

What does my subject look like in each of the pathways?

Engage	Discovery	Develop	Deepen
<p>Students will engage with aspects of learning about the past through sensory means. They will discover their own past by looking at family photos. They will look at photos, hear sounds from the past and identify historical artefacts through sensory means.</p>	<p>Students will be discovering knowledge about the past. They will know about their own historical journey through photos, activities and observing seasonal changes. They will be supported to discover local history, people from the past and identify a range of sources about history.</p>	<p>Students will develop their knowledge and understanding of the past through using a range of sources about history. They will develop the links to people from the past and how they influenced the modern world. They will learn about local history to develop a deeper sense of belonging to their community.</p>	<p>Students will deepen their knowledge and understand of key historical concepts and be able to transfer their knowledge to other areas. They will be able to use specific historical vocabulary in the correct context. Students will deepen their abilities to ask perceptive questions to extract key historical information from different sources e.g. asking about change, cause, similarities and differences, and significant people and places in history. They will conduct a local study of their area.</p>

What does my subject look like in each of the pathways, for each of our drivers?

	Engage	Discovery	Develop	Deepen
Communication	<p>Pupils will <u>communicate</u> through limited vocabulary, gestures, signs and symbols to make choices and express their likes/dislikes of a variety of history based objects/ items and events e.g., handling old historical</p>	<p>Pupils will <u>communicate</u> using some keywords, signs and symbols, about lives of people around them. They will <u>discover</u> what life was like in the past through settings, characters and events encountered in stories and books.</p>	<p>Pupils will <u>communicate</u> historical information through key words (verbal/written/chosen method) to <u>develop</u> their historical knowledge and understanding e.g. of own and others past and present, using past tense, before/after.</p>	<p>Pupils will <u>communicate</u> (written/verbal/chosen method) key historical facts in a range of media using correct terminology to <u>deepen</u> their historical knowledge and understanding e.g. writing a newspaper article on a historical event, British,</p>

	artefacts.			local and worldwide history, historical language in relation to time.
Independence	Pupils will <u>independently engage</u> with historical events and journeys e.g. reflection, enrichment days.	Pupils will <u>independently engage</u> with and <u>discover</u> historical events and journeys e.g. stories, historical artefacts, lives of the people around them.	Pupils will <u>independently enquire</u> and investigate to <u>develop</u> their understanding and recognition of historical events, dates and information e.g. answering simple questions, describing key information.	Pupils will <u>independently use</u> research to <u>deepen</u> their knowledge and conceptual understanding of historical facts in order to answer questions about change, cause, similarity, difference and significance within history e.g. in relation to Egyptians, Victorians, Romans.
Resilience	Pupils will <u>engage</u> in history in their immediate community, to build <u>resilience</u> to prepare them for adulthood e.g. old and new parts of the school, old class/new class.	Pupils will actively identify and <u>discover</u> history in their own families and immediate community, to build <u>resilience</u> to prepare them for adulthood e.g. talk about the lives of the people around them.	Pupils will <u>develop</u> their understanding of historical features, events and people within the local community, to build <u>resilience</u> to prepare them for adulthood e.g. old and new buildings, local historical people and past and present events (visiting the local church, remembrance day etc.).	Pupils will <u>deepen</u> their understanding and knowledge of the wider historical community and the history of the wider world through visiting a range of areas of interest and making reference to inform future learning, to build <u>resilience</u> to prepare them for adulthood e.g. Conisbrough Castle

What does my subject look like in each of the Newman sites?

Whiston	Dinnington	NAR
All students are in EYFS, KS1 or KS2 and have two weekly 'Humanities' lessons which follows a progressive half termly plan including History, Geography and RE. Children are taught in their class groups, and follow the appropriate outcomes for the curriculum pathway. Children are taught small steps so they are building their 'My	All students in KS3 and 4 will be accessing History/Geography/RE lessons (equivalent to 2 lessons a week). Students will generally be taught in their form groups. Students will be following an adapted form of the national curriculum and may be working towards a qualification. In KS4 some students will be working	The majority of students in KS3 and 4 will be accessing History/Geography/RE lessons (equivalent to 2 lessons weekly). Some students may be accessing a bespoke curriculum and this may affect the subjects that they initially study. Students will be following an adapted form of the national curriculum and may be working

