



Pathway
2,3,4

Year 9

Term Winter 1 and 2

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

This unit, Black Peoples of the Americas, deals with an extremely important aspect of **Modern World History**. The unit deals with historical ideas such as **People** and **Power** and **Change** and **Continuity**. In particular, it deals with ideas of **SLAVERY** and **FREEDOM**.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An opportunity for pupils to develop their chronological understanding of this time.

An opportunity for pupils to think about the changes in people's lives since slavery.

An opportunity for pupils to develop their chronological understanding.

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An opportunity for pupils to see the cause and consequence of this era.

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An opportunity for pupils to see the cause and consequence of this era..

An opportunity for pupils to think about the significance of this time.

Knowledge:

what information / facts will the pupils be learning

Understand that Black people were treated unfairly by white people

what information / facts will the pupils be learning

Understand why Black people were treated unfairly by white people

what information / facts will the pupils be learning

Understand what inequality and discrimination means

	<p>Understand that slaves were taken from Africa to America</p> <p>Understand what the conditions were like on the slave ships</p> <p>Understand what unfair means</p> <p>Understand what the Jim Crow Laws were and be able to mention at least 2 laws</p>	<p>Understand why slaves were taken from Africa to America</p> <p>Understand that not all white people were racist to black people</p> <p>Understand what the Jim Crow Laws were and be able to mention at least 5 laws</p> <p>Understand that racism still exists today</p>	<p>Understand why the Jim Crow Laws were passed</p> <p>Understand the term racism</p> <p>Understand why racism exists</p>
Key Skills:	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent enquirers – students to</p>

			show independence in what they include in their work
Language and/or communication skills:	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8	Human body		
9			
10		Equations	Muscles / Skeleton
11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact