Timelines (page 7)

Completing this activity pupils will learn about the passage of time and chronological frameworks. They will learn about different ways to represent a sequence of events and then they will be asked to produce their own sequence expressing their own artistic skills and creativity. The production of the timeline is also a way to teach them about artistic and graphic representations used to convey and disseminate information.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Art and design	Practice	Practice		Creativity, Understanding, Technical skills
Citizenship				
Computing	Use of data	Models		
Design and technology				
Geography				
History	Comparisons	Comparisons		

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ART AND DESIGN (Practice)	Art and design	KS2	Aims	N/A	a. Produce creative work, exploring their ideas and recording their experiences b. Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Pupil are asked to produce a timeline about relevant events in their lives.
ART AND DESIGN (Practice)	Art and design	KS3	Aims	N/A	a. Produce creative work, exploring their ideas and recording their experiences b. Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Pupil are asked to produce a timeline about relevant events in their lives.
ART AND DESIGN (Creativity, Understanding, Technical skills)	Art and design	GCSE	a. Subject aims and learning outcomes b. Subject content	N/A	a. Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products a. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills b. […] develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses	Pupils need to elaborate on the historical concepts they have learnt to be able to produce their own timeline. This creative outcome will be used as a tool to communicate to their schoolmates information about their lives.
COMPUTING (Use of data)	Computing	KS2	Subject content	N/A	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Pupils are asked to search for timelines online. They will have to choose which ones are more helpful to create their own.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
COMPUTING (Models)	Computing	KS3	Subject content	N/A	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	Pupils are asked to search for timelines online. They will have to understand how each of them represents various, different events.
HISTORY (Comparisons)	History	KS2	Aims	N/A	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Pupils need to be confident in their understanding of the concepts of "continuity and change" to be able to build their own timeline.
HISTORY (Comparisons)	History	KS3	Aims	N/A	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Pupils need to be confident in their understanding of the concepts of "continuity and change" to be able to build their own timeline.

Interpretation: types of evidence, Part 1 (page 8)

Pupils will learn technical terms used by historians and archaeologist to differentiate different types of sources. They will understand the different potential and use of artefacts, ecofacts, and documentary evidence. They will need to demonstrate their understanding on the matter by classifying some examples of material and documentary evidence by sorting them in the correct category. This will also introduce them to the methods of historical and archaeological research.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English	Reading, Writing	Reading, Grammar and vocabulary		
Mathematics				
Science				
Art and design				
Citizenship				
Computing				
Design and technology				
Geography				
History	Critical thinking, Methods, after 1066	Critical thinking, Methods		Sources, Interpretation

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Reading, Writing)	English	KS2	a. Reading b. Writing	N/A	N/A	^ Pupils will need to demonstrate a good understanding of the new terminology they learnt to complete this activity. ^ Pupils will learn new words.
ENGLISH (Reading, Grammar and vocabulary)	English	KS3	Subject content	a. Reading b. Grammar and vocabulary	N/A	a. Pupils will need to demonstrate a good understanding of the new terminology they learnt to complete this activity. b. Pupils will learn new words.
History (Critical thinking, Methods, after 1066)	History	KS2	a. Purpose of study b. Aims c., d., e. Subject content	N/A	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement. b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. d. They should understand how our knowledge of the past is constructed from a range of sources. e. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a., c. Pupils have to think critically and weight the evidence they are provided with to be able to complete the activity and fill in the table. b. Pupils will familiarise with the methods of archaeological research and understand how material evidence is used to reconstruct the past. d. Pupils will learn about the different types of archaeological evidence used to reconstruct and interpret the past. e. What can be found on and about a ship sunk in 1940.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
History (Critical thinking, Methods)	History	KS3	a. Purpose of study b. Aims c., d. Subject content	N/A	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement. b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. c. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. d. Challenges for Britain, Europe and the wider world 1901 to the present day	a. Pupils have to think critically and weight the evidence they are provided with to be able to complete the activity and fill in the table. b., c. Pupils will familiarise with the methods of archaeological research and understand how material evidence is used to reconstruct the past. d. What can be found on and about a ship sunk in 1940.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources, Interpretation)	History	GCSE	a. Aims and objectives b. Subject content c. Historical knowledge, understanding and method	N/A	a. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context a. Understand that ancient historians today rely on fewer sources than are available for modern history, meaning that our version of events often relies on very scarce evidence, and the resulting difficulties in reconstructing the history of the ancient world a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate how we know ancient historical events happened, by referencing the appropriate literary and material sources from the ancient world c. Demonstrate the ability to create their own structured arguments, selecting, organising and communicating their knowledge and understanding reaching substantiated conclusions where possible c. Understand, interpret, analyse and evaluate ancient sources and events in their historical context c. Demonstrate an understanding of how we know ancient historical events happened, and analyse different kinds of ancient source material (including literary and material) c. Demonstrate an understanding of the reliability of literary and/or material sources, particularly with reference to how the portrayal of events by the ancient writers/sources relates to the social, political, religious and cultural contexts in which they were written […] c. Produce evidence-based arguments on the key events studied using the knowledge and understanding derived from the relevant and appropriate literary and material sources from the ancient world	Pupils are taught about the different types of sources and how they are used to reconstruct and interpret the past. They are then asked to classify some of them and put them in the right category.

Interpretation: types of evidence, Part 1 (page 9)

Pupils will learn technical terms used by historians and archaeologist to differentiate different types of sources. They will understand the different potential and use of primary and secondary evidence. They will need to demonstrate their understanding on the matter by classifying some examples of primary and secondary sources by sorting them in the correct category. This will also introduce them to the methods of historical and archaeological research.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English	Reading, Writing	Reading, Grammar and vocabulary		
Mathematics				
Science				
Art and design				
Citizenship				
Computing				
Design and technology				
Geography				
History	Critical thinking, Methods, after 1066	Critical thinking, Methods		Sources, Interpretation

