

GEOGRAPHY Curriculum Outline 2025-26:

This document summarises the content to be delivered over the course of the year.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Mapskills: The world in which we live.</b> Continents and Oceans, Countries, The British Isles, UK countries and cities, Compass Points, Grid References,	<b>Settlement</b> Site and situation Settlement type and function settlement change.	<b>Local Studies: Whitley Bay</b> Location Settlement change	<b>The Lake District</b> Location, National Parks, Tourism	<b>Italy</b> Location, culture, differences	<b>USA</b> location, culture, differences
<b>Extended Literacy opportunities:</b>	Proper nouns, spellings and key terms Writing instructions to describe a route using imperative verbs.	Writing to inform and make a decision.	Proper nouns, spellings and key terms Writing a persuasive letter.	Proper nouns, spellings and key terms Creative writing about the Lake District	Proper nouns, spellings and key terms Writing a persuasive postcard	Proper nouns, spellings and key terms Writing a persuasive postcard
<b>NUMERACY:</b>	<b>Maps, Coordinates, Scale</b>	<b>Scale and maps</b>	<b>Coordinates, Graphs, Scale</b>	<b>OS maps, Graphs, Scale</b>	<b>Coordinates, Graphs</b>	<b>Coordinates, Graphs</b>
<b>SMSC/Creativity/ Careers Focus</b>	Knowing the locations of places whilst appreciating scale. Give opportunities for problem-solving and discovery. Encourage the enjoyment and excitement of learning.  World leaders, travel agents, politicians, town planners, pilots, air traffic Controller	Having an appreciation for change and renewal. Understanding why people first choose to live somewhere.  Town planner, council member, surveyor, developer	Learning about how things have changed over the years/appreciation for what was there before.  MP. town planner,	Learning about the National Parks and why they should be protected. Having an understanding for people who live there and the opinions they may have regarding tourism.  Conservationist, Town Planner, Forestry commission.	Learning about Italian culture and comparing Italy to the UK.  Travel agent, tour guide, seismology, volcanologist	Learning about the USA and the location and culture. Having an understanding for peoples opinions.  Travel agent, tour guide, seismology, volcanologist

<p>Year <b>6</b></p>	<p><b>Rainforests: A global treasure under threat.</b> World Biomes Tropical Rainforests - climate. The causes and effects of deforestation on the Amazon Rainforest</p>	<p><b>Hazards</b> Tectonic Plates Volcanoes Why people live near volcanoes? Icelandic volcanic eruption</p>	<p><b>Rivers</b> Processes, Erosional landforms, despositional landforms.</p>	<p><b>Flooding</b> Causes, effects and repsonses Case study</p>	<p><b>Resources</b> Food, Water and Energy Energy mix Sustainability.</p>
<p>Extended Literacy opportunities:</p>	<p>Proper nouns, spellings and key terms Writing to describe a location Writing a letter (persuasive writing)</p>	<p>Proper nouns, spelling and key terms. Writing a diary account.</p>	<p>Proper nouns, spellings and key terms</p>	<p>Researching, planning and writing a newspaper report about a flood in Carlisle</p>	<p>Proper nouns, spellings and key terms Researching, planning and writing a leaflet.</p>
<p>NUMERACY:</p>	<p>Climate graph, Pie chart construction and interpretation of data (TEAM).</p>	<p>Maps and interpretation of data</p>	<p>Scales and dates Rainfall amounts</p>	<p>Maps and interpretaion of data</p>	<p>Pie Charts, Graphs, Interpretation</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Learning about the Amazon Rainforest and its characteristics and adaptations. Encourage students to see issues from another's perspective. Listen to the views of others  Travel agent, travel writer, international relations, chocolate/food industry, environmental activist, politician.</p>	<p>Having a sense of wonder about the scale of the Earth's layers. How natural processes move and create volcanoes and earthquakes.  Volcanologist</p>	<p>Appreciating rivers and the processes that occur to create landforms. Mindfulness.  River catchment restoration manager, MP, damn construction and maintenance, environmentalist</p>	<p>Having an understanding of the impacts of natural disasters on people and the environment.  River catchment restoration manager, MP, damn construction and maintenance, environmentalist</p>	<p>Having an appreciation of where our food comes from and what can impact the supply chain to our plates.  Farmer, factory worker, entrepreneur, supply chain manager</p>

Year 7

**Urbanisation:  
Manmade  
communities**

Causes of  
Urbanisation  
Urban Change  
The Burgess Model  
Urban decline and  
regeneration  
Urban Sprawl

**Map Skills**

Physical and Human  
Features, Compass  
Points, map Symbols,  
Grid References,  
Scale and Relief,  
Describing routes.

