Curriculum Map: History

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **England before the Norman invasion** | **Norman Conquest** | **Norman control of England** | **Henry’s break from Rome** | **English Civil War** | **England after the Civil War** |
| Students develop skills such as chronology and source skills. They will describe how England changed from the Romans to the Saxons, understand Saxon society and analyse claimants to the throne in 1066. | Using the Bayeaux Tapestry as a primary source, students will study the events that build up a chronology of the Norman invasion  Including Battles in the North, Stamford Bridge and the Battle of Hastings | Students will study different methods the Normans used to consolidate their power.  Develop an understanding of the role the Church played within England and evaluate relationship between Church and State. | Students will study different events within the Tudor period such as the Reformation, the implementation of the Reformation and the impact of the Reformation on the role of monarch and the ordinary people. | Develop knowledge of the causes of the English Civil War. Analyse which cause was the most important.  Roundheads and Cavaliers -students to assess the reasons for Parliament's victory | Compare and contrast England before and after the English Civil War. Develop skills evaluating the leadership of Oliver Cromwell. |

Curriculum Map: Geography

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **What do Geographers do?** | **Glaciers in the UK** | **UK and Global Ecosystems** | **The Sahel: West Africa** | **Natural Hazards** | **Weather and Climate** |
| Students develop their sense of place using OS Map work, knowledge of continents and oceans. Through the case study of Dubai students also learn, how a place can change and different landscapes: Rural and Urban | An introduction to the UK’s Physical Geography and UK Geology. Students will also receive an introduction to Glacial Landscapes and Glacial Landforms. As well as human uses of glacial landscapes | Introduction to ecosystems  Including the UK Ecosystems and Global Ecosystem. Students will also analyse Tropical Rainforests and adaptations to the rainforest, as well as Deforestation and protecting Tropical Rainforests | Location of Africa is explored alongside ecosystems of Africa Geography. Human Geography of Africa and the Sahel Region. Students will also explore desertification. | Students will explore hazards, tectonic theory and plate boundaries. They will also examine different types of volcanoes by comparing volcanic eruptions. Earthquakes and measuring and protecting against natural hazards | Students explore the difference between weather and climate. With a focus on climate and weather in the UK (Rain and Snow).  Creating a research project   * Methodology * Presenting data * Drawing conclusion |

Curriculum Map: RS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Introduction to Philosophy** | **Philosophy** | **Understanding Christianity** | **Christianity** | **Who is Jesus?** | **Jesus** |
| * Why do we need ultimate questions? * What is the meaning of life? * Does God exist? * What happens when we die?   **Developing philosophical thinking**  Exploring personal beliefs and developing the ability to explain them.  **Impact on social living**  Develop an understanding of how beliefs can direct behaviour in both ourselves and others | * Does suffering prove God doesn’t exist * Do we have a Soul? * How does belief impact behaviour?   **Making connections**  Belief impact behaviour and values | Understanding What it is to have belief  Developing an understanding of what a Christian is  To explore the nature of God  Developing an understanding of the Trinity  Exploring the significance of the Creed to Christians | Researching the Design theory  Creation theories exploring the divergent views of literal and metaphorical thinkers  Miracles-exploring the philosophical responses  Exploration of the implications of suffering-analytical exploration | * Who am I? * Jesus inspires love * Jesus inspires a sense of community * Jesus inspires Justice * Jesus inspires action   **Theology/believing**  Exploring the nature of God through the life of Jesus | Discovering parables  Exploring the issue of forgiveness through a parable  Forgiveness-case study  Exploring reconciliation through parables, death and resurrection of Jesus  Reconciliation case study |

Curriculum Map: PSHE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Health and Wellbeing**  **Transition** | **Health and Wellbeing**  **Puberty** | **Relationships** | **Living in the wider world** | **Relationships** | **Financial Wellbeing** |
| **Exploring Transition and Safety overview.**   * Transition to secondary school. * Personal safety in and outside school. * First aid. | How to make healthy lifestyle choices, dental health, physical activity and sleep  How to manage influences relating to caffeine, smoking and alcohol  How to manage physical and emotional changes during puberty  Responsibility of personal hygiene  How to recognise and respond to inappropriate and unwanted contact  To understand what FGM is and how to access help and support | Understand about identity, rights and responsibilities about living in a diverse society  How to challenge prejudice, stereotypes and discrimination  Identifying the signs and effects of all types of bullying, including online  How to respond to bullying of any kind, including online how to support others | **Exploring how to develop skills and aspirations overview**   * Developing skills and aspiration * Careers * Teamwork and enterprise skills * Raising aspirations | How to develop self-worth and self-efficacy.  Learning about qualities and behaviours relating to different types of positive relationships  How to recognise unhealthy relationships  How to recognise and challenge media stereotypes  How to evaluate expectations for romantic relationships  Learning about consent, and how to seek and assertively communicate consent | How to make safe financial choices  Learning about ethical and unethical business practices and consumerism  Learning about saving, spending and budgeting  How to manage risk-taking behaviour |