



## 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 9	<p><b>Topic:</b> Getting the vote, Suffragettes.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a protest?</li> <li>2) Who were the suffragettes?</li> <li>3) What other countries were involved?</li> <li>4) What did it mean to the country?</li> <li>5) How did they protest?</li> </ol> <p><b>Key skills:</b> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p><b>Topic:</b> WWI 1914-1918</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) When did this war occur?</li> <li>2) What countries were involved?</li> <li>3) Who was Keiser Wilhelm II and what did he want? (all of Europe)</li> <li>4) Who were the leaders? (all cousins!)</li> <li>5) Who won?</li> <li>6) What were rations?</li> <li>7) What was life like for a soldier during the war?</li> </ol>	<p><b>Topic:</b> Conflict in the 20<sup>th</sup> Century</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) A brief introduction to WWII. Countries and politics.</li> <li>2) What was the Vietnam war?</li> <li>3) Introduction of the NHS 1948.</li> <li>4) War in Iraq and America?</li> <li>5) How was Britain involved?</li> <li>6) Was it necessary?</li> </ol> <p><b>Key skills:</b> Gather more detail from sources such as maps to build up a</p>	<p><b>Topic:</b> The Holocaust</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the Holocaust?</li> <li>2) Who was affected?</li> <li>3) What happened to these people?</li> <li>4) Why? Who's dogma? Henrich Himmler.</li> <li>5) What is the Anti-Semitic law?</li> <li>6) What does it mean to you?</li> <li>7) Is there conflict now?</li> </ol> <p><b>Key skills:</b></p>	<p><b>Topic:</b> The Middle East</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What countries are a part of the Middle East?</li> <li>2) What is the Balfour agreement?</li> <li>3) How does this affect the lives of Palestinians in 1918?</li> <li>4) What did this mean for Jews?</li> <li>5) How is this conflict still happening today?</li> <li>6) How is it viewed? Palestinians vs Israeli.</li> </ol> <p><b>Key skills:</b></p>	<p><b>Topic:</b> What's the best way to bring about change?</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) How are modernizing?</li> <li>2) How transportation has improved?</li> <li>3) Has agriculture changed?</li> <li>4) Xenophobic attacks?</li> <li>5) Does peaceful protests work? Link to Ghandi, MLK.</li> </ol> <p><b>Key skills:</b> <b>Assessment outcomes:</b> Use and understand appropriate historical</p>

	<p><b>Assessment outcomes:</b></p> <p>Pupils begin to use an historical vocabulary like before, after, long ago, very old, old, new <b>(P9)</b></p> <p>Uses vocabulary that shows a sense of chronology <b>(P10)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>8) How do we remember this war today?</p> <p><b>Key skills:</b> Explain some of the reasons why the accounts may be different.</p> <p><b>Assessment outcomes:</b></p> <p>Discusses information from books <b>(P9)</b></p> <p>Recognises that things change over time <b>(P10)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>clearer picture of the past.</p> <p><b>Assessment outcomes:</b></p> <p>Names characters in an historical story <b>(P9)</b></p> <p>Gives adequate answers to questions <b>(P10)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Be able to give reasons for those changes.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils begin to write simple sentences independently <b>(P9)</b></p> <p>Uses an historical vocabulary like long ago, then, old, new, next, after, last, began <b>(P10)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p><b>Assessment outcomes:</b></p> <p>Can name a famous historic event. <b>(P9)</b></p> <p>Names the period of history studied <b>(P10)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p><b>Pre and post topic assessments.</b></p> <p>Pupils can describe objects in simple terms <b>(P9)</b></p> <p>Communicates knowledge orally <b>(P10)</b></p>
Links to Gatsby Benchmarks:	<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>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.</p> <p>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.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>