

Year	KS1					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>KS1 Cycle 1 2024-25</b>	<p><b>Topic: What is the Geography of where I live?</b></p> <p>Skills</p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> physical and human geographical features of a range of environments</li> <li>● <b>Identify and locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;</li> <li>● <b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories</li> </ul>	<p><b>Topic: The Great Fire of London</b></p> <p>Skills</p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> events beyond living memory that are significant nationally or globally</li> <li>● <b>Identify</b> similarities and differences between ways of life in different periods.</li> <li>● Give an account of the main events of The Great Fire of London</li> </ul>	<p><b>Topic: What a Wonderful World</b></p> <p>Skills</p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> physical and human geographical features of a range of environments</li> <li>● Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</li> </ul>	<p><b>Topic: Artists</b></p> <p>skills</p> <p>To learn about the life and work of the artist, Vincent van Gogh, and identify differences between life when Van Gogh was alive and life today.</p> <p>To understand how and why Vincent Van Gogh’s work changed throughout this life.</p> <p>o understand some of the events that took place during van Gogh’s life and what inspired him.</p> <p>To examine and compare paintings</p>	<p><b>Topic: Castles</b></p> <p>Skills</p> <p>To understand what a castle is and to label the key features of a Castle.</p> <p>To understand the different types of castles and order them on a timeline.</p> <p>To compare similarities and differences of different types of castles.</p>	<p><b>Topic: Travel and Transport</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> similarities and differences between ways of life in different periods.</li> <li>● I can find out the different ways in which travel and transport has changed from past to present.</li> <li>● To find out about an early form of travel; the Viking longboat. I can make my own Viking longboat.</li> <li>● I can find out about how cars have</li> </ul>

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			<p>basic symbols in a key</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul>	<p>of rural and industrial landscapes. To start to understand who Lowry was and what he painted.</p> <p>To identify similarities and differences between Vincent Van Gogh and LS Lowry's art work.</p>		<p>changed since they were invented.</p> <p>I can find out about George Stephenson's life and inventions. I can understand how trains changed people's lives in the 19th century.</p> <p>I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane.</p> <p>I can compare travel and transport of the past, present and future. I can design my own type of</p>
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						transport that may be used in the future.
KS1 Hum Cycle 2025-2026	<p><b>Topic</b> How do our favourite toys and games compare with those of children in the 1960s</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> some of the ways in which historians divide up time such as BC and AD and decades</li> <li>● <b>Compare, contrast and sequence</b> historical events</li> <li>● <b>Identify</b> through <b>observation</b> and discussion some of the most memorable events of the 1960s</li> <li>● <b>Identify and describe</b> some of the most popular toys and games of the 1960s;</li> <li>● <b>Compare and contrast</b> toys and games of the 1960s with those of today,</li> <li>● <b>Describe and explain</b> the cause of the major change to toys and games since the 1960s;</li> </ul>	<p><b>Topic: Why do we love being beside the seaside?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> the main physical and human features of seaside environments;</li> <li>● Provide <b>reasons</b> as to why it is important to protect living things at the seaside;</li> <li>● <b>Describe</b> popular activities undertaken at the seaside;</li> <li>● <b>Understand</b> the interdependence of living things in seaside environments;</li> <li>● <b>Identify, describe and categorise</b> living things within a rock pool habitat;</li> <li>● <b>Identify, describe and offer reasons</b> for the presence of pollution on a beach;</li> <li>● <b>Describe and explain</b> how people can take greater care of the seaside environment;</li> <li>● <b>Compare and contrast</b> modern day experiences of the seaside with those of</li> </ul>	<p><b>Topic: Why was Charles sent to prison? (WW1)</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Recognise</b> some of the ways in which the First World War changed how adults were able to behave in Britain;</li> <li>● <b>Describe and suggest reasons</b> why communication was such a challenge during the First World War and consequently <b>explain</b> why messenger pigeons were so important</li> <li>● <b>Compare and contrast</b> means of communication in Britain during the time of the First World War with today;</li> <li>● <b>Identify and describe</b> some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War;</li> <li>● Offer <b>reasons</b> for the causes of some of the changes in ways of life they have identified;</li> </ul>	<p><b>Topic: Why don't penguins need to fly?