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Reading, Writing)	English	KS2	a. Reading b. Writing	N/A	N/A	^ Pupils will need to demonstrate a good understanding of the new terminology they learnt to complete this activity. ^ Pupils will learn new words.
ENGLISH (Reading, Grammar and vocabulary)	English	KS3	Subject content	a. Reading b. Grammar and vocabulary	N/A	a. Pupils will need to demonstrate a good understanding of the new terminology they learnt to complete this activity. b. Pupils will learn new words.
History (Critical thinking, Methods, after 1066)	History	KS2	a. Purpose of study b. Aims c., d., e. Subject content	N/A	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement. b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. d. They should understand how our knowledge of the past is constructed from a range of sources. e. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a., c. Pupils have to think critically and weight the evidence they are provided with to be able to complete the activity and fill in the table. b. Pupils will familiarise with the methods of archaeological research and understand how material evidence is used to reconstruct the past. d. Pupils will learn about the different types of archaeological evidence used to reconstruct and interpret the past. e. The *Felix*.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
History (Critical thinking, Methods)	History	KS3	a. Purpose of study b. Aims c., d. Subject content	N/A	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement. b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. c. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. d. Challenges for Britain, Europe and the wider world 1901 to the present day	a. Pupils have to think critically and weight the evidence they are provided with to be able to complete the activity and fill in the table. b., c. Pupils will familiarise with the methods of archaeological research and understand how material evidence is used to reconstruct the past. d. The *Felix*.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources, Interpretation)	History	GCSE	a. Aims and objectives b. Subject content c. Historical knowledge, understanding and method	N/A	a. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context a. Understand that ancient historians today rely on fewer sources than are available for modern history, meaning that our version of events often relies on very scarce evidence, and the resulting difficulties in reconstructing the history of the ancient world a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate how we know ancient historical events happened, by referencing the appropriate literary and material sources from the ancient world c. Demonstrate the ability to create their own structured arguments, selecting, organising and communicating their knowledge and understanding reaching substantiated conclusions where possible c. Understand, interpret, analyse and evaluate ancient sources and events in their historical context c. Demonstrate an understanding of how we know ancient historical events happened, and analyse different kinds of ancient source material (including literary and material) c. Demonstrate an understanding of the reliability of literary and/or material sources, particularly with reference to how the portrayal of events by the ancient writers/sources relates to the social, political, religious and cultural contexts in which they were written […] c. Produce evidence-based arguments on the key events studied using the knowledge and understanding derived from the relevant and appropriate literary and material sources from the ancient world	Pupils are taught about the different types of sources and how they are used to reconstruct and interpret the past. They are then asked to classify some of them and put them in the right category.

Archaeology is Rubbish (page 10)

This activity encourages pupils to use their preferred method of choice to record what their family throws away in a day and then produce a piece of creative writing about what an external observer/future archaeologist might think about their families' lifestyle by just looking at their waste. In this way students are introduced to a key concept of archaeology, reconstructing past habits and therefore characterising past societies by looking at what they left behind. This helps pupils familiarise with methods of historical enquiry such as "make connection" and "analyse trends".

Pupils can represent the data they collect by producing charts or graphics, or by making a drawing. Regardless of the method they choose to display the information, they are asked to elaborate on that by analysing the results of their observation and reflect on what that would mean to an external, independent observer. This encourages them to learn how to analyse charts, graphics, and artistic productions to infer information about the individual and/or community who produced it. After completing the activity at home individually, they can be asked to present their research to the classroom. Pupils will then be able to compare their results to reflect on concepts such as data interpretation and data comparison, prediction of future trends based on observed patterns, and use of information to support their theories and statements. These concepts can be further reinforced by asking the pupils to complete the activity again after some time and compare their previous results and predictions of future trends with the new results.

This activity will also help students understand how the same type of information can be represented in various, different ways. They will be able to discuss which methods convey the information in the clearest way and they will be given the opportunity to argue for their choices.

Recording what their family throws away in a day can be a useful exercise to reflect on the concept of "healthy diet" and the relationship between diet and body functions.

SUBJECT	**STAGE**			
	KS2	**KS3**	**KS4**	**GCSE**
English	Writing-composition	Writing		
Mathematics	Statistics	Statistics	Statistics	Statistics
Science	Working scientifically, Humans, Evolution	Biology: Nutrition and digestion		
Combined science				Analysis and evolution
Food preparation and nutrition				Food choice
Art and design		Creativity		Graphic communication
Citizenship		Critical thinking		
Computing				
Design and technology	Nutrition			
Geography				
History	Methods			

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ENGLISH (Writing-composition)	English	KS2	Reding-comprehension	N/A	N/A	Pupils are asked to present a piece of creative writing about what a future archaeologist might think about their family by looking at their garbage
ENGLISH (Writing)	English	KS3	Subject content	Writing	N/A	Pupils are asked to present a piece of creative writing about what a future archaeologist might think about their family by looking at their garbage
MATHS (Statistics)	Mathematics	KS2	Statics	N/A	^ Interpret and present data using bar charts, pictograms and tables (LOWER STAGE) ^ Complete, read and interpret information in tables, including timetables (UPPER STAGE)	The activity requires pupils to record what their families throw away in a dayin an organised and clear way . They can complete the activity by making a table, chart, or diagram. The pupils are then required to describe what an external observer might think of their family's lifestyle. This implied that students have to organise and analyse the data they have collected
MATHS (Statistics)	Mathematics	KS3	Subject Content	Statics	Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data	
MATHS (Statistics)	Mathematics	KS4	Subject Content	Statics	Interpret and construct tables and line graphs for time series data	
MATHS (Statistics)	Mathematics	GCSE	Subject Content	Statics	Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use	

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Working scientifically)	Science	KS2	Working scientifically	N/A	^ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (LOWER STAGE) ^ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (LOWER STAGE) ^ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (LOWER STAGE) ^ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (LOWER STAGE) ^ Identifying differences, similarities or changes related to simple scientific ideas and processes (LOWER STAGE) a. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (UPPER STAGE) ^ Using test results to make predictions to set up further comparative and fair tests (UPPER STAGE) ^ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (UPPER STAGE) ^ Identifying scientific evidence that has been used to support or refute ideas or arguments (UPPER STAGE)	The activity requires pupils to record what their families throw away in a day in an organised and clear way . They can complete the activity by making a drawing. They are then asked to reflect on the data they have gathered
SCIENCE (Humans)	Science	KS2	Animals, including humans	N/A	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Pupils should continue to learn about the importance of nutrition) (LOWER STAGE)	Keeping a diary of the family's consumption habits can encourage a discussion on dietary habits

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Working scientifically)	Science	KS2	Evolution and inheritance	N/A	Recognise the impact of diet [...] on the way their bodies function (UPPER STAGE)	Keeping a diary of the family's consumption habits can encourage a discussion on dietary habits
SCIENCE (Biology: Nutrition and digestion)	Biology	KS3	Biology	Nutrition and digestion	^ Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed ^ The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases	The activity will help pupils reflect on the content of their diet and their family's lifestyle
COMBINED SCIENCE (Analysis and evaluation)	Working scientifically	GCSE	Working scientifically	Analysis and evaluation	Interpreting observations and other data (presented in verbal, diagrammatic, graphical, symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions	The activity requires pupils to record what their families throw away in a dayin an organised and clear way. They can complete the activity by making a table, chart, or diagram. The pupils are then required to describe what an external observer might think of their family's lifestyle. This implied that students have to organise and analyse the data they have collected
FOOD PREPARATION AND NUTRITION (Food choice)	Food	GCSE	Food	Food choice	How to make informed choices about food and drink to achieve a varied and balanced diet […]	Keeping a diary of the family's consumption habits can encourage a discussion on dietary habits
ART AND DESIGN (Creativity)	Art and design	KS3	Aims	N/A	Produce creative work, exploring their ideas and recording their experiences	The activity requires pupils to record in an organised and clear way what their families throw away in a day. They can complete the activity by making a drawing
ART AND DESIGN (Graphic communication)	Subject content	GSCE	Graphic communication	N/A	This title is defined here as the process of creating primarily visual material to convey information, ideas and emotions through the use of graphic elements such as colour, icons, images, typography and photographs	

