**Community and the Wider World - Yearly Overview**

At Kingswode Hoe we help our pupils form a broad background of understanding of the world in which they live and to become informed, caring and active citizens of a liberal democratic society. In years 7,8 & 9 Community and the Wider World forms an umbrella for the subjects of history, geography, RE and science. The objectives for each of these discrete areas have been selected from the national curriculum suited to the needs of the pupils at Kingswode Hoe. In years 10 & 11, pupils engage with their local community and area through the Duke of Edinburg Award.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | The Body  (science) | Remembrance  (history) | Weather & Climate  (science) | The Local Area  (geography) | Habitats  (science) | Faiths  overview  (R.E.) |
| **Year 8** | Classifying – how we observe the world  (science) | Romans  (history) | Birdwatch & Flight  (science) | Recycling  (geography & science) | Health  (science) | Worship & Practice  (R.E.) |
| **Year 9** | Maps  (geography) | Materials  (science) | The second World War  (history) | The Elements  (science) | The Solar System  (science) | Celebrations  (R.E.) |
| **Year 10 & 11** | D of E  Skills, volunteering & Expedition  (local area geography, shelter, the environment & nutrition) | | | | | |

Objectives

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|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| History | -[] explore significant historical places in my locality (e g Colchester Castle)  -[] identify how things that have changed in my lifetime (people, places, technology)  -[] order personal events into a chronological narrative | -[] find out about some significant historical events, people and places in my locality  -[] order significant global historical events on a time line (e g prehistoric man, bronze age, creation of the pyramids, first man in space)  -[] identify how things have changed in Britain over the last century (e g clothes, technology)  -[] identify different historical sources (e g photos, artefacts, fossils, books etc) | -[] find out about significant figures in British history (e g Charles Darwin, Florence Nightingale)  -[]I understand the difference between primary and secondary sources of evidence  -[] order significant British historical events on a time line using dates (i e creation of Stonehenge, Roman invasion of Britain, Industrial revolution, WW1 etc)  -[] identify how things have changed in Britain throughout history (e g clothes, technology)  -[] compare different periods of history and make connections between them  -[] study in depth a significant event in British history (e g Dunkirk, the Great Plague) | -[] use historical knowledge to make informed decisions about the future  -[] create an historical argument using evidence to support my ideas  -[] evaluate the reliability of historical evidence (e g authenticity, context, bias etc)  -[] order significant civilisations, historical events and inventions on a time line using dates and terms (i e invention of writing 3000BCE)  -[] study in depth a significant figures in global history (e g Genghis Kahn, Abraham Lincoln) and their impact on human culture and development  -[] study in depth a significant event in global history (e g The Conquistadors) and talk about the impact on human development |
| Geography | -[] explore my school and surrounding environment (physical and human geography)  -[] use basic geographical vocabulary (city, farm, beach, forest, hill)  -[] use an atlas, map or globe to name the four countries of the UK and their capitals | -[] explore and study the local area (physical and human geography)  -[] use an atlas, map or globe to name and locate the continents and some of the major countries of the world and their capitals  -[] create a simple map with a key  -[] use a range of geographical vocabulary (country, continent, desert, ocean)  -[] use aerial photographs and plans to recognise landmarks (physical and human) | -[] use an atlas, map or globe to locate and name the environmental regions of the world (e g rainforests, mountain ranges, deserts)  -[] compare the human and physical geography of one area with another (in the same country or different countries)  -[] create a map of the human and physical geography of an area using keys and symbols  -[] be aware of the interaction between physical and human geography (e g farming, settlements) | -[] study in depth the human geography of an area (i e types of settlement and land use, economic activity and trade, distribution of natural resources)  -[] study in depth the physical geography of an area (i e climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle)  -[] be aware of the global environmental issues facing society today (e g migration, climate change, population growth, resource depletion)  -[] use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs  -[] use compass directions, grid references, symbols and keys when using an atlas and map |
| R.E | -[] be aware that people hold different beliefs  -[] talk about beliefs | -[] explore questions regarding nature, truth and meaning (e g How do we know things are true? How do we know what is right and wrong?)  -[] be aware that people and cultures have different ways of expressing ideas about the fundamental questions in life  -[] be aware of the place of religion and different worldviews in my community  -[] understand the difference between a truth and a belief | -[] develop my critical thinking skills when asking and answering questions (e g making careful judgements, using reasoning, seeking alternatives, )  -[] compare different worldviews and how they are similar/different  -[] explore the major religions, their sacred texts and their significant figures  -[] explore how different groups and individuals express their beliefs (in terms of worship, celebrations, festivals and places of worship)  -[]I am aware of the place of religion and different worldviews in the wider world and how they influence communities and wider society | -[] explore a range of moral and ethical issues through different worldviews  -[] critically compare and contrast different worldviews and the belief systems  -[] understand how a belief can shape a person’s identity  -[] understand the link between culture and religion |