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Identify, recognise and describe</b> the key geographical features of the Antarctic environment;</li> <li>● <b>Identify</b> ways in which penguins are adapted to the Antarctic environment;</li> <li>● <b>Identify</b> countries in Africa which lie within the Sahara Desert;</li> <li>● <b>Identify, recognise and describe</b> the key geographical features of the Sahara Desert;</li> <li>● <b>Explain</b> why Antarctica is a desert despite being the coldest place on Earth;</li> <li>● <b>Describe and explain</b> the components of the food chain of an Emperor Penguin.</li> </ul>	<p><b>Topic : Who is the greatest history maker?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Identify, describe and explain</b> what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;</li> <li>● <b>Describe, reason and explain</b> what it means for someone such as Guy Fawkes to make history</li> <li>● <b>Identify, describe and explain</b> how six significant people made history during their lifetime;</li> <li>● <b>Reflect</b> upon what history makers might achieve during the remainder of this century and <b>describe and explain</b> what they might wish to be remembered for in the future – the mark they would wish to leave on history;</li> </ul>	<p><b>Topic: How does the geography of Kampong Ayer compare with the geography of where I live?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Identify and describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles;</li> <li>● <b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei</li> <li>● <b>Identify, describe and observe</b> the types of traditional homes found in Kampong Ayer and <b>compare and contrast</b> these with their own homes</li> <li>● <b>Identify</b> the key features of a traditional home in Kampong Ayer</li> <li>● <b>Identify and describe</b> the main elements which make up the weather and <b>understand</b> that weather conditions change from one moment to the next;</li> <li>● <b>Observe</b> how, generally, temperature decreases towards the north and south</li> </ul>

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		older members of their families or the Victorians	<ul style="list-style-type: none"> <li>• <b>Describe</b> the variety of ways in which horses were used during the First World War and <b>explain</b> why their use was so important to the war effort</li> </ul>			poles and increases towards the Equator and suggest <b>reasons</b> for this pattern;
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Year	KS2					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2 Hum Cycle 1 2024-25	<p><b>Topic: Why do some earthquakes cause more damage than others?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Locate</b> and <b>describe</b> the effects of the Christchurch earthquake of 2011 from a range of sources;</li> <li>• <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;</li> <li>• <b>Understand</b> through <b>explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;</li> <li>• <b>Explain</b> why volcanoes often occur at the same location as earthquakes</li> </ul>	<p><b>Topic: Stone Age</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the ways of life which are typically associated with the Stone Age period of history and <b>identify</b> and give <b>reasons</b> for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;</li> <li>• <b>Recognise</b> that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;</li> <li>• <b>Describe</b> and <b>explain</b> how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;</li> <li>• <b>Describe</b> the likely features of Stone Age summer and winter</li> </ul>	<p><b>Topic Beyond the Magic Kingdom</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, describe</b> and <b>explain</b> the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida;</li> <li>• <b>Identify, locate, compare and contrast</b> the constituent states of the USA</li> <li>• <b>Describe</b> and <b>explain</b> the historical significance of the Maya civilisation</li> <li>• <b>Observe, describe, explain</b> and begin to draw <b>conclusions</b> about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i></li> <li>• <b>Compare and contrast</b> the climate of the United Kingdom and Florida and <b>identify</b> and <b>explain</b> the</li> </ul>	<p><b>Topic: Bronze Age</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;</li> <li>• <b>Identify</b> and <b>describe</b> the likely use of a range of Bronze Age</li> <li>• <b>Identify, describe</b> and <b>explain</b> the purpose of monuments, both historically and modern day;</li> <li>• <b>Identify, describe</b> and <b>compare and contrast</b> typical Bronze Age stone monuments and <b>suggest reasons</b> for their design and layout;</li> <li>• Demonstrate understanding through <b>explaining</b> the significance of a monument either in the local area and/or a monument of global importance</li> <li>• Based on knowledge with some additional research, <b>identify, describe, explain</b> and <b>justify</b> the choice of 10</li> </ul>	<p><b>Topic : Why do so many people in the World live in Megacities?