Knowledge and skills progression – Year 9

|  |  |  |
| --- | --- | --- |
| Term | Knowledge  | Skills |
| 1 Geography – The Effects Of Consumerism | * LO1 Know about popular consumer goods.
* LO2 Know how the production of some popular consumer goods can affect the lifestyles of producers and affect the environment.
* LO3 Know about the work of organisations that aim to protect children from exploitation.
 | * AC1.1 List consumer goods popular with young people.
* AC1.2 List where some of these popular consumer goods are produced.
* AC2.1 Identify ways in which production of some popular consumer goods affects the environment.
* AC2.2 Show some features of working conditions of producers of some popular consumer goods in other countries.
* AC2.3 State why children are employed in these factories.
* AC3.1 List organisations that aim to protect children.
* AC3.2 Show the work of one organisation that aim to protect children.
 |
| 2History – Looking At Your History | * LO1 Know about a development or issue that has affected a local area in the past.
* LO2 Be able to use historical sources to find out about a local development or issue in the past.
* LO3 Be able to communicate knowledge of a development or issue that has affected a local area in the past.
 | * AC1.1 Identify an important development or issue in a local area in the past.
* AC1.2 State how the local area was affected as a result of the important development or issue.
* AC2.1 Identify sources that can be used to find out about a local development or issue in the past.
* AC2.2 Select information from historical sources about the local development or issue in the past.
* AC3.1 Present material about the local development or issue in the past.
 |
| 3Geography - Climate Change Causes, Effects and Responses | * LO1 Know about the causes of climate change.
* LO2 Know about the effects of climate change.
* LO3 Know what individuals and the UK government can do to reduce the risk of climate change.
 | * AC1.1 Recognise key evidence for climate change.
* AC1.2 Identify natural causes of climate change.
* AC1.3 State ways in which human activity influences climate change and global warming.
* AC2.1 Identify some of the major consequences of climate changes.
* AC2.2 Identify positive and negative effects of climate change in the UK.
* AC3.1 Identify sources of renewable energy that could be used to meet future energy needs in the UK.
* AC3.2 State what individuals can do to reduce the risk of climate change.
* AC3.3 State what the UK government can do to reduce the risk of climate change.
 |
| 4RE – Important Ceremonies In Life And Death | * LO1 Know how religious ceremonies are performed.
* LO2 Understand why religious ceremonies are practised and the religious significance of the features involved.
* LO3 Understand the importance of religious ceremonies to believers and non-believers.
 | * AC1.1 Identify features of religious ceremonies
* AC1.2 Identify the main people involved in religious ceremonies
* AC2.1 Select reasons why religious ceremonies take place
* AC2.2 State the religious significance of the features involved in religious ceremonies
* AC3.1 Select reasons why religious ceremonies are important to a believer.
* AC3.2 Select reasons why non-believers also take part in these ceremonies
 |
| 5History – Changes Over Time (Changing Role Of Women) | * LO1 Know about major changes which happened in a particular theme or society.
* LO2 Know reasons for major changes in a particular theme or society.
* LO3 Know how major changes in a particular theme or society affected people's lives.
 | * AC1.1 Identify features of a theme or society at the beginning of the period studied.
* AC1.2 List changes that happened in a theme or society during the period studied.
* AC2.1 Select reasons why changes occurred in a theme or society.
* AC3.1 Indicate how changes in a theme or society affected people's lives.
 |
| 6RE – Places Of Worship | * LO1 Know what religious features are found in places of worship
* LO2 Understand why places of worship are important to believers and the wider community
* LO3 Understand what is considered appropriate behaviour in places of worship
 | * AC1.1 Identify features found in two places of worship which are used in worship.
* AC1.2 Identify reasons why certain religious features are used in worship
* AC2.1 Select reasons why certain religious features found in places of worship are important to believers.
* AC2.2 Select reasons why the buildings used as places of worship are important to believers
* AC2.3 Select reasons why places of worship are important to the wider community
* AC3.1 Identify appropriate behaviour in each place of worship.
* AC3.2 Select reasons why certain behaviour is expected in these places of worship
 |