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
CITIZENSHIP (Critical thinking)	Citizenship	KS3	Subject content	N/A	Apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoint, present reasoned arguments and take informed action	The activity requires to use the data collected about family waste to understand what an external observer might think about the family lifestyle's
DESIGN AND TECHNOLOGY (Nutrition)	Design and technology	KS2	Subject content	Cooking and nutrition	^ […] apply the principles of nutrition and healthy eating ^ Understand and apply the principles of a healthy and varied diet	Keeping a diary of the family's consumption habits can encourage a discussion on dietary habits
HISTORY (Methods)	History	KS2	Aims	N/A	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	By completing this activity, pupils can become are encouraged to apply methods of historical enquiry such as "make connection" and "analyse trends". They are asked to observe their family habits and imagine what a future archaeologist might think of them

Tools of the trade (page 12)

This activity will introduce pupils to the tools used by land and maritime archaeologists while doing fieldwork. It will challenge them by trying to notice the differences between the same tool being use above and under water. This activity can also be used to explain to students how each piece of equipment helps progress the archaeological research and knowledge. It can be also used to discuss how technological progress helps adapting tools to different contexts and environments. Finally, this activity offers an insight on how archaeological evidence is gathered on the filed.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Art and design				
Citizenship				
Computing				
Design and technology		Evaluate		
Geography				
History	Methods	Methods		

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
DESIGN AND TECHNOLOGY (Evaluate)	Design and technology	KS3	Subject content	Evaluate	Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	Pupils will learn how the same piece of equipment can be used on land and under water.
HISTORY (Methods)	History	KS2	Aims	N/A	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils will learn about the tools used by archaeologist to conduct their research and how they need to be adapted to be used in different contexts.
HISTORY (Methods)	History	KS3	Aims	N/A	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils will learn about the tools used by archaeologist to conduct their research and how they need to be adapted to be used in different contexts.

What and how does a diver breathe under water (page 15)

This section focuses on the principles and apparatus needed to breathe underwater. Pupils will learn some new vocabulary as well as become familiar with some important physical principles. They will also be shown how progress in design and technology allows specialists to work underwater.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science		Scientific knowledge, Biology: Gas, Physics: Matter	Working scientifically	
Combined science				Scientific knowledge
Art and design				
Citizenship				
Computing				
Design and technology	Critical understanding	Critical understanding		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge, Biology: Gas, Physics: Matter)	Science	KS3	a. Aims b. Scientific knowledge and conceptual understanding c. Biology d. Physics	a., b. N/A c. Gas exchange systems d. Matter	a. Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future b. They should build up an extended specialist vocabulary c. The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume d. HEADER: Physical changes Similarities and differences, including density differences, between solids, liquids and gases	a., b. Pupils are taught about the equipment used by divers to breathe underwater. They also learn new terminology relating to the equipment and how it works. c. How breathing underwater works. d. How oxygen is compressed in cylinders/tanks.
SCIENCE (Working scientifically)	Science	KS4	Working scientifically	The development of scientific thinking	Explaining everyday and technological applications of science […]	Diving equipment and breathing underwater.
COMBINED SCIENCE (Scientific knowledge)	Combined science	GCSE	Subject content	Subject aims and learning outcomes	^ Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them ^ […] the sciences should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives	Pupils are taught about the equipment used by divers to breathe underwater. They also learn new terminology relating to the equipment and how it works.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
DESIGN AND TECHNOLOGY (Critical understanding)	Design and technology	KS2	Purpose of study	N/A	Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world	Diving equipment and breathing underwater.
DESIGN AND TECHNOLOGY (Critical understanding)	Design and technology	KS3	a. Purpose of study b., c. Subject content	a. N/A b. Evaluate c. Technical knowledge	a. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world b. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists c. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	a., b., c. Diving equipment and breathing underwater.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Diving equipment and breathing underwater.

What does a diver see under water? (page 16)

This section focuses on the principles and apparatus needed to see underwater. Pupils will learn some new vocabulary as well as become familiar with some important physical principles, including “light refraction”. They will also be shown how progress in design and technology allows specialists to work underwater. Students are asked to complete and experiment to demonstrate light refraction. This will require them to put into practice their scientific knowledge and work scientifically to formulate a hypothesis, conduct the experiment, and elaborate on the results. The module includes a section about how light behaves underwater.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science	Scientific knowledge, Working scientifically, Light	Scientific knowledge	Working scientifically, Physics: Models, Physics: Waves	
Combined science				Scientific knowledge
Biology, Chemistry and Physics				SCIENCE (Scientific knowledge), PHYSICS (Models, Light, Colour)
Art and design				
Citizenship				
Computing				
Design and technology	Critical understanding	Critical understanding, Evaluate, Technical knowledge		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge, Working scientifically, Light)	Science	KS2	a. N/A c., d., e., f. Programme of study	a. N/A c., d. Working scientifically e., f. Light	a. […] to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions (LOWER STAGE) b. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out (LOWER STAGE) b. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings (UPPER STAGE) c. Setting up simple practical enquiries, comparative and fair tests c. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (UPPER STAGE) d. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (UPPER STAGE) e. Recognise that they need light in order to see things and that dark is the absence of light (LOWER STAGE) f. Notice that light is reflected from surfaces (LOWER STAGE) f. Recognise that light appears to travel in straight lines (UPPER STAGE) f. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (UPPER STAGE) f. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (UPPER STAGE)	a. Pupils will learn about how people working underwater operate and are able to complete certain tasks. b. After completing the experiment, pupils are asked to reflect on the results and discuss about it. c. Setting up refraction experiment. d. After completing the experiment, pupils are asked to reflect on the results and discuss about it. e. Seeing underwater and how colours are perceived. f. Light refraction.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge)	Science	KS3	a. Scientific knowledge and conceptual understanding b., c. Working scientifically	a. N/A b. Experimental skills and investigations c. Analysis and evaluation	a. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations b. Make predictions using scientific knowledge and understanding b. Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate c. Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions c. Present reasoned explanations, including explaining data in relation to predictions and hypotheses	^ Pupils are asked to complete an experiment to model and understand light refraction. ^ Pupils can be asked to make a prediction on what the results of the experiment will be, and then asked to discussed their prediction against the final outcome.
SCIENCE (Working scientifically, Physics: Models, Physics: Waves)	Science	KS4	a., b., c. Working scientifically d., e. Physics	a., b. The development of scientific thinking c. Experimental skills and strategies d. N/A e. Wave motion	a. Using a variety of concepts and models to develop scientific explanations and understanding b. Explaining everyday and technological applications of science […] c. Planning experiments to make observations, test hypotheses or explore phenomena d. The use of models, as in the particle model of matter or the wave models of light and of sound e. Velocities differing between media: absorption, reflection, refraction effects	a. Refraction experiment. b. Diving equipment and seeing underwater. c., d. Pupils are asked to complete an experiment to model and understand light refraction. e. How light is perceived underwater and light refraction.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
COMBINED SCIENCE (Scientific knowledge)	Combined science	GCSE	Subject content	Subject aims and learning outcomes	a. Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them b. Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments a. […] the sciences should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives	a. Pupils are taught about the equipment used by divers to see underwater. They also learn new terminology relating to the equipment and how it works. b. Setting up refraction experiment.
SCIENCE (Scientific knowledge)	Biology, Chemistry and Physics	GCSE	a. Subject Content b., c. Working scientifically	a. Subject aims and learning outcomes b. Development of scientific thinking c. Experimental skills and strategies	a. That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review a. Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively b. Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts c. Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena	Pupils are asked to complete an experiment to model and understand light refraction.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
PHYSICS (Models, Light, Colour)	Biology, Chemistry and Physics	GCSE	Physics	a. N/A b. Light and electromagnetic waves c. Colour and frequency; differential effects in transmission, absorption and diffuse reflection	a. The use of models, as in the particle model of matter or the wave models of light and of sound b. HEADER: Frequency range of the spectrum - Recall that light is an electromagnetic wave b. HEADER: Frequency range of the spectrum - Recall that different substances may absorb, transmit, refract, or reflect these waves in ways that vary with wavelength; explain how some effects are related to differences in the velocity of the waves in different substances c. Explain how colour is related to differential absorption, transmission, specular reflection and scattering	a. Pupils are asked to complete an experiment to model and understand light refraction. b. How light is perceived underwater and light refraction. c. How colour is perceived underwater.
DESIGN AND TECHNOLOGY (Critical understanding)	Design and technology	KS2	Purpose of study	N/A	Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world	Diving equipment and seeing underwater.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
DESIGN AND TECHNOLOGY (Critical understanding, Evaluate, Technical knowledge)	Design and technology	KS3	a. Purpose of study b., c. Subject content	a. N/A b. Evaluate c. Technical knowledge	a. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world b. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists c. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Diving equipment and seeing underwater.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Diving equipment and seeing underwater.

