

## Class 3- Discovery Curriculum - History/2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
2022-2023	<p><b>Topic:</b> Tudors</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Who were they?</li> <li>2) What was life like during the Tudor period?</li> <li>3) What did the Tudors wear?</li> <li>4) What did the Tudors eat?</li> <li>5) What was a Tudor house like?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Point to pictures of the past.</p> <p>Year 8: Observe and use pictures, photographs and artefacts to find</p>	<p><b>Topic:</b> Kings and Queens.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a role of a monarch?</li> <li>2) Why are monarchs important?</li> <li>3) Who was Henry VIII?</li> <li>4) Who was Queen Victoria?</li> <li>5) Who is the current monarch?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Hold an artefact.</p> <p>Year 8: Observe or handle evidence to ask simple questions about the past.</p>	<p><b>Topic:</b> Toys past and present.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What are toys like today?</li> <li>2) What toys did Victorian children play with?</li> <li>3) What were early 20<sup>th</sup> Century toys like?</li> <li>4) What are modern toys made of?</li> <li>5) How have toys changed over time?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Use simple words to describe it.</p> <p>Year 8: observe or handle evidence to find answers to simple questions about the past on the</p>	<p><b>Topic:</b> Travel and transport.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What forms of transport do we have?</li> <li>2) How has transport changed?</li> <li>3) How have cars changed?</li> <li>4) Who invented trains / planes?</li> <li>5) Can you compare travel and transport of the past, present and future?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Complete some sequence of events.</p> <p>Year 8: sequence pictures from different periods.</p>	<p><b>Topic:</b> Nurturing Nurses: Florence Nightingale</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Who was Florence Nightingale?</li> <li>2) What were key events in her life?</li> <li>3) What struggles did she face?</li> <li>4) How did she help soldiers?</li> <li>5) How did she improve nursing?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Recount parts of a story.</p>	<p><b>Topic:</b> Nurturing Nurses: Mary Seacole</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Who was Mary Seacole?</li> <li>2) What were key events in her life?</li> <li>3) What struggles did she face?</li> <li>4) How did she help soldiers?</li> <li>5) How did she improve nursing?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Sound out historical terminology. Past, present, old, new.</p>

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

	<p>out about the past.</p> <p><b>Year 9:</b> Explain that there are different types of evidence and sources.</p> <p><b>Assessment outcomes:</b></p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Year 9:</b> Choose and select evidence and say how it can be used to find out about the past.</p> <p><b>Assessment outcomes:</b></p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p> <p><b>Pre and post topic assessments.</b></p>	<p>basis of simple observations.</p> <p><b>Year 9:</b> Construct informed responses about one aspect of life or a key event in the past.</p> <p><b>Assessment outcomes:</b></p> <p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Year 9:</b> use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p><b>Assessment outcomes:</b></p> <p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Year 8:</b> know and recount episodes from stories and significant events in history.</p> <p><b>Year 9:</b> explain how people and events in the past have influenced life today.</p> <p><b>Assessment outcomes:</b></p> <p>Consistently select correct symbol to represent main character in a book (P3)</p> <p>Names a single property of an object or animal (P4).</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Year 8:</b> show an understanding of historical terms, such as monarch, parliament.</p> <p><b>Year 9:</b> Present, communicate and organise ideas about the past using models, drama role play.</p> <p><b>Assessment outcomes:</b></p> <p>Consistently select correct symbol to represent main character in a book (P3)</p> <p>Names a single property of an object or animal (P4).</p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b> 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> 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> 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> 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> 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> 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>