**Weather & climate**  
Watercycle, types of  
rainfall, weather  
instruments,

**Microclimate  
Fieldwork**

Location of solar  
panels on site  
Fieldwork around the  
school  
Collecting data and  
interpretation  
Conclusion and  
evaluation.

**Extreme Weather**

What is extreme  
weather?  
Formation of  
Hurricanes.  
Tracking a hurricane  
Measuring  
hurricanes  
Hurricane case study  
HIC/LIC's

**Trade**

What is trade?  
World trade  
MNC's  
Sweatshops,  
Fairtrade

Extended Literacy  
opportunities:

Exam Style Questions  
Regeneration of  
Stratford London  
Olympics

Describing routes

Writing an exam  
answer

Completing a project

Exam Style Questions  
Hurricane Michael

Exam Style Questions

**NUMERACY:**

Line Graph  
construction and  
interpretation (Team)

Scale, Coordinates  
and maps

Measuring rainfall,  
climate graphs,  
interpretation of  
graphs and data  
(TEAM)

Creating graphs,  
interpreting data

Coordinates, maps  
and interpretation

Graphs and  
interpretation

<p>SMSC/Creativity/ Careers Focus</p>	<p>Provide knowledge and opportunities to understand other people. Having an appreciation for change and renewal and how this affects people..</p> <p>Town planner, council member, surveyor, developer</p>	<p>Having an appreciation for change and renewal. Understanding why people first chose to live somewhere.</p> <p>Town planner, council member, surveyor, developer</p>	<p>Appreciating that weather is a force to be reckoned with. There are many forms of weather and they can cause multiple impacts.</p> <p>Weather forecaster,</p>	<p>Understand how the weather can affect people locally</p> <p>Meteorologist Town Planner</p>	<p>Having an appreciation of where our food comes from and what can impact the supply chain to our plates.</p> <p>Farmer, factory worker, entrepreneur, supply chain manager</p>	<p>Having an appreciation of where our necessities comes from and what impact it can have on people, the economy and the environment Farmer, factory worker, entrepreneur, supply chain manager</p>
<p>Year 8</p>	<p><b>Sustainability: Our future, our planet.</b> What is sustainability? Causes of Climate Change: The Greenhouse Effect. Impacts of climate change, Renewable energies, Sustainable cities</p>	<p><b>Population</b> Population densities,</p>	<p><b>Migration</b> Migration push and pull factors Migration in an LIC Migration in a HIC</p>	<p><b>Hazards</b> <b>Eathquakes</b> Plate tectonics causes , effects using comparative case studies (HIC/LIC). Preparing for an earthquake.</p>	<p><b>Coasts</b> Preocesses Erosional, Transportational and depositional features. Coastal Management</p>	<p><b>Coastal Enquiry</b> Fieldwork, coastal features and management.</p>
<p>Extended Literacy opportunities:</p>	<p>Extended questions using Case Study examples.</p>	<p>Extended questions using case study examples</p>	<p>Extended questions using case study examples</p>	<p>Extended questions using case study examples</p>	<p>Writing an answer/opinion to a controversial question</p>	<p>Enquiry based project</p>
<p>NUMERACY:</p>	<p>Maps, Pie Charts, Graphs and interpreting data (TEAM))</p>	<p>Choropleth Maps, interpreting data (TEAM)</p>	<p>Choropleth Maps, interpreting data (TEAM)</p>	<p>Maps, interpreting data (TEAM)</p>	<p>Costs of coastal defences Distances of coastal recession</p>	<p>Graphs, data interpretation</p>

SMSC/Creativity/  
Careers Focus

Having an appreciation for our environment and how we help to protect our planet.

Environmental consultant or scientist, environmental activist, Offshore/renewable energy

Promoting the discussion of ethical issues and encouraging students to see from another's perspective.

Data analyst, social researcher, town planner, transport planner

Promoting the discussion of ethical issues and encouraging students to see from another's perspective.