How does a diver move under water? (page 17)

This section focuses on the principles and apparatus needed to move underwater. Pupils will learn some new vocabulary as well as become familiar with some important physical principles, including “buoyancy” and “Archimedes’ principle”. They will also be shown how progress in design and technology allows specialists to work underwater. Students are asked to complete and experiment to demonstrate the principle of buoyancy. This will require them to put into practice their scientific knowledge and work scientifically to formulate a hypothesis, conduct the experiment, and elaborate on the results.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science	Scientific knowledge, Working scientifically, Forces	Scientific knowledge, Physics: Forces, Physics: Pressure	Working scientifically, Physics: Forces	
Combined science				Scientific knowledge
Biology, Chemistry and Physics				SCIENCE (Scientific knowledge), PHYSICS (Forces)
Art and design				
Citizenship				
Computing				
Design and technology	Critical understanding	Critical understanding		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge, Working scientifically, Forces)	Science	KS2	a., b., c. N/A d., e. Programme of study	a., b., c. N/A d. Working scientifically e. Forces	a. […] to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions (LOWER STAGE) b. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out (LOWER STAGE) c. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings (UPPER STAGE) d. Setting up simple practical enquiries, comparative and fair tests d. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (UPPER STAGE) e. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (UPPER STAGE)	a. Pupils will learn about how people working underwater operate and are able to complete certain tasks. b., c. After completing the experiment, pupils are asked to reflect on the results and discuss about it. d. Setting up buoyancy experiment. e. Buoyancy and how to work with it when operating underwater.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge, Physics: Forces, Physics: Pressure)	Science	KS3	a. Scientific knowledge and conceptual understanding b., c. Working scientifically d., e. Physics	a. N/A b. Experimental skills and investigations c. Analysis and evaluation d. Forces e. Pressure in fluids	a. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations b. Make predictions using scientific knowledge and understanding b. Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate c. Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions c. Present reasoned explanations, including explaining data in relation to predictions and hypotheses d. Forces as pushes or pulls, arising from the interaction between two objects d. Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces d. Forces: associated with deforming objects; […] resistance to motion of air and water e. Pressure in liquids, increasing with depth; upthrust effects, floating and sinking	a., b., c. Pupils are asked to complete an experiment to model and understand buoyancy. a., b., c.Pupils can be asked to make a prediction on what the results of the experiment will be, and then asked to discussed their prediction against the final outcome. d. Buoyancy and Archimedes' principle. e. Buoyancy and the Cartesian diver experiment.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Working scientifically, Physics: Forces)	Science	KS4	a., b., c. Working scientifically d. Physics	a., b. The development of scientific thinking c. Experimental skills and strategies d. Forces	a. Using a variety of concepts and models to develop scientific explanations and understanding b. Explaining everyday and technological applications of science […] c. Planning experiments to make observations, test hypotheses or explore phenomena d. Pressure in fluids acts in all directions: variation in Earth's atmosphere with height, with depth for liquids, up-thrust force (qualitative)	a. Buoyancy and the Cartesian diver experiment. b. Diving equipment and moving underwater. c. Pupils are asked to complete an experiment to model and understand buoyancy. d. Buoyancy and Archimedes' principle.
COMBINED SCIENCE (Scientific knowledge)	Combined science	GCSE	Subject content	Subject aims and learning outcomes	a. Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them b. Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments a. […] the sciences should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives	a. Pupils are taught about the equipment used by divers to move and work underwater. They also learn new terminology relating to the equipment and how it works. b.Settig up buoyancy experiment.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Scientific knowledge)	Biology, Chemistry and Physics	GCSE	a., b. Subject Content c., d. Working scientifically	a., b. Subject aims and learning outcomes c. Development of scientific thinking d. Experimental skills and strategies	a. That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review b. Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively c. Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts d. Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena	Pupils are asked to complete an experiment to model and understand buoyancy.
PHYSICS (Forces)	Biology, Chemistry and Physics	GCSE	Forces	Pressure and pressure differences in fluids	Explain why pressure in a liquid varies with depth and density and how this leads to an upwards force on a partially submerged object; describe the factors which influence floating and sinking	Buoyancy and the Cartesian diver experiment.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
DESIGN AND TECHNOLOGY (Critical understanding)	Design and technology	KS2	Purpose of study	N/A	Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world	Diving equipment and moving underwater.
DESIGN AND TECHNOLOGY (Critical understanding)	Design and technology	KS3	a. Purpose of study b., c. Subject content	a. N/A b. Evaluate c. Technical knowledge	a. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world b. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists c. Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Diving equipment and moving underwater.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Diving equipment and moving underwater.

Side Scan Sonar (page 18)

This module introduces pupils to acoustic survey techniques, focusing on side scan sonars. It helps them familiarise with how sound waves travel through different mediums. Students will also understand how progress in design and technology allows for better data to be collected. This results in progress in archaeological and historical research.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science	Sound	Physics: Waves	Physics: Forces	
Biology, Chemistry and Physics				Waves
Art and design				
Citizenship				
Computing				
Design and technology		Evaluate		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Sound)	Science	KS2	Programme of study	Sound	^ Find patterns between the volume of a sound and the strength of the vibrations that produced it (LOWER STAGE) ^ Recognise that sounds get fainter as the distance from the sound source increases (LOWER STAGE)	Types of geophysical survey.
SCIENCE (Physics: Waves)	Science	KS3	Physics	Waves	Sound waves	Types of geophysical survey.
SCIENCE (Physics: Forces)	Physics	KS4	Forces and motion	N/A	Speed of sound, estimating speeds and accelerations in everyday contexts	Types of geophysical survey.
PHYSICS (Waves)	Biology, Chemistry and Physics	GCSE	Physics	Waves in matter	^ Describe the effects of reflection, transmission, and absorption of waves at material interfaces ^ Explain, in qualitative terms, how the differences in velocity, absorption and reflection between different types of waves in solids and liquids can be used both for detection and for exploration of structures which are hidden from direct observation, notably in our bodies, in the earth's core and in deep water	Types of geophysical survey.
DESIGN AND TECHNOLOGY (Evaluate)	Design and technology	KS3	Subject content	Evaluate	Investigate new and emerging technologies	Tools of the trade.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Tools of the trade.

