Subject	Connect	Year Group	9 & 10

	Unit Option A (EDUQAS Entry Level Pathway Humanities)	Unit Option B (EDUQAS Entry Level Pathway Humanities)	Unit Option C (EDUQAS Entry Level Pathway Humanities)	Unit Option D (EDUQAS Entry Level Pathway Humanities)	Unit Option E (EDUQAS Entry Level Pathway Humanities)	Unit Option F (Prince's Trust ACHIEVE Programme)	Unit Option G (Prince's Trust ACHIEVE Programme)	Unit Option H (Prince's Trust ACHIEVE Programme)	Numeracy
Scheme title	A Non-British Society in the Past	A British Society in the Past	People and Protest	Changing population in the UK	Climate Change: Causes, Effects and Human Responses	Skills for School	Managing Money	Enterprise Project	
Purpose of scheme	This unit aims to help learners to understand the key features that affected people's lives in the past. This will be through a study of a short period of non-British history focussing on a specific society. In particular learners will be taught about similarities and differences between past and present and be encouraged to use historical sources to find out about this society.	This unit aims to help learners to understand key features that affected people's lives in Britain in the past. This will be through a study of a short period of British history. In particular learners will be taught about similarities and differences between past and present and be encouraged to use historical sources to find out about this society.	This unit aims to enable learners to gain knowledge of the reasons why people sometimes resort to protest, the different methods used to protest and whether protest is ever successful. It is recommended that at least two protests are studied in this unit.	This unit aims to enable learners to know how the population of the UK is changing and some of the consequences of this change for urban areas in the UK	This unit aims to enable learners to find out about the causes and effects of climate change and what individuals and the UK government can do to reduce risks posed by climate change. It looks at how the UK will meet its future energy needs in a more sustainable manner by developing and making more use of renewable energy sources.	The aim of this unit is to build academic, personal and social skills to support children's achievement across the curriculum.	To understand money and finance. To explore how to manage money and personal budgeting.	To gain transferable skills that can help to support aspiration and achievement beyond sixteen.	
Knowledge in sequence	- Outline features and characteristics of a particular non-British society in the past. - Outline the importance of certain people in a particular non-British society in the past. - Identify similarities between a particular non-British society in the past and their own times. - Outline how people's lives in a particular nonBritish society in the past were different from life today. - Categorise different types of historical sources from a particular non-British society in the past. - Use historical sources to make observations about a particular non-British society in the past.	- Outline features and characteristics of a particular British society in the past. - Outline the importance of certain people in a particular British society in the past. - Identify similarities between a particular British society in the past and their own times. - Outline how people's lives in a particular British society in the past were different from life today. - Categorise different types of historical sources from a particular British society in the past. - Use historical sources to make observations about a particular British society in the past.	- Give general reasons why people decide to protest. - Give reasons why specific groups decided to protest. - Outline methods used by groups to protest. - Give reasons why protest groups used certain methods. - Indicate whether the protests studied improved people's lives. - Give reasons why the protests studied were successful or not successful.	- Outline how the population of the UK is changing. - Outline UK population trends since 1900. - Outline the effect of changing birth and death rates on the population of the UK. - Outline the impact that migration has had on the population of the UK. - Give some consequences of a growing population for urban areas in the UK. - Outline some challenges of an ageing population for the UK. - Outline a range of advantages and disadvantages of immigrants coming in to UK cities.	- Outline the evidence for climate change. - Give natural causes of climate change. - Outline ways in which human activity influences climate change and global warming. - Outline the major consequences of climate changes. - Give positive and negative effects of climate change in the UK. - Outline renewable energy sources that could be used to meet future energy needs in the UK. - Outline what individuals can do to reduce the risk of climate change. - Outline what the UK government can do to reduce the risk of climate change.	- How to control emotions - How to work as part of a team - How to problem solve	- Understanding value - Difference between short and long term - Understanding pay - Financial services - Evaluating essesntial items	- What is a business? - Assessing options for our business - Assigning roles - Securing investment - Setting up the business - Perservering with the task - Evaluating the experience	**Each lesson begins with 25 minutes of Numeracy work. This work uses LBQ as a way of organising and sequencing work.** **The modules and units have been designed by our CL of Maths to support Connect pupils in their core maths lessons. The Connect numeracy work focusses on recall of previously taught skills (usually those from KS2 and lower KS3). We then build on their maths lessons by practising fluency.** **The overview curriculum is here .**
Skills	As well as the Connect Skills for Learning, we will be concentrating on: Memory and recall Historical analysis	As well as the Connect Skills for Learning, we will be concentrating on: Memory and recall Historical analysis	As well as the Connect Skills for Learning, we will be concentrating on: State Government Trade Union Dictatorship Strike	As well as the Connect Skills for Learning, we will be concentrating on: Statistics Empathy	As well as the Connect Skills for Learning, we will be concentrating on: Diagram precision Critical Thinking	This unit's core focus is on the Connect Skills for Learning.	This unit's core focus is on the Connect Skills for Learning.	This unit's core focus is on the Connect Skills for Learning.	
Key words	Segregation Depression Dustbowl New Deal Ranch Itinerant Workers	Victorian Poverty Workhouse Working Class	Marine Adaptation Light Ecosystem Biodiversity Evidence Evolution	Migrant Population Pyramid Immigrant Birth rate Death rate Ageing Population	Climate change Ecosystem Biodiversity Carbon Global Warming Renewable Energy Fossil Fuels	Emotions Regulation Teamwork Role Solution	Money Credit Essential Luxury Tax Saving Loan	Enterprise Investment Customer Service Research Marketing Profit Loss	
End point	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	A portfolio of evidence meeting the learning outcomes.	
Assessment Methods	In line with EDUQAS NEA Assessment Outcomes.	In line with EDUQAS NEA Assessment Outcomes.	In line with EDUQAS NEA Assessment Outcomes.	In line with EDUQAS NEA Assessment Outcomes.	In line with EDUQAS NEA Assessment Outcomes.	In line with the Prince's Trust Unite Assessment Policy.	In line with the Prince's Trust Unite Assessment Policy.	In line with the Prince's Trust Unite Assessment Policy.	