Data analyst, social researcher, town planner, transport planner

Having a sense of wonder about the scale of the earth layers. How natural processes move and create volcanoes and earthquakes. Volcanologist

Learning about coasts in finer detail. Being mindful about how we treat coasts and being aware of how precious they are for human survival. Coastal environmental specialist, council member, environmental activist

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Curriculum Outline 2025-26: **HISTORY**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Introduction unit - Historical methods</b>  Mystery bag; inference activity Chronology, dates and timelines. Case study: Using sources to investigate the Titanic disaster	<b>Ancient Maya</b> Who / where? Daily life and hierarchical structure Cities Government Gods Why did Maya Society decline? Spanish Conquest and its impact Using the Maya numbering system		<b>Earliest Civilisations and the Indus Valley</b> <ul style="list-style-type: none"> <li>● <b>Overview: Where were the first civilisations and what did they have in common?</b></li> <li>● <b>Where was the Indus Valley?</b></li> <li>● <b>Artefacts</b></li> <li>● <b>Beliefs and the growth of Hinduism</b></li> <li>● <b>Daily life</b></li> </ul>		
<b>LITERACY</b>	<b>Extended explanatory writing: Who was responsible for the disaster?</b>	<b>Instructional writing: How to make a sacrifice to the Gods.</b> <b>Balanced argument: Was the Spanish Conquest a good thing?</b>		<b>Inference skills: What can artefacts tell us about Indus people?</b> <b>Descriptive writing: describe the Priest king.</b>		
<b>NUMERACY:</b>	<b>Dates/Timelines of events from our own lives and the whole school curriculum</b>  <b>Venn Diagrams to compare sources (2 and 3 sets)</b>	<b>Venn diagrams: pros and cons of the Spanish Conquest.</b>		<b>Timelines of the Indus settlements</b>		
<b>SMSC/Creativity/ Careers Focus</b>	<b>Understanding historical perspectives and different theories about events.</b>	<b>Playing the Maya ball game and bul</b> <b>The morality of the Spanish Conquest of Mesoamerica</b>		<b>Careers: what do archaeologists do? How do they contribute to our understanding of the past?</b>		

<p style="text-align: center; font-size: 24pt; color: purple;">Year 6</p>	<p><b>Anglo Saxons and Viking Struggle for the kingdom of England</b></p> <ul style="list-style-type: none"> <li>● Who was buried in the Empty Grave? Artefacts and inference</li> <li>● Invade / settle?</li> <li>● Ancient Kingdoms before 793AD and town names.</li> <li>● Viking raids on Lindisfarne</li> <li>● Viking longboats and navigation.</li> <li>● Was Alfred Great?</li> <li>● Research on the life of Aethelflaed.</li> <li>● Compare Saxons/Vikings</li> <li>● Interpretation of the Vikings</li> </ul>		<p><b>Post 1066 study: The Growth of the Railways</b></p> <ul style="list-style-type: none"> <li>● North Eastern Rail pioneers - Stephenson</li> <li>● Growth of the mainline network</li> <li>● Development of Whitley Bay after the era of rail</li> <li>● Railways during the War</li> <li>● Metro network</li> </ul>
<p style="text-align: center; font-weight: bold;">LITERACY</p>	<p>Explanation: Who was in the empty grave?          News article: Lindisfarne raid.          Etymology: names of settlements in England.</p>	<p>Biography: Aethelflaed, daughter of Alfred the Great          Report: Viking Longboats and navigation</p>	<p style="text-align: center;">Biography: George Stephenson</p>
<p style="text-align: center; font-weight: bold; color: red;">NUMERACY:</p>	<p style="text-align: center; color: red;">Roman numerals to be embedded as starter activities.</p>	<p style="text-align: center; color: red;">Roman numerals to be embedded as starter activities          Viking/Saxon comparison Venn diagrams          Timelines - Anglo Saxon/Viking events using scale.</p>	
<p style="text-align: center; color: purple;">SMSC/Creativity/ Careers Focus</p>	<p style="text-align: center; color: purple;">Creativity: Solving the mystery of Sutton Hoo</p>	<p style="text-align: center; color: purple;">Drama: reenacting Viking myths          Social/Moral: Aethelflaed and female leaders: why might her contributions be underrepresented in history?</p>	<p style="text-align: center; color: purple;">Visit to Discovery Museum - reenacting the Rainhill Trials</p>

<p><b>Year 7</b></p>	<p><b>Citizenship Models of government</b> The Parliamentary system and political parties rights, responsibilities and the justice system</p> <p><b>Norman conquest:</b> Invasions of 1066, Battle of Hastings Feudalism and the Domesday book Harrying of the North Death in Forest Magna Carta King John - Good/Bad?</p>	<p><b>Medieval England:</b> Crown Vs Church: Importance of Church and Catholic beliefs, The First and Third Crusades, Murder of Thomas Becket, King's Great Matter, The Reformation in Europe and England, Mary I and the Counter Reformation Religious rollercoaster</p>	<p><b>Civil War:</b> Causes of the Civil War, Major battles, Cromwell and the Protectorate, Restoration</p>
<p><b>Extended Literacy opportunities:</b></p>	<p><b>Explanation: Who should be king in 1066? Why did William win?</b></p>	<p><b>Explanation: Why was Becket killed? Why did Henry VIII break with Rome?</b></p>	
<p><b>NUMERACY:</b></p>		<p><b>Simulating and modelling the spread of the Black Death</b> <b>Venn Diagrams to represent information: Who was responsible for Becket's murder?</b></p>	<p><b>Timelines of the road to Civil War</b></p>
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p><b>Re-enactment: Hastings</b> <b>Citizenship: Our roles as young citizens.</b> <b>British values: the development of democracy and the rule of law in Britain</b> <b>Careers: the role of politicians.</b></p>	<p><b>Reenactment: The Crusades and War of the Roses</b> <b>Representing continuity and change visually: Religious Rollercoaster.</b></p>	<p><b>Re-enactment: Civil War Battles</b> <b>Holiday brochure: visit Puritan England</b></p>

