



**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 to develop a deeper understanding of the world in which they live.

		CYCLE A – 2025-2026	CYCLE B – 2026-2027	Running throughout each cycle
<b>Autumn</b>	<b>1</b>	<p><b>Theme – North and South America</b> <b>Topic – North/South America and Africa</b> 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, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p><b>Theme – Water</b> <b>Topic Boxing Day floods</b> Geography – Physical and human geography</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems focusing on climate change.</p>	<p>Geographical Skills &amp; 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 analysing trends.</p> <p>Assessing and reviewing historical evidence to understand methods of historical enquiry to make historical claims.</p>
	<b>2</b>	<p><b>Theme – Ancient Greeks</b> <b>Topic - Henry VIII</b> History – Continuity and change</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>The development of Church, state and society in Britain 1509-1745 looking at society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature</p>	<p><b>Theme – Changes in social history.</b> <b>Topic – Apollo 11</b> History - Historical significance/Chronology/Sources and evidence.</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>One study of a significant society or issue in world history and its interconnections with other world developments looking at USA in the 20th Century space travel/Apollo 11</p>	
<b>Spring</b>	<b>1</b>	<p><b>Theme – Settlements</b> <b>Topic - Russia</b> Geography – Human and Physical geography</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	<p><b>Theme – The United Kingdom</b> <b>Topic – Panama Canal</b> Geography – Human and Physical geography</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></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	Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems		
	2	<p><b>Theme – Mayan Civilization</b>  <b>Topic - Crimean war.</b>  History – Similarity, continuity, and difference.</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>The study of a significant society or issue in world history and its interconnections with other world developments such as Changing Russian empires c.1800-1989. Looking at Decembrist revolt 1825/ 1905 revolution/ October manifesto 1905/ Republic proclaimed 1917.</p>	<p><b>Theme – Changes in social history</b>  <b>Topic - Nelson Mandela</b>  History – Cultural diversity</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 looking at world leaders / Nelson Mandela. A non – European society that provides contrast with British History.</p>		
Summer	1	<p><b>Theme – Maps</b>  <b>Topic - Local fieldwork (GIS)</b>  Geography – Geographical skill and fieldwork</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data, looking at a local site – possibly school grounds and comparing with a wider location in the northwest/Southern England.</p>	<p><b>Theme – Our World</b>  <b>Topic – Resources and their management.</b>  Geography – Geographical skill and fieldwork</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. This is to include a local site.</p>		
	2	<p><b>Theme – Our local history</b>  <b>Topic - Disease</b>  History – Historical significance/Chronology/Sources and evidence.</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 looking at disease/What did disease look like in early 20<sup>th</sup> century? types of disease/social commonalities.</p>	<p><b>Theme – The Roman Empire</b>  <b>Topic - Medicine</b>  History – Historical significance/Chronology/Sources and evidence.</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 looking at medicine – links to medicines during Roman times, Similarities and differences.</p>		