Knowledge and skills progression – Year 10

|  |  |  |
| --- | --- | --- |
| Term | Knowledge  | Skills |
| 1 History/RE – Prejudice And Discrimination Against People | * LO1 Know causes of prejudice and discrimination against people
* LO2 Know what happens during prejudice and discrimination against people.
* LO3 Know how experience of prejudice and discrimination has affected people and how it might be prevented.
 | * AC1.1 List examples of individuals who have experienced prejudice and discrimination
* AC1.2 List groups of people who have experienced prejudice and discrimination
* AC1.3 Identify reasons why people experience prejudice and discrimination
* AC2.1 List ways that people can experience prejudice and discrimination
* AC3.1 Identify ways in which people’s lives have been affected by prejudice and discrimination
* AC3.2 Identify how prejudice and discrimination against people might be prevented
 |
| 2Geography/RE – Responses To Conflict In World Events | * LO1 Know features of contemporary conflicts.
* LO2 Know how people are involved in conflicts.
* LO3 Know how people attempt to prevent conflicts.
 | * AC1.1 Identify areas of conflict in the world.
* AC1.2 Identify reasons why conflicts begin
* AC2.1 Identify some people involved in conflicts.
* AC2.2 Select information on the activities of people involved in conflicts.
* AC2.3 Show how civilians are affected by conflict.
* AC3.1 Locate information on people and/or organisations that attempt to resolve conflicts.
* AC3.2 State reasons why conflicts can be difficult to end.
* AC3.3 Identify a successful attempt to resolve conflict.
 |
| 3Geography – Responding To A Major Tectonic Event | * LO1 Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.
* LO2 Know how a tectonic event may impact on people’s health and wellbeing and the infrastructure and economy of the area affected.
 | * AC1.1 Identify a range of tectonic events.
* AC1.2 Recognise areas of the world vulnerable to tectonic events.
* AC2.1 Identify some effects of a tectonic event on people’s health and wellbeing.
* AC2.2 Identify some effects of a tectonic event on the infrastructure of an affected area.
* AC2.3 Identify some effects of a tectonic event on the economy of an area affected by a tectonic event.
 |
| 4RE (Revised Unit) – Religious Festivals And Celebrations | * LO1 Know the background to religious festivals.
* LO2 Know how religious festivals are celebrated.
* LO3 Know the importance of religious festivals.
 | * AC1.1 Identify two religious festivals
* AC1.2 State elements of the story behind the religious festivals.
* AC2.1 Identify aspects of religious celebration of the religious festivals.
* AC2.2 Identify social aspects of celebrations of the religious festival.
* AC3.1 Identify reasons why the religious festivals are important to believers.
* AC3.2 Identify reasons why the religious festivals are important to the wider community.
 |
| 5History – British Society In The Past | * LO1 Know features and characteristics of a particular British society in the past.
* LO2 Know similarities and differences between aspects of a particular British society in the past and their own life.
* LO3 Be able to use historical sources to find out about a particular British society in the past.
 | * AC1.1 Identify features and characteristics connected with a particular British society in the past.
* AC1.2 Identify people from a particular British society in the past.
* AC2.1 Show how people's lives in a particular British society in the past were similar to life today.
* AC2.2 Show how people’s lives in a particular British society in the past were different from life today.
* AC3.1 Identify different types of historical sources from a particular British society in the past.
* AC3.2 Select information from historical sources about a particular British society in the past.
 |
| 6RE – Contentious Issues In The Modern World | * LO1 Know what makes an issue contentious.
* LO2 Know religious arguments relating to contentious issues
* LO3 Know different non-religious arguments on these contentious issues and give their own response
 | * AC1.1 Identify some contentious issues in the modern world AC1.2 State some facts about contentious issues in the modern world
* AC2.1 Identify religious arguments concerning contentious issues
* AC2.2 Identify religious teaching concerning contentious issues
* AC3.1 Identify some non-religious arguments concerning contentious issues
* AC3.2 Make a simple response of their own to one contentious issue
 |