Bathymetric survey (page 19)

This module introduces pupils to acoustic survey techniques, focusing on bathymetric surveys. It helps them familiarise with how sound waves travel through different mediums. Students will also understand how progress in design and technology allows for better data to be collected. This results in progress in archaeological and historical research.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science	Sound	Physics: Waves	Physics: Forces	
Biology, Chemistry and Physics				Waves
Art and design				
Citizenship				
Computing				
Design and technology		Evaluate		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Sound)	Science	KS2	Programme of study	Sound	^ Find patterns between the volume of a sound and the strength of the vibrations that produced it (LOWER STAGE) ^ Recognise that sounds get fainter as the distance from the sound source increases (LOWER STAGE)	Types of geophysical survey.
SCIENCE (Physics: Waves)	Science	KS3	Physics	Waves	Sound waves	Types of geophysical survey.
SCIENCE (Physics: Forces)	Physics	KS4	Forces and motion	N/A	Speed of sound, estimating speeds and accelerations in everyday contexts	Types of geophysical survey.
PHYSICS (Waves)	Biology, Chemistry and Physics	GCSE	Physics	Waves in matter	^ Describe the effects of reflection, transmission, and absorption of waves at material interfaces ^ Explain, in qualitative terms, how the differences in velocity, absorption and reflection between different types of waves in solids and liquids can be used both for detection and for exploration of structures which are hidden from direct observation, notably in our bodies, in the earth's core and in deep water	Types of geophysical survey.
DESIGN AND TECHNOLOGY (Evaluate)	Design and technology	KS3	Subject content	Evaluate	Investigate new and emerging technologies	Tools of the trade.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Tools of the trade.

ROVs (page 20)

This module introduces pupils to acoustic survey techniques, focusing on Remotely Operated Vehicles (ROVs). It helps them familiarise with how sound waves travel through different mediums. Students will also understand how progress in design and technology allows for better data to be collected. This results in progress in archaeological and historical research.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science	Sound	Physics: Waves	Physics: Forces	
Biology, Chemistry and Physics				Waves
Art and design				
Citizenship				
Computing	Use of data	Use of data		
Design and technology		Evaluate		Principles
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
SCIENCE (Sound)	Science	KS2	Programme of study	Sound	^ Find patterns between the volume of a sound and the strength of the vibrations that produced it (LOWER STAGE) ^ Recognise that sounds get fainter as the distance from the sound source increases (LOWER STAGE)	Types of geophysical survey.
SCIENCE (Physics: Waves)	Science	KS3	Physics	Waves	Sound waves	Types of geophysical survey.
SCIENCE (Physics: Forces)	Physics	KS4	Forces and motion	N/A	Speed of sound, estimating speeds and accelerations in everyday contexts	Types of geophysical survey.
PHYSICS (Waves)	Biology, Chemistry and Physics	GCSE	Physics	Waves in matter	^ Describe the effects of reflection, transmission, and absorption of waves at material interfaces ^ Explain, in qualitative terms, how the differences in velocity, absorption and reflection between different types of waves in solids and liquids can be used both for detection and for exploration of structures which are hidden from direct observation, notably in our bodies, in the earth's core and in deep water	Types of geophysical survey.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
COMPUTING (Use of data)	Computing	KS2	Subject content	N/A	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Pupils are asked to search for various types of survey images online to understand how different techniques provide different types of data.
COMPUTING (Use of data)	Computing	KS3	Subject content	N/A	Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	Pupils are asked to search for various types of survey images online to understand how different techniques provide different types of data.
DESIGN AND TECHNOLOGY (Evaluate)	Design and technology	KS3	Subject content	Evaluate	Investigate new and emerging technologies	Tools of the trade.
DESIGN AND TECHNOLOGY (Principles)	Design and technology	GCSE	Subject content	Technical principles	The impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems	Tools of the trade.

Shipwrecks as time capsules (page 23)

This page focuses on the importance of shipwrecks as sources for historical and archaeological information. Pupils will learn and put to practice some methods of historical and archaeological enquiry. The time capsule activity can be started during one year and completed the next. It can be done with pupils from different stages to outline how different groups of people (communities) make different decisions.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Art and design				
Citizenship				
Computing				
Design and technology				
Geography				
History	Critical thinking, Methods, Local history	Critical thinking, Methods, 1745-1901, Local history		Sources, Interpretation

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Critical thinking, Methods, Local history)	History	KS2	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. A local history study	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information d. N/A	a., b., c. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. a., b., c. Time capsule activity. d. HMS *Invincible*.
HISTORY (Critical thinking, Methods, 1745-1901, Local history)	History	KS3	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. Ideas, political power, industry and empire: Britain, 1745-1901 d. A local history study	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement. b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed d. N/A	a., b., c. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. a., b., c. Time capsule activity. d. HMS *Invincible*.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources, Interpretation)	History	GCSE	a. Aims and objectives b. Historical knowledge, understanding and method	N/A	a. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate the ability to create their own structured arguments, selecting, organising and communicating their knowledge and understanding reaching substantiated conclusions where possible	a. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. a., b. Time capsule activity.

Research skills (page 24)

Pupils will learn and put to practice some methods of historical and archaeological enquiry. They will understand how recreating the sequence of events leading to a shipwreck offers important information about the ship and the crew. They will be encouraged to learn more about their local history by researching a local shipwreck. Pupils will also be asked to use and reflect on William Strachey's account of the *Sea Venture* wreckage. This will prompt a discussion on documentary sources, their importance, and how they are influenced by the author's personal experiences.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Art and design				
Citizenship				
Computing	Use of data	Computational thinking		
Design and technology				
Geography	Maps			Maps
History	Critical thinking, Methods, Local history, after 1066	Critical thinking, Methods, Local history		Sources, Interpretation

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
COMPUTING (Use of data)	Computing	KS2	Subject content	N/A	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	"Find a local shipwreck" activity.
COMPUTING (Computational thinking)	Computing	KS3	Subject content	N/A	Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching] […]	"Find a local shipwreck" activity.
GEOGRAPHY (Maps)	Geography	KS2	Subject content	Location knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America […]	Travel plan and location of the Sea Venture.
GEOGRAPHY (Maps)	Geography	GCSE	Subject content	Location knowledge	Contextual knowledge of any countries from which case studies and exemplars are chosen. It is required that exemplars and case studies relate to at least two countries other than the UK	Travel plan and location of the Sea Venture.
HISTORY (Critical thinking, Methods, Local history, after 1066)	History	KS2	a. Purpose of study b. Aims c., d., e. Subject content	a., b., c. N/A d. A local history study e. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information d., e. N/A	a., b., c. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. d. "Find a local shipwreck" activity. e. The Sea Venture shipwreck.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Critical thinking, Methods, Local history)	History	KS3	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. A local history study	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed d. N/A	a., b., c. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. d. The Sea Venture shipwreck.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources, Interpretation)	History	GCSE	a. Aims and objectives b., c. Historical knowledge, understanding and method	N/A	a. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate an understanding of how we know ancient historical events happened, and analyse different kinds of ancient source material (including literary and material) b. Demonstrate an understanding of the reliability of literary and/or material sources, particularly with reference to how the portrayal of events by the ancient writers/sources relates to the social, political, religious and cultural contexts in which they were written […] c. Demonstrate the ability to create their own structured arguments, selecting, organising and communicating their knowledge and understanding reaching substantiated conclusions where possible	a. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. b. Pupils are asked to read and reflect on William Strachey's account of the Sea Venture wreckage. c. "Research skills" activity.

