Knowledge and skills progression – Year 9

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| 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. |
| 2  History – 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. |
| 3  Geography - 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. |
| 4  RE – 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 |
| 5  History – 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. |
| 6  RE – 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

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| 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 |
| 2  Geography/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. |
| 3  Geography – 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. |
| 4  RE (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. |
| 5  History – 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. |
| 6  RE – 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

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| 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. |
| 2  RE – 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. |
| 3  Geography (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. |
| 4  History – 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. |
| 5  Geography – 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. |
| 6  Britain 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. |