



**Pathway**  
**2,3,4**

**Year 7**

**Term Autumn 1**

### Learning Intention:

Open their eyes to the wonder that is each and every one of them with this fantastic 'Personal History' topic. The pupils will learn their histories, and so much more, all through a variety of fun and creative activities. Perfect as a get-to-know-you topic for the start of a new school year.

Key knowledge that should be learned during this SoW

All

Most

Some

### Concept:

what is the key concept pupils need to take away / understand

Chronological Understanding;  
Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

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### Knowledge:

what information / facts will the pupils be learning

Do children know that history is the study of past events?

Do children know what a family tree

what information / facts will the pupils be learning

Can children use vocabulary relating to the passing of time?

Do children know that a family tree

what information / facts will the pupils be learning

Can children order events in their own and others' lives chronologically?

	<p>is?</p> <p>Can children identify differences between their own childhood and the childhood of their grandparents?</p>	<p>shows a family's history?</p> <p>Can children identify similarities between their own childhood and the childhood of their grandparents?</p>	<p>Can children describe and create their own family tree?</p> <p>Can children express their knowledge of changes in recent history in a variety of ways?</p>
<p><b>Key Skills:</b></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>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 inquirers – students to show independence in what they include in their work</p>
<p><b>Language and/or communication skills:</b></p>	<p>what 'words' will pupils learn and be able to apply</p> <p>History, younger, before, then, next, after, past, now, family tree, mother, father, brother, son, daughter,</p>	<p>what 'words' will pupils learn and be able to apply</p> <p>History, younger, before, then, next, after, past, now, family tree, mother, father, brother, son, daughter,</p>	<p>what 'words' will pupils learn and be able to apply</p> <p>History, younger, before, then, next, after, past, now, family tree, mother, father, brother, son, daughter,</p>

	technology, toys	technology, toys	technology, toys
<b>Curricular Links</b>	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			
9			
10			
11			
12			
13			
14			

## Talking points

Implementation

Impact