



GEOGRAPHY/HISTORY COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 3

Intent:

To deliver and develop a geography and history curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence and allows pupils to challenge each other as well as themselves in order to develop a deeper understanding of the world in which they live.

		Cycle A (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Running throughout each cycle		
A u t u m	1	<p>Themes – Maps Topic - Globes, maps and atlases</p> <p>Geography – Geographical skills and fieldwork -</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</p>	<p>Theme – Going green. Topic – Climate change Geography - Human and Physical geography</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Theme – Europe Population and Urbanisation Geography – Human and Physical geography.</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p>	<p>Geographical Skills & Knowledge: · use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied · use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world · use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>The understanding of time chronologically from the earliest times to the present day and how people and events have shaped the society and how Britain has influenced or been influenced by the wider world. Understanding different civilisations and being able to find similarities and differences from today by drawing contrasts and</p>	

S p r i n g	2	<p>Theme – Anglo Saxons Topic - Anglo – Saxons</p> <p>History – Cause and consequence</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>The development of Church, state and society in Medieval Britain 1066-1509 such as the Anglo – Saxons.</p>	<p>Theme – Changes in social history Topic – The black death</p> <p>History – Cause and consequence/Similarity and difference.</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>The development of Church, state and society in Medieval Britain 1066-1509 Such as the Black Death /- looking at impact of different countries, populations and societies.</p>	<p>Theme - Stone age to Iron age Topic - WW1</p> <p>History – Historical events</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day – The Great War – impacts on Britain and its economy.</p>		<p>analysing trends. Assessing and reviewing historical evidence to understand methods of historical enquiry to make historical claims.</p>	
	1	<p>Themes – Volcanoes and Earthquakes Topic - Geological timescales and plate tectonics</p> <p>Geography – Human geography</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate.</p>	<p>Theme – The United Kingdom Topic – India & South Africa</p> <p>Geography – Locational Knowledge</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps</i></p> <p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.</p>	<p>Theme – Our Work Topic - The Sahara and the Himalayas</p> <p>Geography – Locational Knowledge</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps</i></p> <p>focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>			

	2	<p>Theme – Vikings Topic – Norman conquest History - Historical significance/Change and continuity</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps.</p> <p>The development of Church, state and society in Medieval Britain 1066-1509 such as the Norman Conquest.</p>	<p>Theme – Victorian Britain Topic – Britain's trans-Atlantic slave trade History - Historical significance/Sources and evidence</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps.</p> <p>ideas, political power, industry, and empire: Britain, 1745-1901 such as Britain's transatlantic slave trade: its effects and its eventual abolition or - Britain as the first industrial nation – the impact on society.</p>	<p>Theme – Our local history Topic - WW2 History – Historical significance/Chronology/Sources and evidence.</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day such the Second World War and the wartime leadership of Winston Churchill.</p>			
S u m m e r	1	<p>Themes – Where we live. Topic – Population and urbanisation</p> <p>Geography – Geographical skills and fieldwork -</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. 	<p>Theme - What's the difference? Topic – The Sahara and the Himalayas Geography – Place Knowledge</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps.</p> <p>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>	<p>Theme – Land Topic - Weather Geography – Human and physical.</p> <p>National Curriculum coverage to be taught at differentiated Developmental steps.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate</p>			

	2	<p>Theme – North and South America Topic – Darwin's 'Origin of species' History – Historical importance</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>ideas, political power, industry and empire: Britain, 1745-1901 such as Britain as the first industrial nation – the impact on society / Darwin's Origin of Species.</p>	<p>Theme – Battle of Britain Topic – Womans suffrage History – Historical importance/Chronology</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust and the Woman's suffrage.</p>	<p>Theme – Stone age to Iron age Topic – Local history History – Chronology/Similarity, continuity, and difference.</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. Looking at Britain's changing landscape from the Iron Age to the present – significance of human activity and how it has changed the British landscape, socially, economically and physically.</p>			
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