



The Brades Lodge

# Long Term Planning for: Humanities

Year 10 History:

	OCR Entry Level Certificate Crime and Punishment	OCR Entry Level Certificate Crime and Punishment	The Elizabethan Era	Coursework
Year 10	Factors contributing to Crime and punishment throughout the years. Periods and systems covered and explored to include: Romans, Normans, Anglo-Saxons, vagrancy, witchcraft and witch hunts, smuggling and highway robbery.	The bloody code, transportation, prisons, the police force, suffragettes and modern day advances (technology, DNA, criminal profiling)	<ul style="list-style-type: none"> <li>-Recap Elizabeth's family tree</li> <li>-Elizabeth and England (parliament, law &amp; order &amp; government)</li> <li>-Catholic conflict</li> <li>-Daily life (lifestyle, class systems, poverty)</li> <li>-The wider world (explorers, colonies, trade)</li> </ul>	Coursework: <b>Depth study</b> – Crime & Punishment <b>Thematic study</b> – Elizabethans <b>Study</b> of a key individual or key site
	<b>Intent:</b> <ul style="list-style-type: none"> <li>- To develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history.</li> <li>- To develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</li> </ul>	<b>Implementation:</b>  Students will have access to individual, paired and group tasks. Differentiated written tasks. Opportunities to view archived items using ICT/Internet research. Source tasks investigating various artefacts. Map work Independent learning at home. All whilst working towards AO1 –AO4	<b>Impact:</b> <ul style="list-style-type: none"> <li>- Students will have a vast knowledge of crime and punishments over a 2000-year period. They will be able to recognise continuity between time periods as well as comment upon the rationale of change.</li> <li>- Students recognise Elizabethan lifestyles, personal problems Elizabeth faced and comment upon conflicts around the world.</li> <li>- Students will be able to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions</li> </ul>	



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Year 11 Geography:

	Dynamic World: Our World Destructive World Resourceful World	Dynamic World: Our World Destructive World Resourceful World	Fieldwork	Personal Project Coursework
Year 11	<p><b>Our World:</b> How is the UK/world changing? Local and global (populations (diversity), scales, changes in function, issues with housing, crime, waste, land uses, regeneration and solutions. To include a case study of a UK city and a megacity.</p> <p><b>Destructive World:</b> <i>Plate tectonics</i>; earths structure, plate boundaries, earthquake and volcano hazards, impacts and protection. Case study on earthquake or volcanic eruption. <i>Flooding</i>; recognise natural &amp; human causes of flooding, impact of flooding, how hazardous are floods, flood preparation. Case study on flood event.</p> <p><b>Resourceful World:</b> <i>Tropical rainforests</i>; Why are they so important? describe plants and animals that live in the rainforests, locate rainforests on the globe, resources from the rainforest. Case study on a rainforest country. <i>Natural resources</i>; where does our food come from? Types of energy, Fair trade to include a case study on a Fair trade product.</p>		<p>Fieldwork project: students choose topic. All topics require students to apply research skills (data collection) to research a real life geographic question</p>	<p>Preparation for exam Personal project; students choose topic.</p>
	Intent	Implementation	Impact	
	<ul style="list-style-type: none"> <li>Develop their knowledge of locations, places and environments and of different scales</li> <li>Gain understanding of the connections between people and environments, and change in places over time</li> <li>Develop a range of skills including those used in fieldwork</li> <li>Apply geographical knowledge and understanding to real world contexts</li> </ul>	<p>Students will have access to individual, paired and group tasks. Differentiated written tasks, geographical questioning, recording of data and evidence to be used in conclusions and evaluations. Maps and atlases available every lesson as well as ICT use to record or research learning. Independent learning at home. All whilst working towards AO1 –AO3 Some AO4 tasks if working on GCSE type questions</p>	<p>Students will have an in-depth knowledge of Our world, the Destructive world and the resourceful world. They will be able to locate places and environments, describe and explain physical and human features and investigate change in places. Students will understand and reflect upon environmental management and sustainable development.</p>	