<p>World' knowledge and enquiry skills in order to progress through the curriculum pathway they are on, or progress on to the next pathway.</p> <p>'My World' in EYFS and KS1 is likely to be taught through continuous provision activities. Where appropriate, 'My World' in KS2 will be taught as specific subject lessons.</p>	<p>towards OCR Entry Level qualification or AQA unit awards.</p> <p>Students working at GCSE level can choose whether to complete a GCSE in History or Geography.</p> <p>GCSE Geography is delivered at Dinnington. Students in KS5 do not study History/Geography/RE specifically unless continuing with a qualification.</p>	<p>towards qualifications.</p> <p>In KS4 some students will be working towards OCR Entry Level qualification or AQA unit awards.</p> <p>Students working at GCSE level can choose whether to complete a GCSE in History or Geography.</p> <p>GCSE History is delivered at NAR. Students in KS5 do not study History/Geography/RE specifically unless continuing with a qualification.</p>
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EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<u>All About Me!</u>	<u>Festivals & Celebrations</u>	<u>Animals</u>	<u>Important People</u>	<u>Magic Carpet</u>	<u>Beside the Seaside</u>
Cycle A	All about me – who am I?	Autumn Harvest Festival	Pets and Caring	People who help us	Magic Carpet – Britain	Seaside
Cycle B	All about me – my senses/healthy me.	Colour - Christmas and Eid	Down on the Farm	Kings and Queens	Magic Carpet – Europe	Under the Sea
Cycle C	All about me – where can I go?	Light - Diwali and Bonfire Night	Walking in the Jungle	Superheroes	Magic Carpet – 7 Continents	Pirate Adventures

For children on Engage and Discover pathway in KS1:

EYFS Area of Learning	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	Listening, Attention and Understanding	Self Regulation	Gross Motor Skills	Comprehension	Number	Past and Present	Creating with materials
	-Experience discussion and small	-Experience shared feelings and	-Experience movement.	-Experience stories. -Identify key events	-Experience number songs and rhymes.	-Experience stories and events that talk	-Experience experimenting with

	<p>group work.</p> <ul style="list-style-type: none"> -Identify what they have heard and ask questions. -Describe what they hear during small group work. <p>ELG: Explain what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</p>	<p>discussion.</p> <ul style="list-style-type: none"> -Identify their feelings and those of others. -Follow instructions involving several actions. <p>ELG: Explain understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<ul style="list-style-type: none"> -Identify different ways to move energetically. -Describe some movements such as jumping. <p>ELG: Explain how to negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>in stories.</p> <ul style="list-style-type: none"> -Describe some key events from stories. <p>ELG: Explain what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<ul style="list-style-type: none"> -Identify numbers. -Describe number bonds up to 5. <p>ELG: Explain a deep understanding of number to 10, including the composition of each number.</p>	<p>about the past.</p> <ul style="list-style-type: none"> -Identify the past through sharing books and events. -Describe some facts about the lives of the people around them and their roles in society. <p>ELG: Explain some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>colour.</p> <ul style="list-style-type: none"> -Identify a variety of materials and tools. -Describe a variety of materials, tools and techniques. <p>ELG: Explain the process they have used to create something e.g. a model.</p>
	Speaking	Managing Self	Fine Motor Skills	Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
	<ul style="list-style-type: none"> -Experience shared stories. -Identify stories. -Describe some vocabulary from stories. <p>ELG: Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> -Experience rules and routines. -Identify the importance of healthy food. -Describe some rules. <p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<ul style="list-style-type: none"> -Experience mark making/use of small tools. -Identify mark making. -Describe some tools they have used e.g. paintbrush. <p>ELG: Explain how to hold a pencil effectively, using the tripod grip.</p>	<ul style="list-style-type: none"> -Experience sounds. -Identify sounds. -Describe some words consistent with their phonic knowledge. <p>ELG: Explain/Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<ul style="list-style-type: none"> -Experience patterns. -Identify patterns. -Know some double facts. <p>ELG: Explain the pattern of the counting system and verbally count beyond 20.</p>	<ul style="list-style-type: none"> -Experience culture. -Identify people, culture and communities. -Describe similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>ELG: Explain some similarities and differences between life in this country and life in other</p>	<ul style="list-style-type: none"> -Experience nursery rhymes and songs. -Identify nursery rhymes and songs. -Describe some nursery rhymes and songs. <p>ELG: Explain and recount narratives and stories with peers and their teacher.</p>

						countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	
		Building Relationships		Writing		The Natural World	
		-Experience taking turns. -Identify taking turns. -Describe some turn taking games. ELG: Explain how to work and play cooperatively and take turns with others.		-Experience mark making. -Identify mark making. -Describe some letters. ELG: Explain how to spell words by identifying sounds in them and representing the sounds with a letter or letters.		-Experience the natural world. -Identify the natural world. -Describe some similarities and differences between the natural world around them and contrasting environments. ELG: Explain some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

For children on the Develop pathway in KS1:

KS1 PoS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me!	Festivals & Celebrations	Animals	Important People	Magic Carpet	Beside the Seaside
History	-Changes in living memory -Significant historical events people and places in own locality			-The lives of significant individuals in the past e.g. Queen Victoria, Florence	-The events beyond living memory that are significant e.g. Great Fire of	

				Nightingale etc	London	
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KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	History	RE	Geography	History	RE	Geography
Cycle A	Stone Age to Iron Age	Diwali – Festivals and celebrations	Exploring Britain	Ancient Egypt	Places of Worship	Weather and Climate
	E: experience sensory aspects of Stone age life	E: experience sensory aspects of festivals inc Diwali, Hanukah and Christmas	E: experience sensory aspects of life in Britain	E: experience sensory aspect of Ancient Egypt	E: experience different places of worship inc mosque and church	E: experience sensory aspects of weather
	Di: identify aspects of Stone age life	Di: identify festivals inc Diwali, Hanukah and Christmas	Di: identify features and characteristics of UK	Di: identify features of Ancient Egypt	Di: identify where people worship inc mosque and church	Di: identify different weathers and climates
	De: describe what life was like in the Stone Age	De: describe key features of festivals – Diwali, festivals inc Diwali, Hanukah and Christmas	De: describe and locate key features and countries and cities of UK	De: describe key characteristics of Ancient Egypt	De: describe some places of worship inc mosque and church	De: describe different weathers and climates
	D: explain change and continuity in Britain from Stone Age to Iron Age	D: explain the symbolism of festivals inc Diwali, Hanukah and Christmas	D: explain physical and human geographical features of countries and cities of UK	D: explain key facts and characteristics of Ancient Egypt and its impact	D: explain the similarities and difference between places of worship of the major world religions inc mosque and church	D: explain the features of different weathers and climates
Cycle B	Mayan Civilisation	Stories from Faith	All Around Europe	Romans	Symbols and Core Beliefs	Disasters – volcanoes and

						earthquakes
	E: experience sensory aspects of Mayan civilisation	E: experience sensory aspects of faith stories inc parables	E: experience sensory aspect of a mainland European region	E: experience sensory aspects of Roman life	E: experience sensory aspects of symbols and core beliefs of at least 2 religions	E: experience sensory aspects of volcanoes and earthquakes
	Di: identify what Mayan life was like	Di: identify aspects of faith stories inc parables	Di: identify a European region and compare to where I live	Di: identify aspect of Roman life	Di: identify the practice of core beliefs and symbols of at least 2 religions	Di: identify features and processes of volcanoes and earthquakes
	De: describe key features of the Mayan civilisation	De: describe some features of faith stories inc parables and their purpose	De: describe similarities and difference of the UK and another European region	De: describe features and characteristics of the Roman Empire	De: describe key facts about at least 3 major world religions inc symbols	De: describe cause and effects of global hazards
	D: explain characteristics and the impact of Mayan civilisation	D: explain the importance and meaning of faith stories inc parables	D: explain similarities and difference between Britain and another European region	D: explain the relevance of the Roman Empire and its impact on Britain	D: explain key beliefs, characteristics and symbolism of major world religions	D: explain key characteristics of global hazards
Cycle C	Ancient Greeks	Charity	All Around The World	Vikings	People of Faith	Disasters – water/wind
	E: experience sensory aspects of Ancient Greek civilisation	E: experience a charity event e.g. coffee morning	E: experience sensory aspects of life on other continents	E: experience sensory aspects of Viking life	E: experience sensory aspects of historical religious figures, inc Moses, Jesus and Mohammed	E: experience sensory aspects of water and/or wind effects
	Di: identify what Ancient Greek life was like	Di: identify what charity is and experience a charity event	Di: identify what a continent and ocean is and which continent they live	Di: identify what Viking life was like	Di: identify who Moses, Jesus and Mohammed are	Di: identify what a natural disaster is focusing on extreme weather

		(Children in Need)	in			events
	De: describe key features of the Ancient Greek civilisation	De: describe some charitable acts within religion e.g. Zakat	De: describe and locate 7 continents and 5 oceans of the world	De: describe key features of Viking life	De: describe key facts of historical figures in religion, and faith leaders	De: describe extreme weather events and their impact
	D: explain characteristics and the impact of the Ancient Greek civilisation	D: explain why charity is important within the Muslim and Christian religion and how it is experienced secularly (CIN)	D: explain the location of the 7 continents and 5 oceans of the world	D: explain the relevance and impact of Viking life on Britain	D: explain importance of some historical religious figures, inc Moses, Jesus and Mohammed and recall key facts about faith leaders	D: explain causes and effects of extreme weather events
Cycle D	Settlements & Local History - Castles	God	Henry VIII	Inventors & Inventions	Major World Religions	All Around The Americas
	E: experience different parts of school/community E: experience sensory aspect of life in a castle	E: experience stories/songs which celebrate God	E: experience sensory aspects of Tudor life	E: experience sensory aspect of inventions (including devices they use personally)	E: experience sensory aspect of Major World Religions	E: experience sensory aspect of a North or South American country
	Di: identify local settlements and land use Di: identify what a castle is and it's key features	Di: identify beliefs about God	Di: identify who Henry VIII was	Di: identify a range of inventions and their inventors	Di: identify different world religions	Di: identify features of a region in North or South America
	De: describe types of settlements and land use De: describe key characteristics of castles	De: describe what God means to different religions	De: describe key features and characteristics of Henry VIII's reign	De: describe key inventions and their inventors	De: describe key features of different world religions	De: describe physical and human geographical features of a region in North or

						South America
	D: explain types of settlement and their uses D: explain characteristics of castles and their impact	D: explain beliefs about God within different religions	D: explain features and characteristics of Henry VIII's reign and its impact	D: explain how inventions have impacted our lives	D: explain key characteristics, similarities and differences between Major World Religions	D: explain physical and human geographical features of a region in North or South America

KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Hist	RE	Geography	History	RE	Geog
Cycle A	Crime & Punishment through time (thematic study)	Faiths and Beliefs	Weather & Climate Change	Medieval	Global Issues	Ecosystems
	E: experience sensory aspects of crime and punishment through time	E: experience sensory aspects from one or more faiths	E: experience sensory aspects of weather and climate	E: experience sensory aspects of Medieval Britain	E: experience sensory aspects of one or more beliefs	E: experience sensory aspects of different ecosystems
	Di: identify different crimes and punishments through time	Di: identify what faith and beliefs are	Di: identify different weather and climates	Di: identify life in Medieval Britain	Di: identify differences between two religions views on health, wealth, war and environment	Di: identify a range of different ecosystems
	De: describe different crimes and punishments through time	De: describe key ideas from different faiths and beliefs	De: describe a range of aspects of different weather and climates inc.	De: describe features and characteristics of Medieval Britain	De: describe differences between what religions and	De: describe similarities and differences between