Shipwreck detectives! (page 25)

Pupils will learn and put to practice some methods of historical and archaeological enquiry. By completing this activity, they will understand the importance of archaeological and historical sources to learn more about a shipwreck and its crew.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Maps			Maps
History	Critical thinking, Methods, after 1066	Critical thinking, Methods		Sources

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Maps)	Geography	KS2	Location knowledge	N/A	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America […]	Locating Bermuda on the map.
GEOGRAPHY (Maps)	Geography	GCSE	Subject content	Location knowledge	Contextual knowledge of any countries from which case studies and exemplars are chosen. It is required that exemplars and case studies relate to at least two countries other than the UK	Locating Bermuda on the map.
HISTORY (Critical thinking, Methods, after 1066)	History	KS2	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information d. N/A	a., b., c. Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice. d. The Sea Venture shipwreck.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Critical thinking, Methods)	History	KS3	a. Purpose of study b. Aims c. Subject content	N/A	a. […] equip pupils to […] think critically, weigh evidence, sift arguments, and develop perspective and judgement b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice.
HISTORY (Sources)	History	GCSE	Aims and objectives	N/A	^ Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context ^ Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources	Pupils will familiarise with some methods of historical and archaeological enquiry. They will also be asked to put what they learnt into practice.

Datum Offset survey (page 26)

Pupils will learn how to produce archaeological drawings. They will be asked to put into practice what they learnt by producing a scaled drawing, relaying on their mathematical skills and knowledge. This will prompt them to improve their knowledge on mathematical concepts such as measuring, projecting, and scaling, as well as express their creativity. This activity will also outline the importance of drawings as part of the documentation for archaeological sites.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics	Measurement, Geometry	Ratio, Geometry	Ratio	Ratio, Geometry
Science				
Art and design	Creativity, Practice	Practice		
Citizenship				
Computing				
Design and technology				
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
MATHS (Measurement, Geometry)	Mathematics	KS2	a. N/A b., c. Geometry – properties of shapes	N/A	a. […] can use measuring instruments with accuracy and make connections between measure and number […] (LOWER STAGE) b. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (LOWER STAGE) c. Draw 2-D shapes using given dimensions and angles (UPPER STAGE)	a. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. b. Drawing activity using the principles of the datum offset survey. c. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings.
MATHS (Ratio, Geometry)	Mathematics	KS3	Subject content	a. Ration, proportion and rates of change b. Geometry and measures	a. Use scale factors, scale diagrams and maps b. Draw and measure line segments and angles in geometric figures, including interpreting scale drawings b. Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line b. Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric	a. Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing. b. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. b. Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
MATHS (Ratio)	Mathematics	KS4	Subject content	Ration, proportion and rates of change	Compare lengths, areas and volumes using ratio notation and/or scale factors; make links to similarity	Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.
MATHS (Ratio, Geometry)	Mathematics	GCSE	Subject content	a. Ration, proportion and rates of change b. Geometry and measures	a. Use scale factors, scale diagrams and maps b. HEADER: Properties and constructions. Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line b. HEADER: Properties and constructions. Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors) b. HEADER: Mensuration and calculation. Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings	a. Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing. b. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. b. Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ART AND DESIGN (Creativity, Practice)	Art and design	KS2	a. Purpose of study b. Aims c. Subject content	N/A	a. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design a. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation b. Become proficient in drawing, painting, sculpture and other art, craft and design techniques c. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [...]	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. This will also make them understand the relevance of drawings in documenting and reconstructing the past.
ART AND DESIGN (Practice)	Art and design	KS3	Aims	N/A	Become proficient in drawing, painting, sculpture and other art, craft and design techniques and design techniques	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings.

Trilateration survey (page 27)

Pupils will learn how to produce archaeological drawings. They will be asked to put into practice what they learnt by producing a scaled drawing. This will prompt them to improve their knowledge on mathematical concepts such as measuring, projecting, and scaling, as well as express their creativity. This activity will also outline the importance of drawings as part of the documentation for archaeological sites. Pupils will also be asked to reproduce a planning frame survey with objects and materials they are familiar with, to strengthen their understanding of scaling and archaeological drawing.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics	Measurement, Geometry	Geometry		Geometry
Science				
Art and design	Creativity, Practice	Practice		
Citizenship				
Computing				
Design and technology				
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
MATHS (Measurement, Geometry)	Mathematics	KS2	a. N/A b., c. Geometry – properties of shapes d. Geometry – position and direction	N/A	a. […] can use measuring instruments with accuracy and make connections between measure and number […] (LOWER STAGE) b. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them (LOWER STAGE) c. Draw 2-D shapes using given dimensions and angles (UPPER STAGE) d. Describe positions on a 2-D grid as coordinates in the first quadrant (LOWER STAGE)	a., c. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. b., d. "Planning frame survey" activity.
MATHS (Geometry)	Mathematics	KS3	Subject content	Geometry and measures	^ Draw and measure line segments and angles in geometric figures, including interpreting scale drawings ^ Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line ^ Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric	^ Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. ^ Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
MATHS (Geometry)	Mathematics	GCSE	Subject content	Geometry and measures	^ HEADER: Properties and constructions. Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line ^ HEADER: Properties and constructions. Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors) ^ HEADER: mensuration and calculation. Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings	^ Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. ^ Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ART AND DESIGN (Creativity, Practice)	Art and design	KS2	a. Purpose of study b. Aims c. Subject content	N/A	a. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design a. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation b. Become proficient in drawing, painting, sculpture and other art, craft and design techniques c. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [...]	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. This will also make them understand the relevance of drawings in documenting and reconstructing the past.
ART AND DESIGN (Practice)	Art and design	KS3	Aims	N/A	Become proficient in drawing, painting, sculpture and other art, craft and design techniques and design techniques	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings.