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Observe</b> and <b>describe</b> the key features of cities and suggest <b>reasons</b> for why people live in cities of such high density;</li> <li>• <b>Describe</b> and begin to <b>explain</b> the distribution of megacities across the continents of the world;</li> <li>• <b>Explain</b> some of the <b>reasons</b> why Baghdad was the first city in the world with a million inhabitants;</li> <li>• <b>Identify</b> and <b>locate</b> the top 10 cities in the United Kingdom with the largest populations and <b>compare and contrast</b> these with the top 10 fastest-growing cities in the country;</li> <li>• <b>Understand</b> the main <b>reasons</b> why the population of any city can increase and</li> </ul>	<p><b>Topic : Iron Age</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the common features of the archaeological remains of Iron Age hill forts found around Britain today;</li> <li>• Suggest how an Iron Age hill fort might have appeared when first constructed, giving <b>reasons to justify the choice</b> of features which have been included;</li> <li>• <b>Describe</b> the main features of an Iron Age roundhouse and <b>identify</b> and <b>suggest reasons</b> for the purpose of artefacts found within them;</li> <li>• <b>Interpret</b> a range of evidence to <b>generate reasons</b>, and then <b>explain</b>, why Iron Age Britain was often a violent time;</li> <li>• <b>Describe</b> who Boudicca was and <b>explain</b> why she fought the Romans when they invaded Britain at the end of the Iron Age.</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>Locate, describe</b> and <b>explain</b> why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</li> </ul>	camps in Britain and <b>offer reasons</b> and <b>explain</b> why they were required;	main differences particularly in relation to temperature and sunshine hours	artefacts to be placed in the grave of a Bronze Age warrior chief.	<b>explain</b> why Milton Keynes in particular is the fastest-growing city in the United Kingdom;	
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Year	KS2					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2 Hum Cycle 2 2025-26	<b>Topic: How and why is my local area changing?</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Identify, describe</b> and give <b>reasons</b> for why environments change;</li> <li>• <b>Explain</b> with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life;</li> <li>• <b>Observe, record</b> and <b>explain</b> changes that have occurred in the past to the school and its grounds and its immediate environment;</li> <li>• <b>Identify, describe</b> and <b>explain</b> how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or</li> </ul>	<b>Topic: Romans</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Understand through explanation</b> the motives for Emperor Claudius to invade and occupy Britain in AD 43;</li> <li>• <b>Interpret</b> primary sources of historical evidence to <b>describe</b> the physical appearance of Boudicca and make a <b>judgment</b> about the <b>causes and effects</b> of her harsh treatment by the Romans;</li> <li>• <b>Understand through explanation</b> the difference between historical evidence and legends and folklore;</li> <li>• <b>Identify and describe</b> the main design features of Hadrian's Wall and <b>explain</b> why it proved necessary for Emperor Hadrian to order its construction in AD 122;</li> <li>• <b>Identify and describe</b> the key features of the layout of typical Roman towns in Britain and</li> </ul>	<b>Topic How can we live more sustainably?</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> using examples what living sustainably means;</li> <li>• <b>Identify, describe</b> and <b>explain</b> the differences between renewable and non-renewable resources;</li> <li>• <b>Understand</b> in basic terms how solar panels and wind turbines generate electricity;</li> <li>• <b>Identify, describe</b> and offer <b>reasons</b> for how sources of energy used to make electricity in the United Kingdom are changing;</li> <li>• <b>Explain</b> how electricity is generated in hydroelectric power stations;</li> <li>• <b>Understand</b> why creating new habitats for birds are good examples of sustainable development;</li> </ul>	<b>Topic: Anglo Saxons</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Interpret</b> both primary and secondary sources of evidence to <b>describe and explain</b> what occurred in AD 410 that contributed to the Romans abandoning Britain forever;</li> <li>• <b>Describe and explain</b> why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain,</li> <li>• <b>Identify and describe</b> a number of Anglo-Saxon gods and <b>explain</b> why the beliefs and religious practices of the Anglo-Saxons were called pagan;</li> <li>• <b>Identify and describe</b> the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo,</li> </ul>	<b>Topic : Why are jungles so wet and deserts so dry?