			climate change		beliefs say about health, wealth, war and environment	ecosystems
	D: explain change and continuity of crime and punishment through time	D: explain the impact of, and connections between, different faith and beliefs	D: explain features of differing climates and the cause and effect of climate change	D: explain the development of Medieval Church, State and Society	D: explain what religions and beliefs say about health, wealth, war and environment	D: explain location and key characteristics of a range of ecosystems
Cycle B	Tudors	Religion and Science	Restless Earth	Victorians	Expressions of Spirituality	Africa
	E: experience sensory aspects of wider Tudor life	E: experience sensory aspects of scientific and religious explanations for the formation of the earth	E: experience sensory aspects of global hazards inc volcanoes and earthquakes	E: experience sensory aspects of Victorians	E: experience sensory aspects of awe and wonder and mindfulness	E: experience sensory aspects of African geography and cultures
	Di: identify Tudor life	Di: identify issues of truth, explanation, meaning and purpose	Di: identify different features of global hazards inc volcanoes and earthquakes	Di: identify Victorian Britain	Di: identify spiritual art, poetry, music and drama, expressing spirituality	Di: identify different features of an African region
	De: Have some Tudor knowledge	De: describe issues of truth, explanation, meaning and purpose	De: describe cause and effects of global hazards	De: describe knowledge and characteristics of Victorian Britain	De: evaluate perspectives of spirituality	De: describe knowledge of human + physical geographical features of an African region
	D: explain the development of Tudor Church, State and Society	D: explain issues linked to truth, explanation, meaning and purpose	D: explain cause and effect, and mitigation of global hazards	D: explain ideas, politics, industry and empire of Victorian Britain	D: express insights into what spirituality means to them	D: explain a range of Human and Physical features of an African region
Cycle C	20th Century	Morals	Coasts & Rivers	20 TH Century	Rights and	Tourism

	Conflict			Society	Responsibilities	
	E: experience sensory aspects of life during WWII	E: experience stories with a moral purpose	E: experience sensory aspects of rivers and coasts	E: experience sensory aspects of the 1960's	E: experience stories about respect, rights and responsibilities	E: experience sensory aspects of tourism
	Di: identify different features of WWII inc holocaust	Di: identify and retell a story with a moral purpose	Di: identify different aspects and features of rivers and coasts	Di: identify the 1960's period as part of 20 th century society	Di: describe some of their rights linked to school and home	Di: identify different aspects of tourism focusing on Thailand
	De: Have some knowledge of the causes and impact of WWII inc the Holocaust	De: describe the meaning behind some stories with a moral purpose	De: describe key facts and processes of rivers and coasts	De: describe events and features of 20 th century society	De: can describe the rights and responsibilities of a good citizen	De: describe key facts about tourism focusing on Thailand
	D: explain the impact of the Holocaust and examine different aspects of 20 th century conflict	D: explain questions and influences that inform moral choices e.g. forgiveness, good and evil	D: explain key processes in the formation of rivers and coasts	D: explain features, ideas and events of 20 th century society and its impact	D: explain what their rights and responsibilities are as a member of a meaningful citizen	D: explain key facts, similarities and differences about global tourism inc. a case study of Thailand

Curriculum document under development

Curriculum document under development

Flightpath

Focus area within the subject:

Engage	Discovery	Develop	Deepen		
AQA Unit Awards	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	GCSE (Edexcel)

How are children achieving in each of the pathways? How do you know, quantitative and qualitative? What actions are you taking as a result of the analysis? How are you ensuring that staff have the subject knowledge to teach your subject?

Engage	Discovery	Develop	Deepen
<p>Students are monitored throughout the year via a learning journey that is completed by teaching and support staff. Students' progress will be tied to the learning outcomes that have been developed against the 5 areas of the Engagement Model and EHCP targets. Progress is currently not quantitative but is qualitative through teacher assessment. Students may achieve some AQA unit awards to accredit their learning at KS4.</p>	<p>The progress of students on the Discovery pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these children, but still have ambitious goals. Students that are working towards a recognised qualification in KS4 will follow a version of the qualification syllabus. Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons. Students will achieve either AQA unit awards or an Entry Level qualification by the end of KS4.</p>	<p>The progress of students on the Develop pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these children, but still have ambitious goals. Students that are working towards a recognised qualification in KS4 will follow a version of the qualification syllabus. Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons. Students will achieve an Entry Level qualification by the end of KS4.</p>	<p>The progress of students on the Deepen pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these children, but still have ambitious goals. Students that are working towards a recognised qualification in KS4 will follow a version of the qualification syllabus. Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons. Students will achieve an Entry Level or GCSE qualification by the end of KS4.</p>