Shipwreck Survey! (page 28)

Pupils will learn how to produce archaeological drawings. They will be asked to put into practice what they learnt by producing a scaled drawing. This will prompt them to improve their knowledge on mathematical concepts such as measuring, projecting, and scaling, as well as express their creativity. This activity will also outline the importance of drawings as part of the documentation for archaeological sites.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics	Measurement, Geometry	Geometry		Geometry
Science				
Art and design	Creativity, Practice	Practice		
Citizenship				
Computing				
Design and technology				
Geography				
History				

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
MATHS (Measurement, Geometry)	Mathematics	KS2	a. N/A b. Geometry – position and direction c. Geometry – properties of shapes	N/A	a. […] can use measuring instruments with accuracy and make connections between measure and number […] (LOWER STAGE) b. Describe positions on a 2-D grid as coordinates in the first quadrant (LOWER STAGE) c. Draw 2-D shapes using given dimensions and angles (UPPER STAGE)	a., c. Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. b. "Planning frame!" activity.
MATHS (Geometry)	Mathematics	KS3	Subject content	Geometry and measures	Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids	Pupils are asked to reproduce the drawing they are provided with on a larger scale.
MATHS (Geometry)	Mathematics	GCSE	Subject content	Geometry and measures	^ HEADER: Properties and constructions. Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line ^ HEADER: Properties and constructions. Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors) ^ HEADER: mensuration and calculation. Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings	^ Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. ^ Pupils will learn two techniques to produce scaled drawings. They will be asked to produce a scaled drawing.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
ART AND DESIGN (Creativity, Practice)	Art and design	KS2	a. Purpose of study b. Aims c. Subject content	N/A	a. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design a. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation b. Become proficient in drawing, painting, sculpture and other art, craft and design techniques c. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [...]	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings. This will also make them understand the relevance of drawings in documenting and reconstructing the past.
ART AND DESIGN (Practice)	Art and design	KS3	Aims	N/A	Become proficient in drawing, painting, sculpture and other art, craft and design techniques and design techniques	Pupils will familiarise with techniques of archaeological drawing involving measuring, projecting, and using tools such as rules and compasses. They will also be asked to produce their own drawings.

Climate Change: past, present and future (page 31)

This page focuses on climate change and how it has affected landscape use and formation through time. Pupils will become familiar with concepts such as sea level rising and landscape submersion. They will be taught about the formation of the English Channel and of the Solent. They will also understand how climate change and landscape formation influence settlement patterns, both in the past and in the present.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Geology				Climate
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Formation, World features	Formation, World features, Human and physical geography		Formation, Climate
History	Comparisons, Stone Age to Iron Age	Comparisons, pre-1066		

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Climate)	Geology	GCSE	Subject content	Past global temperature and sea level changes	^ The evidence for changes in climate through geological time (icehouse to greenhouse conditions) ^ The effect on climate of the northward movement of the British area from the Lower Palaeozoic to the Cenozoic ^ The effect of global temperature change on ice sheets and sea levels over geological time	How climate has change through time and the impact this has had on landscape formation.
GEOGRAPHY (Formation, World features)	Geography	KS2	a. Purpose of study b. Aims	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, World features, Human and physical geography)	Geography	KS3	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. Human and physical geography	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time d. Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts d. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. c. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. d. Discussion on climate change and on its effects on the landscape.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, Climate)	Geography	GCSE	Subject content	Physical geography: processes and change	a. Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK b. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day	a. How climate has change through time and the impact this has had on landscape formation. a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Stone Age to Iron Age)	History	KS2	a., b. Aims c. Subject content	a., b. N/A c. Changes in Britain from the Stone Age to the Iron Age	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c. Changes in Britain during Prehistory.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, pre-1066)	History	KS3	a., b. Aims c. Subject content	a., b. N/A c. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c. Changes in Britain during Prehistory.

Prehistory under the sea! (page 32)

By completing the activities in this page pupils will become familiar with the concept of submerged landscapes and sites. They will learn how climate change and site formation influence settlement patterns. They will also reflect on what artefacts and ecofacts can reveal about a site.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Geology				Climate
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Formation, World features	Formation, World features, Human and physical geography		Formation, Climate
History	Comparisons, Stone Age to Iron Age, Local history	Comparisons, pre-1066, Local history		Sources

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Climate)	Geology	GCSE	Subject content	Past global temperature and sea level changes	^ The evidence for changes in climate through geological time (icehouse to greenhouse conditions) ^ The effect on climate of the northward movement of the British area from the Lower Palaeozoic to the Cenozoic ^ The effect of global temperature change on ice sheets and sea levels over geological time	How climate has change through time and the impact this has had on landscape formation.
GEOGRAPHY (Formation, World features)	Geography	KS2	a. Purpose of study b. Aims	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, World features, Human and physical geography)	Geography	KS3	a. Purpose of study b. Aims c., d. Subject content	a., b., c. N/A d. Human and physical geography	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time d. Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts d. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. c. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. d. Discussion on climate change and on its effects on the landscape.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, Climate)	Geography	GCSE	Subject content	Physical geography: processes and change	a. Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK b. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day	a. How climate has change through time and the impact this has had on landscape formation. a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Methods, Critical thinking, Stone Age to Iron Age)	History	KS2	a., b., c. Aims d., e., f. Subject content	a.-e. N/A f. Changes in Britain from the Stone Age to the Iron Age	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed d. [Pupils] should understand how our knowledge of the past is constructed from a range of sources e. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information f. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c., d., e. How artefacts are used to reconstruct the past and interpret history. What type of information they convey. f. Changes in Britain during Prehistory.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Methods, pre-1066)	History	KS3	a., b., c., Aims d., e. Subject content	a., b., c., d. N/A e. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed d. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed e. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c., d. How artefacts are used to reconstruct the past and interpret history. What type of information they convey. e. Changes in Britain during Prehistory.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources)	History	GCSE	a. Aims and objectives b. Subject content c. Historical knowledge, understanding and method	N/A	a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate how we know ancient historical events happened, by referencing the appropriate literary and material sources from the ancient world c. Understand, interpret, analyse and evaluate ancient sources and events in their historical context	How artefacts are used to reconstruct the past and interpret history. What type of information they convey.

Submerged Prehistory: Bouldnor Cliff case study (page 33)

By completing the activities in this page pupils will become familiar with the concept of submerged landscapes and sites. They will learn how climate change and site formation influence settlement patterns. Pupils will also be taught how artefacts and archaeological finds allow researchers to reconstruct past environments and sites (see for example artistic reproductions of Bouldnor Cliff in the past). They will be asked to use maps to understand how the area they live in changed through time.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Geology				Climate
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Formation, World features	Formation, World features, Maps, Human and physical geography		Formation, Climate, Maps
History	Comparisons, Stone Age to Iron Age, Local history	Comparisons, pre-1066, Local history		