</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Observe, describe</b> and <b>explain</b> in basic terms the pattern of climate in the UK;</li> <li>• <b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world;</li> <li>• <b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</li> <li>• <b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to <b>reach conclusions and make judgements</b>;</li> <li>• <b>Understand</b> how climate affects both the landscape</li> </ul>	<b>Topic : Vikings</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Describe the reasons</b> for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';</li> <li>• <b>Empathise</b> with the likely feelings of the people of the Kingdom of Northumbria and the <b>judgments</b> they might have made as news of the attack spread;</li> <li>• <b>Identify and describe</b> the design features of a longship and <b>explain</b> why it was an ideal vessel for Viking raiding parties along the coast of Britain;</li> <li>• <b>Identify and describe</b> the distribution of those areas of Britain settled by Viking Norsemen;</li> <li>• <b>Explain</b> the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held</li> </ul>

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	<p>the work of a significant individual;</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> the impact of environmental change in one threatened region of the world</li> </ul>	<p><b>explain</b> why historians know so much about how they were designed and built;</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> what a gladiator was and what occurred at gladiatorial games</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Identify, interpret</b> and <b>make a judgment</b> about the origin of Anglo-Saxon place names in their own area or region of England.</li> </ul>	<p>of different biomes and the plants and animals that can live there;</p> <ul style="list-style-type: none"> <li>• <b>Observe, describe</b> and <b>explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li> </ul>	<p>belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</p>
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Year	Year 7					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic/ Skills</b>	<p><b><u>What is Geography?</u></b></p> <ul style="list-style-type: none"> <li>• Human/Physical</li> <li>• What are our global connections?</li> <li>• Field sketches</li> <li>• How to use an atlas</li> <li>• World map - continents, oceans, lines of latitude</li> <li>• Climate graphs</li> <li>• How to read a map</li> <li>• Points of the compass</li> <li>• Grid references</li> <li>• Explore an environmental issue</li> </ul>	<p><b><u>What is History?</u></b></p> <ul style="list-style-type: none"> <li>• What is chronology?</li> <li>• What is a timeline?</li> <li>• What are historical sources?</li> <li>• What is bias in history?</li> <li>• A historical mystery</li> <li>• How can we use archaeological evidence?</li> <li>• What is an anachronism?</li> <li>• Using evidence to explain a theory</li> <li>• Conduct an enquiry</li> <li>• Visit to Great North Museum</li> </ul>	<p><b>3.1 What does it mean for Christians to believe in God as Trinity? (God)</b></p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> <li>• Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts</li> <li>• Show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on)</li> <li>• Make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible <u>Understand the impact:</u></li> <li>• Give examples of how the Christian community respond to the idea of</li> </ul>	<p><b><u>Extreme Earth</u></b></p> <ul style="list-style-type: none"> <li>• Mountains on world map</li> <li>• Earth's layers</li> <li>• Plate tectonics</li> <li>• How are volcanoes formed?</li> <li>• How do volcanoes affect people's lives? Pompeii case study</li> <li>• What causes earthquakes?</li> <li>• Tsunamis and how they affect people</li> <li>• Tornadoes and how they are caused.</li> <li>• How tornadoes affect people?</li> </ul>	<p><b><u>Norman Conquest</u></b></p> <ul style="list-style-type: none"> <li>• 1066 - Who should be King?</li> <li>• Events of 1066</li> <li>• What happened at the Battle of Hastings?</li> <li>• How did William gain control of England?