| Science | -[] observe things closely, using simple equipment  -[] ask simple questions and recognising that they can be answered in different ways | -[] gather and record data to help me answer questions  -[] use my observations and ideas to suggest answers to questions  -[] identify and classify things  -[] perform simple tests | -[] make systematic and careful observations and take accurate measurements using standard units  -[] gather, record data in a variety of ways (e g tables and spreadsheets)  -[] use straightforward scientific evidence to answer questions or to support their findings  -[] set up simple practical enquiries, comparative and fair tests  -[] use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  -[] ask relevant questions and suggest a scientific enquiry to answer them  -[] identify differences, similarities or changes related to simple scientific ideas and processes (e g the weather)  -[] communicate my findings to others using oral, written and digital presentations explanations  -[] report my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | -[] take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  -[] identify scientific evidence that has been used to support or refute ideas or arguments  -[] plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  -[] record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  -[] report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  -[] use test results to make predictions to set up further comparative and fair tests |
| D&T | -[] name a variety of everyday materials (e g wood/plastic/metal)  -[] describe some of the properties of simple materials (e g hard/reflective) | -[] compare how things move on different surfaces  -[] investigate different forces (magnetic/electrical)  -[] understand that different materials are used for different products and applications  -[] group together a variety of everyday materials  -[] begin to understand simple mechanisms (e g wheels and axles/levers)  -[] understand that electronic systems are used in products | -[] recognise some common conductors and insulators  -[] understand simple electrical systems (e g series circuits incorporating switches, bulbs, buzzers and motors)  -[] identify the different properties of a range of materials (e g magnetic/conductor/pliable)  -[] understand how mechanical systems create movement in their products (e g gears, pulleys, cams & levers) | -[] understand and measure electric current, potential difference and resistance  -[] understand how the properties of materials and components can achieve functioning solutions  -[] understand more complex mechanical systems (e g rotary and linear motion)  -[] understand how electrical and electronic systems can be used in sophisticated products (e g movement sensors)  -[] understand the difference between series and parallel circuits  -[] understand how simple computing and electronics embed intelligence into products (e g sensors) |
| D&T (food) | -[] identify healthy and unhealthy foods and drinks  -[]I understand that what I eat and drink affects my health  -[] understand where food comes from | -[] follow basic food hygiene and safety rules  -[] identify the different food groups | -[] understand how food groups combine to make a healthy diet  -[] be aware of different dietary needs (e g gluten free) | -[] maintain food hygiene and safety standards in the kitchen  -[] understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| P.E. | -[] identify activities that I like that will keep me healthy & active  -[]I am aware how exercise affects my body (e g tired legs, out of breath)  -[] name and label basic parts of the human body | -[] talk about how to exercise safely  -[] explain the difference between an active and non-active lifestyle  -[] be aware of the need to warm up my muscles and cool down after exercise  -[] be aware of the skeletal and muscular system  -[] discuss the benefits of different activities | -[] identify ways to improve my fitness and health  -[] explain and apply basic safety principles in preparing for exercise  -[] be aware of how the heart and lungs work  -[] understand how my heart rate changes during exercise  -[] understand how my breathing changes during exercise | **-[] recognise the impact of diet, exercise, drugs and lifestyle on my health**  -[] use my knowledge of health and fitness to plan my own appropriate activity programme  -[] monitor my own fitness and health  -[] understand the respiratory and circulatory system in humans  -[] identify food groups and how they affect different parts of the body  -[] understand the interaction between skeleton and muscles (including the measurement of force exerted by different muscles) |
| Outdoor Learning | -[] observe a range of plants and animals in my local environment  -[] name some common plants and animals in my local environment  -[] observe how seeds and bulbs grow into mature plants | -[] explore and compare the differences between things that are living, dead, and things that have never been alive  -[] find out about and describe the basic needs of animals and plants (i e need for food/light)  -[] observe and describe seasonal changes  -[] identify and name a variety of plants and animals in their habitats  -[] identify some plants that are dangerous | -[] understand simple food chains  -[] start to see how living things have adapted to their environment  -[] identify, classify a range of flora and fauna in my local environment  -[] identify the pressures on local environments (e g farming/housing)  -[] observe and record changes overtime to the weather  -[] identify pests that will harm a crop  -[] identify some major crops (e g wheat, corn)  -[] identify the main parts of a plant (i e root, stem, leaf) | -[] be aware of the need to care for resources and protect nature (including recycling)  -[] devise a strategy for reducing my ecological footprint  -[] support the conservation of local and global environments  -[] understand the impact of a changing climate  -[] understand more complex food chains and food webs  -[] understand the pressure on global environments  -[] describe the differences in the life cycles of different animals  -[] understand the life cycle of a plant (i e pollination) |