Knowledge and skills progression – Year 11

|  |  |  |
| --- | --- | --- |
| Term | Knowledge  | Skills |
| 1 History – Historical Change Over Time (Crime And Punishment) | * LO1 Know about major changes which happened in a particular theme or society.
* LO2 Know reasons for major changes in a particular theme or society.
* LO3 Know how major changes in a particular theme or society affected people's lives.
 | * AC1.1 Outline features of a theme or society at the beginning of the period studied.
* AC1.2 Outline major changes that happened in a theme or society during the period studied.
* AC2.1 Give reasons why major changes occurred in a theme or society.
* AC3.1 Outline how changes in a theme or society affected people’s lives.
 |
| 2RE – People And Protests | * LO1 Know why people decide to protest.
* LO2 Know protest methods used by protestors.
* LO3 Know about the results of protests.
 | * AC1.1 Give general reasons why people decide to protest.
* AC1.2 Give reasons why specific groups decided to protest.
* AC2.1 Outline methods used by groups to protest.
* AC2.2 Give reasons why protest groups used certain methods.
* AC3.1 Indicate whether the protests studied improved people’s lives.
* AC3.2 Give reasons why the protests studied were successful or not successful.
 |
| 3Geography (Revised Unit) – Threatened Eco Systems | * LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered.
* LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale.
* LO3 Know how threatened ecosystems can be protected at both national and global scales.
 | * AC1.1 Identify one threatened ecosystem in the UK and one on a global scale.
* AC1.2 Outline a range of features of both threatened ecosystems
* AC1.3 Give reasons why both ecosystems are endangered.
* AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people.
* AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people.
* AC3.1 Outline how people can protect threatened ecosystems.
* AC3.2 Outline how governments and/or global organisations can protect a threatened ecosystem.
 |
| 4History – Non-British Society In The Past | * LO1 Know features and characteristics of a particular non-British society in the past.
* LO2 Know similarities and differences between aspects of a particular non-British society in the past and their own life.
* LO3 Be able to use historical sources to find out about a particular non-British society in the past.
 | * AC1.1 Outline features and characteristics of a particular non-British society in the past.
* AC1.2 Outline the importance of certain people in a particular non-British society in the past.
* AC2.1 Identify similarities between a particular non-British society in the past and their own times.
* AC2.2 Outline how people’s lives in a particular non-British society in the past were different from life today.
* AC3.1 Categorise different types of historical sources from a particular non-British society in the past.
* AC3.2 Use historical sources to make observations about a particular non-British society in the past.
 |
| 5Geography – The Ethics Of Food Production And The Consumer | * LO1 Know how transportation of food takes place at both UK and global scales and the environmental consequences of this.
* LO2 Know the advantages and disadvantages for the consumer of food from outside of the UK.
* LO3 Know how ethical retailing can help to reduce negative impacts on the environment.
 | * AC1.1 Outline how crops grown in the UK are transported for sale within the UK.
* AC1.2 Outline how crops grown in other parts of the world are transported to the UK for sale.
* AC1.3 Show how the transporting of food can affect the environment.
* AC2.1 Give positive effects for the consumer of food from outside the UK.
* AC2.2 Give negative effects for the consumer of food from outside of the UK.
* AC3.1 Outline the main features of ethical retailing.
* AC3.2 Outline a range of ways that consumers can take ethical actions.
* AC3.3 Suggest a range of actions that they can take to become more ethical consumers.
 |
| 6Britain In The Future**(Not WJEC)** | * Know about key predicted changes within the future.
* Understand that our way of life within a futuristic Britain will change due to technological developments.
* Recognise differences between our way of life in modern times and possible ways of life in the future.
* Know how to use given sources of evidence to make predictions about the future.
 | * Research key predicted changes within the future, made by futurists.
* Identify ways in which our everyday lives may change within a futuristic Britain as a result of technological advancements.
* Make detailed comparisons between our lives in modern Britain with possible ways of life in a futuristic Britain.
* Research and suggest predictions about futuristic Britain based on available sources of evidence.
 |