

Title: How has our Local area changed over 200 years?		Year: 7	Half Term: 3	Duration: 6 weeks
Overview: Students will use sources to consider change and continuity in local area, and their implications on attitudes and values in society with regards to: social attitudes to leisure, transport, industry, religion, education, women, by considering the following questions: What significant changes have taken places? What has stayed the same? What led to these changes? How do these changes interact/impact on each other? What does these events and changes say about society then and now? How have significant people brought about change? How might Hackney change in the future?				
Learning Outcomes:				
All students will be able to: Define a source Identify old and new sources Identify significant people and their actions Level 3	Most students will be able to: Form questions about the sources based on the 5 ws (level 4) Identify things that have changed/stayed the same from the sources (level 4) Suggest reasons for these changes (level 4) Link the actions of these people with attitudes/values of society (level 4) Give reasons why some people would be considered more significant than others (level 5)	Some students will be able to: Give reasons why sources might be useful and show how can be used (level 5) Choose and justify which sources would be the most useful when answering particular historical qs (level 6) Explain how changes in society may have caused the changes identified in the sources (level 5) Choose and justify which of the changes, and people are the most significant, explaining their criteria and reasons (level 6)		
Prior Learning: In first scheme of work students will have interpreted and evaluated sources, and constructed timelines identifying and discussing key world, UK and European events.		Key Concepts: 1.1 Chronology 1.2 Cultural, ethnic and religious diversity 1.3 Change and continuity 1.4 Causes and consequence 1.4 Significance 1.5 Interpretation		
Key Processes/Skills: 2.1 enquiry – when developing their own questions 2.2 using evidence 2.3 communicating about the past		Transferable Skills: <i>PL+T skills:</i> independent enquirers, creative thinkers <i>Functional skills</i> – (English) finding and selecting information from sources/texts, presenting information coherently		
Cross Curricular Links and Personalisation for students: Including links to whole school themes 4a, b, c, d, e Citizenship (identities and diversity) RE (practices and way of life)				