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Climate)	Geology	GCSE	Subject content	Past global temperature and sea level changes	^ The evidence for changes in climate through geological time (icehouse to greenhouse conditions) ^ The effect on climate of the northward movement of the British area from the Lower Palaeozoic to the Cenozoic ^ The effect of global temperature change on ice sheets and sea levels over geological time	How climate has change through time and the impact this has had on landscape formation.
GEOGRAPHY (Formation, World features)	Geography	KS2	a. Purpose of study b., c. Aims	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. Interpret a range of sources of geographical information, including maps […] c. Communicate geographical information in a variety of ways, including through maps […]	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. c. Pupils are asked to compare old and new maps to notice changes in the landscape though time and understand settlement patterns.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, World features, Maps, Human and physical geography)	Geography	KS3	a. Purpose of study b., c. Aims d., e. Subject content	a., b., c., d. N/A e. Human and physical geography	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. Interpret a range of sources of geographical information, including maps […] c. Communicate geographical information in a variety of ways, including through maps […] d. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time e. Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts e. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. c. Pupils are asked to compare old and new maps to notice changes in the landscape though time and understand settlement patterns. d. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. e. Discussion on climate change and on its effects on the landscape.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, Climate, Maps)	Geography	GCSE	a. Subject aims and learning outcomes b., c., d. Subject content	a. N/A b. Scope of study c., d. Physical geography: processes and change	a. Develop and extend their competence in a range of skills including those used in […] in using maps […] b. […] develop competence in Maps, Fieldwork and Geographical Skills c. Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK d. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day	a., b. Pupils are asked to compare old and new maps to notice changes in the landscape though time and understand settlement patterns. c. How climate has change through time and the impact this has had on landscape formation. c. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. d. How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Stone Age to Iron Age, Local history)	History	KS2	a., b. Aims c., d. Subject content	a., b. N/A c. Changes in Britain from the Stone Age to the Iron Age d. A local history study	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c., d. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c. Changes in Britain during Prehistory. d. Bouldnor Cliff.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, pre-1066, Local history)	History	KS3	a., b. Aims c., d. Subject content	a., b. N/A c. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 d. A local history study	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales c., d. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Pupils will be able to compare events on a local scale at Bouldnor Cliff with event on a wider scale (i.e. changes in Europe during the Devensian glaciation). c. Changes in Britain during Prehistory. d. Bouldnor Cliff.

Discovering Prehistory (page 34)

By completing the activities in this page pupils will become familiar with the concept of submerged landscapes and sites. They will learn how climate change and site formation influence settlement patterns. They will also reflect on what artefacts and ecofacts can reveal about a site. Pupils will be asked to elaborate on why certain types of evidence can be found underwater and what this reveals about the site.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Geology				Climate
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Formation, World features	Formation, World features		Formation, Climate
History	Comparisons, Methods, Critical thinking, Stone Age to Iron Age, Local history	Comparisons, Methods, Local history, pre-1066		Sources

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Climate)	Geology	GCSE	Subject content	Past global temperature and sea level changes	^ The evidence for changes in climate through geological time (icehouse to greenhouse conditions) ^ The effect on climate of the northward movement of the British area from the Lower Palaeozoic to the Cenozoic ^ The effect of global temperature change on ice sheets and sea levels over geological time	How climate has change through time and the impact this has had on landscape formation.
GEOGRAPHY (Formation, World features)	Geography	KS2	a. Purpose of study b. Aims	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, World features)	Geography	KS3	a. Purpose of study b. Aims c. Subject content	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time	a. Change of the landscape over time. b., c. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, Climate)	Geography	GCSE	Subject content	Physical geography: processes and change	a. Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK b. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day	a. How climate has change through time and the impact this has had on landscape formation. a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Methods, Critical thinking, Stone Age to Iron Age, Local history)	History	KS2	a., b. Aims c., d., e., f. Subject content	a., b., c., d. N/A e. Changes in Britain from the Stone Age to the Iron Age f. A local history study	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information d. [Pupils] should understand how our knowledge of the past is constructed from a range of sources e., f. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b., d. How artefacts are used to reconstruct the past and interpret history. What type of information they convey. c. Pupils are asked to elaborate on the importance of some types of artefacts to reconstruct and interpret the past, based on what they've learned about the methods of historical inquiry and the site of Bouldnor Cliff. e. Changes in Britain during Prehistory. f. Bouldnor Cliff.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Methods, Local history, pre-1066)	History	KS3	a., b. Aims c., d., e., f. Subject content	a., b., c., d. N/A e. A local history study f. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed c. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time d. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed e., f. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b., c., d. How artefacts are used to reconstruct the past and interpret history. What type of information they convey. e. Bouldnor Cliff. f. Changes in Britain during Prehistory.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Sources)	History	GCSE	a. Aims and objectives b. Subject content c., d. Historical knowledge, understanding and method	N/A	a. Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources b. Demonstrate how we know ancient historical events happened, by referencing the appropriate literary and material sources from the ancient world c. Understand, interpret, analyse and evaluate ancient sources and events in their historical context d. Produce evidence-based arguments on the key events studied using the knowledge and understanding derived from the relevant and appropriate literary and material sources from the ancient world	a., b., c. How artefacts are used to reconstruct the past and interpret history. What type of information they convey. d. Pupils are asked to elaborate on the importance of some types of artefacts to reconstruct and interpret the past, based on what they've learned about the methods of historical inquiry and the site of Bouldnor Cliff.

Spot the difference! (page 35)

By completing the activity in this page pupils will become familiar with the concept of submerged landscapes and sites. They will learn how climate change and site formation influence settlement patterns. Pupils will be introduced to the reasons why certain sites are now underwater and what they used to look like in the past.

SUBJECT	STAGE			
	KS2	KS3	KS4	GCSE
English				
Mathematics				
Science				
Geology				Climate
Art and design				
Citizenship				
Computing				
Design and technology				
Geography	Formation, World features	Formation, World features		Formation, Climate
History	Comparisons, Stone Age to Iron Age, Local history	Comparisons, pre-1066, Local history		

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOLOGY (Climate)	Geology	GCSE	Subject content	Past global temperature and sea level changes	^ The evidence for changes in climate through geological time (icehouse to greenhouse conditions) ^ The effect on climate of the northward movement of the British area from the Lower Palaeozoic to the Cenozoic ^ The effect of global temperature change on ice sheets and sea levels over geological time	How climate has change through time and the impact this has had on landscape formation.
GEOGRAPHY (Formation, World features)	Geography	KS2	Geography	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time	a. Change of the landscape over time. b. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, World features)	Geography	KS3	Geography	N/A	a. […] deepen their understanding […] of the formation and use of landscapes and environments a. […] explain how the Earth's features at different scales are shaped, interconnected and change over time b. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time c. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time	a. Change of the landscape over time. b., c. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. Taches will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
GEOGRAPHY (Formation, Climate)	Geography	GCSE	Geography	Physical geography: processes and change	a. Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK b. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary period (2.6 million years ago) to the present day	a. How climate has change through time and the impact this has had on landscape formation. a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. How climate has change through time and the impact this has had on landscape formation.

Links	Subject	Stage	Section	Sub-section	Description	Connection to the worksheet
HISTORY (Comparisons, Stone Age to Iron Age, Local history)	History	KS2	History	a. N/A b. Changes in Britain from the Stone Age to the Iron Age c. A local history study	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b., c. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. They will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Changes in Britain during Prehistory. c. Boulton Cliff.
HISTORY (Comparisons, pre-1066, Local history)	History	KS3	History	a. N/A b. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 c. A local history study	a. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses b., c. N/A	a. Pupils will learn how the changes in the landscape cause changes in the settlement pattern. Taches will also be educated on how climate change triggers significant changes in the landscape. This will outline how physical and human processes are deeply interconnected. b. Changes in Britain during Prehistory. c. Boulton Cliff.