge:</b></p> <p>Use a range of sources to find out about the past.</p> <p><b>Assessment outcomes:</b></p> <p>Uses commentary to order and plan activity (P7)</p> <p>Uses terms to describe past and present like now/then, today/yesterday, before/after (P8)</p> <p><b>Pre and post topic assessments.</b></p>	<p>7) What did the Colonisers do to ensure the Africans remained slaves after the abolishment of the slave trade?</p> <p><b>Key skills and knowledge:</b></p> <p>Describe significant individuals from the past.</p> <p><b>Assessment outcomes:</b></p> <p>Sequences a report of an event (P7)</p> <p>Identifies objects as being from the past or present (P8)</p> <p><b>Pre and post topic assessments.</b></p>	<p>7) What does the UK take from these countries?</p> <p>8) Was the empire based on racism? Edward Said (1978)</p> <p><b>Key skills and knowledge:</b></p> <p>Identify key features, aspects and events of the time studied.</p> <p><b>Assessment outcomes:</b></p> <p>Observes changes over a long period of time (P7)</p> <p>Identifies personal experiences from the past or present (P8)</p> <p><b>Pre and post topic assessments.</b></p>	<p>dynamite, laws on genetics, typewriter.</p> <p>7) Education for children.</p> <p><b>Key skills and knowledge:</b></p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing.</p> <p><b>Assessment outcomes:</b></p> <p>Illustrates an historical event or celebration (P7)</p> <p>Describes some aspects of artefacts in simple terms (P8)</p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></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>