</li> <li>• What was the Feudal System?</li> <li>• Motte and Bailey castles</li> <li>• Square Keep castles</li> <li>• Medieval life</li> <li>• Visit to local castle</li> <li>• Thinking skills activity</li> </ul>	<p><b>3.8 The Buddha: how and why do his experiences and teachings have meaning for people today</b></p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> <li>• Describe how the life of the Buddha led to his teachings (dhamma)</li> <li>• Explain the Buddhist dhamma (i.e. universal truths, noble truths, noble path)</li> <li>• Compare some varieties of Buddhist traditions and describe how they relate to the dhamma</li> </ul> <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> <li>• Give reasons and examples to explain how and why Buddhists put teaching into action in different ways (e.g. ordained/lay; meditation in Tibetan/Zen)</li> <li>• Show how Buddhist teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)</li> </ul> <p><u>Make connections:</u></p> <ul style="list-style-type: none"> <li>• Offer an account of what difference it makes that overcoming dukkha</li> </ul>

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			<p>God as Trinity, for example, in expressing ideas about God through art, symbols, etc., in churches</p> <p><u>Make connections:</u></p> <ul style="list-style-type: none"> <li>• Evaluate their learning and express a view, giving a coherent account and offering reasons for their responses: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?</li> </ul>			<p>and attaining enlightenment is achievable by anyone without supernatural help, giving reasons</p> <ul style="list-style-type: none"> <li>• Evaluate how far the ideas of the Buddhist dhamma help students to make sense of the world and their own experience</li> </ul>
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Year	Year 8					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/ Skills	<p><b><u>Weather and Climate</u></b></p> <ul style="list-style-type: none"> <li>• What is weather?</li> <li>• How does weather affect human activities?</li> <li>• Measuring the weather</li> <li>• How are clouds formed?</li> <li>• Different types of clouds</li> <li>• How is rainfall formed?</li> <li>• What is air pressure?</li> <li>• Heatwaves</li> <li>• Air masses</li> <li>• Depression</li> <li>• 2013 Christmas storms</li> <li>• Climate graphs</li> <li>• Climate zones</li> <li>• UK climate</li> <li>• Extremes of climate</li> </ul>	<p><b><u>Local History</u></b></p> <ul style="list-style-type: none"> <li>• Roman invasion and its impact on region</li> <li>• Anglo Saxon arrival and influences</li> <li>• Viking invasion at Lindisfarne</li> <li>• Viking influences on the region</li> <li>• Norman arrival and impact on the North East</li> <li>• Local Plague outbreaks and effects</li> <li>• Industrial Revolution - impacts and innovations</li> <li>• Significant local individuals - George Stephenson, Grace Darling</li> <li>• Newcastle today</li> </ul>	<p><b>3.18 How can people express the spiritual through the arts?</b>  <b><u>Make sense of belief:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and explain at least two ways to describe 'the spiritual'</li> <li>• Explain how and why music and art are important ways of expressing the spiritual</li> </ul> <p><b><u>Understand the impact:</u></b></p> <ul style="list-style-type: none"> <li>• Show how people express spirituality in different ways (e.g. through art, music, activism)</li> <li>• Give reasons and examples to explain how music and art can help people understand big ideas in their tradition</li> </ul> <p><b><u>Make connections:</u></b></p> <ul style="list-style-type: none"> <li>• Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves</li> <li>• Evaluate how far growing up in a tradition will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses.</li> </ul>	<p><b><u>Africa</u></b></p> <ul style="list-style-type: none"> <li>• Perceptions of and location of Africa</li> <li>• Map work on Africa</li> <li>• What are the physical and human features of Africa?</li> <li>• What are National Parks and why are they set up?</li> <li>• Population in Africa</li> <li>• Animals in Africa</li> <li>• Maasai culture</li> <li>• The illegal ivory trade in Africa</li> <li>• Environmental issues affecting Africa</li> <li>• Life in Egypt</li> <li>• Tourism in Africa</li> </ul>	<p><b><u>Tudors</u></b></p> <ul style="list-style-type: none"> <li>• Who were the Tudor monarchs?</li> <li>• Importance of religion in Tudor times</li> <li>• Church hierarchy</li> <li>• Life of Henry VIII and his six wives</li> <li>• Religion in Edward VI's reign</li> <li>• Changes during Mary I's reign</li> <li>• The life of Elizabeth I</li> <li>• Images of Elizabeth I</li> <li>• Mary, Queen of Scots, execution</li> <li>• The defeat of the Spanish Armada</li> <li>• Tudor everyday life</li> </ul>	<p><b>3.10 What is good and what is challenging about being a Muslim teenager in Britain today?</b>  <b><u>Make sense of belief:</u></b></p> <ul style="list-style-type: none"> <li>• Explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today</li> </ul> <p><b><u>Understand the impact:</u></b></p> <ul style="list-style-type: none"> <li>• Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions)</li> <li>• Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today</li> </ul> <p><b><u>Make connections:</u></b></p> <ul style="list-style-type: none"> <li>• Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.</li> </ul>

Year	Year 9					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/ Skills	<u>Rivers and Coasts</u> <ul style="list-style-type: none"> <li>The water cycle</li> <li>Rivers of the UK</li> <li>Seas of the UK</li> <li>Rivers of the World</li> <li>Features of a river system</li> <li>How are rivers used?</li> <li>The impact of damming</li> <li>Causes and effects of flooding</li> <li>Water pollution</li> <li>Coastal features of the UK</li> <li>How are coastal features formed?</li> <li>Seas based art work</li> </ul>	<u>World War I</u> <ul style="list-style-type: none"> <li>Long term causes of WW1</li> <li>Short term causes of WW1</li> <li>Triple Entente and Triple Alliance</li> <li>Life in the trenches</li> <li>The Western Front</li> <li>Battle of The Somme</li> <li>Trench warfare</li> <li>The impact of propaganda during WW1</li> <li>War poetry</li> <li>The role of animals in WW1</li> <li>Involvement of USA in WW1</li> <li>The end of WW1 and the consequences for Germany</li> <li>Treaty of Versailles</li> </ul>	<b>3.12 How are Sikh teachings on equality and service put into practice today?</b> <u>Make sense of belief:</u> <ul style="list-style-type: none"> <li>Explain the key beliefs of Sikhi and their importance for Sikhs living in Britain today</li> <li>Explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live</li> </ul> <u>Understand the impact:</u> <ul style="list-style-type: none"> <li>Give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways</li> <li>Show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g. call for equality and service)</li> </ul> <u>Make connections:</u> <ul style="list-style-type: none"> <li>Offer an account of the value and impact of Sikh practice of service and equality in the UK today</li> <li>Comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and</li> </ul>	<u>Ecosystems (Brazil)</u> <ul style="list-style-type: none"> <li>Locating rainforests on a world map</li> <li>Rainforest climate</li> <li>Layers of rainforest</li> <li>Water cycle</li> <li>The Great Kapok Tree</li> <li>Life in the rainforest</li> <li>Environmental issues in the rainforest</li> <li>Brazilian art</li> <li>The Vanishing Forest</li> <li>Deforestation</li> <li>Mardi Gras in Rio de Janeiro</li> <li>The effects humans have on the rainforest</li> <li>Protecting the rainforest</li> </ul>	<u>World War II</u> <ul style="list-style-type: none"> <li>End of WW1 and consequences</li> <li>Democracies and dictatorships</li> <li>Background on Hitler - his ideas and aims</li> <li>How did Hitler keep control in Germany?</li> <li>Causes of WW2</li> <li>The war in Western Europe</li> <li>The Battle of Britain</li> <li>Dunkirk</li> <li>The impact of war on ordinary people</li> <li>Evacuation</li> <li>The Blitz</li> <li>Propaganda</li> <li>The atomic bomb</li> </ul>	<b>3.13 What difference does it make to be non-religious in Britain today?</b> <u>Make sense of belief:</u> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'atheist' and 'agnostic', and give reasons for the range of views that can be covered by these terms (e.g. SBNR, 'nones', Humanists, etc.)</li> <li>Explain what sources of authority non-religious people might use and why, to decide how to live</li> </ul> <u>Understand the impact:</u> <ul style="list-style-type: none"> <li>Give reasons and examples to explain how and why nonreligious people put their beliefs into action in different ways (e.g. from indifference through to hostility to religion; from seeking riches to activism)</li> <li>Show how Humanist beliefs/principles guide some nonreligious people in making moral decisions</li> </ul> <u>Make connections:</u> <ul style="list-style-type: none"> <li>Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK</li> </ul>

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			justifications for their responses.			<ul style="list-style-type: none"><li>• Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.</li></ul>
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Year	Year 10					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/ Skills	<b>Topic</b>  <u><b>ASDAN History Short Course</b></u>  <b>Module 1 Local History</b>  <ul style="list-style-type: none"> <li>- Census data</li> <li>- Newspaper Archives</li> <li>- Historic maps</li> <li>- Historic photographs</li> <li>- Family History</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Knowledge &amp; Understanding of events</li> <li>- People &amp; Changes in the past</li> </ul> Historical Investigations		<b>Topic</b>  <u><b>ASDAN Geography Short Course</b></u>  <b>Module 3 - Physical Processes</b>  <ul style="list-style-type: none"> <li>- Erosion</li> <li>- Weathering</li> <li>- Tectonic Hazards</li> <li>- Coastal Processes</li> <li>- Headland Retreat.</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Cartographic skills</li> <li>- Graphical skills</li> <li>- Fieldwork skills</li> </ul>		<b>Topic</b>  <u><b>ASDAN Beliefs &amp; Values Short Course</b></u>  <b>Module 4 - Peace &amp; Conflict</b>  <ul style="list-style-type: none"> <li>- Pacifism</li> <li>- Freedom</li> <li>- What is a “just war”?</li> <li>- Weapons of Mass Destruction</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Investigation, knowing how to use a variety of sources in order to gather information</li> <li>- Interpretation, the ability to draw meaning from artefacts, works of art, poetry and symbolism</li> <li>- Reflection, the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</li> </ul>	

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Year	Year 11					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/ Skills	<b>Topic</b>  <u><b>ASDAN History Short Course</b></u>  <b>Module 2 British History – Our Island Stories</b>  <ul style="list-style-type: none"> <li>- Royal Families</li> <li>- Flags</li> <li>- Historical Figures</li> <li>- War Veterans</li> <li>- Armed Forces</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Historical Investigations</li> <li>- Historical Interpretations</li> <li>- Organising &amp; Communicating</li> </ul>		<b>Topic</b>  <u><b>ASDAN Geography Short Course</b></u>  <b>Module 2 – Food, Energy, Waste</b>  <ul style="list-style-type: none"> <li>- Waste &amp; Recycling</li> <li>- Carbon Footprint</li> <li>- E-waste</li> <li>- Renewable Energy</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Statistical skills</li> <li>- Numerical skills</li> <li>- Formulate enquiry and argument</li> </ul>		<b>Topic</b>  <u><b>ASDAN Beliefs &amp; Values Short Course</b></u>  <b>Module 3 Crime &amp; Punishment</b>  <ul style="list-style-type: none"> <li>- Just &amp; Fair Society</li> <li>- Criminal Motivations</li> <li>- Punishments</li> <li>- Alternatives to Prison</li> <li>- Prosecution</li> <li>- Prejudice &amp; Discrimination</li> </ul> <b>Skills</b>  <ul style="list-style-type: none"> <li>- Empathy, the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</li> <li>- Analysis, recognizing bias, caricature, prejudice and stereotyping</li> </ul> Application, making links between religion and individual, community, national and international life	

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Year	GCSE – Year 1					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic/ Skills</b>	<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>The Challenge of Natural Hazards</u></b></p> <ul style="list-style-type: none"> <li>- Tectonic hazards.</li> <li>- Weather hazards.</li> <li>- Climate Change.</li> </ul>		<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>Urban Issues &amp; Challenges</u></b></p> <ul style="list-style-type: none"> <li>- The global pattern of urban change.</li> <li>- Urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> <li>- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>- Features of sustainable urban living</li> </ul>		<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>The Living World</u></b></p> <ul style="list-style-type: none"> <li>- An example of a small scale UK ecosystem</li> <li>- The physical characteristics of a tropical rainforest.</li> <li>- How plants and animals adapt to the physical conditions.</li> <li>- Changing rates of deforestation – Case Study</li> <li>- Value of tropical rainforests to people and the environment.</li> <li>- Strategies used to manage the rainforest sustainably.</li> <li>- The physical characteristics of a hot desert.</li> <li>- Causes of desertification.</li> <li>- Strategies used to reduce the risk of desertification.</li> <li>- The physical characteristics of a cold environment.</li> </ul>	

Year	GCSE – Year 2					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic/ Skills</b>	<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>The Changing Economic World</u></b></p> <ul style="list-style-type: none"> <li>- Global variations in economic development and quality of life.</li> <li>- Strategies for reducing the global development gap.</li> <li>- A case study of one LIC or NEE</li> <li>- Economic futures in the UK.</li> </ul>		<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>Physical Landscapes in the UK</u></b> <b><u>&amp;</u></b> <b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>- An overview of the location of major upland/lowland areas and river systems.</li> <li>- Coastal processes.</li> <li>- Geological structure and rock type.</li> <li>- Characteristics and formation of landforms.</li> <li>- Different management strategies can be used to protect coastlines from the effects of physical processes.</li> <li>- An example of a coastal management scheme in the UK.</li> <li>- The long profile and changing cross profile of a river and its valley.</li> <li>- How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</li> <li>- An example of a flood management scheme in the UK</li> <li>- Glacial Landscapes in the UK</li> </ul>		<p><b>Topic</b></p> <p><b><u>GCSE Geography</u></b> <b><u>The Challenge of Resource Management</u></b> <b><u>&amp;</u></b> <b><u>Issue Evaluation</u></b></p> <ul style="list-style-type: none"> <li>- The significance of food, water and energy to economic and social well-being.</li> <li>- An overview of resources in relation to the UK.</li> <li>- Areas of surplus (security) and deficit (insecurity)</li> <li>- Moving towards a sustainable resource future</li> <li>- Impacts of water insecurity</li> <li>- An example of a large scale water transfer scheme</li> <li>- An example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.</li> </ul>	

Year	Sixth Form					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic/ Skills</b>	<p><b>AQA Unit Award Scheme: History Unit: <u>78501</u> <u>Ancient Egypt</u></b></p> <p>Order on a time line at least four important dates in the history of ancient Egypt.</p> <p>Identify Egypt and the river Nile on a map.</p> <p>Why the river Nile was important.</p> <p>How and why the pyramids were built.</p> <p>The main role of the Pharaohs.</p> <p>The names of at least four gods of ancient Egypt and their importance.</p>	<p><b>AQA Unit Award Scheme: Geography Unit: <u>117411</u> <u>Introduction to Japan</u></b></p> <p>Key facts about the early history of Japan.</p> <p>Key features of Japanese theatre and face painting traditions.</p> <p>Write and speak at least two simple phrases in Japanese.</p> <p>Find out key information about a Japanese sport or athlete.</p> <p>Tasting and rating Japanese food.</p> <p>Playing traditional Japanese games.</p> <p>Watching Japanese entertainment, eg anime.</p>	<p><b>AQA Unit Award Scheme: RE Unit: <u>A study of ancient polytheistic religions</u></b></p> <p>The names of at least four different Greek gods and their roles.</p> <p>A story related to a Greek god/goddess.</p> <p>The names and information about three mythical Greek creatures.</p> <p>The names of at least four Roman gods.</p> <p>A story related to ancient Roman religion.</p> <p>At least four Celtic gods/goddesses and their importance.</p> <p>A story related to Celtic mythology.</p> <p>At least four Norse gods and their roles.</p>	<p><b>AQA Unit Award Scheme: History Unit: <u>115778</u> <u>The Romans</u></b></p> <p>The spread of the Roman Empire and at least two facts about the invasion of Britain.</p> <p>A minimum of two key facts about Emperor Hadrian and why, when and how his wall was built.</p> <p>The main religious beliefs the Romans had and at least two of the gods or goddesses they worshipped.</p> <p>At least two amenities Roman baths contained.</p> <p>Why, where and how the Roman roads in Britain were built.</p> <p>At least two ways the Roman empire affected people living in Britain.</p>	<p><b>AQA Unit Award Scheme: Geography Unit: <u>118142</u> <u>Introduction to a Foreign Country: Geography and Culture</u></b></p> <p>Watching video clips about a foreign country.</p> <p>Listening to music from the foreign country.</p> <p>Looking at the work of a native artist from the foreign country.</p> <p>At least two places of interest in the capital city of the foreign country.</p> <p>At least two different foods produced in the foreign country and the location of the foreign country.</p> <p>The location of the foreign country in relation to the United Kingdom.</p>	<p><b>AQA Unit Award Scheme: RE Unit: <u>118672</u> <u>Historical Crime and Punishment</u></b></p> <p>How the Roman justice system has influenced modern views of law and order.</p> <p>The key features of crime and punishment in the Dark Ages, Anglo Saxon period and medieval Britain.</p> <p>The extreme nature of punishment during Tudor times.</p> <p>How attitudes towards crime and punishment have changed over time.</p> <p>A famous criminal from history, e.g. Dick Turpin, the highwayman.</p>

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	<p>What was involved in the main stages of mummification?</p> <p>What the ancient Egyptians believed about the judgement hall and the afterlife.</p>		<p>A story related to a Norse god.</p> <p>The names and roles of at least four Hindu deities.</p> <p>A story related to one of the main Hindu deities.</p> <p>Make a poster on a god/goddess from each of the following civilisations – Greek, Roman, Celtic and Norse.</p> <p>Design your own god from any polytheistic religion.</p>		<p>The foreign country's national flag.</p>	
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