<p><b>Year 8</b></p>	<p><b>British Empire &amp; Industrial Revolution:</b>          How did GB change?          Causes of the Industrial Revolution, Population growth and working conditions,          Case study - Broad Street Cholera outbreak          Comparison of voting rights 1830 and 2020</p> <p><b>What was the impact of the Empire in India?</b> Case Study East India Company - trade and expansion          Clive: Hero or Villain?          The Indian Mutiny of 1857          Gandhi and the independence movement</p>	<p><b>Slavery and the Slave Trade</b>          Why did Britain get involved in the slave trade?          The Middle Passage          The experiences of slaves in the Americas.          Why was slavery abolished? : moral and economic arguments</p>	<p><b>World War 1</b>          MAIN causes of WW1          Assassination of Ferdinand          Schlieffen Plan and British Involvement          Trench Warfare          Why did Germany lose in 1918?          End of the War and the Peace Settlement          Impact of Versailles and rise of extremism</p>
<p><b>Extended Literacy opportunities:</b></p>	<p><b>Balanced argument: Robert Clive</b>          Newspaper article: the spread of Cholera in 1854.</p>	<p><b>Recount: Middle Passage</b>          Explanation: Why was the slave trade abolished?</p>	<p><b>Explanation: Why did Germany lose the war?</b>          Writing a tribute to a fallen soldier</p>
<p><b>NUMERACY:</b></p>	<p><b>Population line graphs</b></p>	<p><b>Reading charts and statistics related to the scale of the slave trade.</b></p>	<p><b>Line graph: Naval Arms Race</b></p>
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p><b>Changing perspectives of empire</b>          Discussions of the morality and long term effects of colonisation.          Child labour: understanding the ethical dilemma facing working class parents.</p>	<p><b>Discussion of the immorality of the slave trade throughout topic.</b>          Comparison of the economic and moral imperatives for the abolition of slavery.</p>	<p><b>Re-enactment of trench warfare</b>          Understanding the impact of WWI on individuals from our community.          Understanding the varying motivations of German voters in 1933? Why did they vote Nazi?</p>

Numeracy - children will learn key years and dates throughout all topics (e.g. date of the Battle of Hastings 14/10/1066). This will occur in all four years. Quick Fire maths questions will be used to embed calculation skills.

Throughout the curriculum, reading from textbooks and source material will be embedded. This will require retrieval and inference skills.

**LIFE STUDIES Curriculum Outline 2025-26:**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	How and why do people show <b>belonging</b> to their religion?	<b>FAMILIES &amp; CLOSE POSITIVE RELATIONSHIPS</b>  Festivals: Why is Christmas celebrated?	<b>Hinduism</b> What do Hindus believe & how do they worship?	<b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER.</b> Myself and my strengths  <b>MENTAL WELLBEING</b> How do I manage my feelings?	<b>SAFE RELATIONSHIPS</b> Staying safe - PANTS  <b>OURSELVES, GROWING &amp; CHANGING</b> Naming body parts, my changing body including menstruation & wet dreams	RE TOPIC
<b>LITERACY</b>	Recount writing	Oracy	Letter writing	Oracy following research - group presentations	Drama Instructional writing	Research skills
<b>NUMERACY:</b>	Mental maths		Timelines of the 6 major religions Symmetry drawing			
<b>SMSC/Creativity/ Careers Focus</b>	Careers - The role of church leaders  <u>S M S C</u>	  <u>S M S C</u>	Creativity - Colourful nature of Hinduism  Creativity - Thanks  <u>S M S C</u>	Careers - Promote equal opportunities  Careers - Introduction to the skills needed for adult life  <u>S M S C</u>	  <u>S M S C</u>	  <u>S M S C</u>

Religious studies - Relationships education - Health & wellbeing - Living in the wider world - Combination

# Marden Bridge Middle School

Empowering Minds Inspiring Futures

<b>Year 6</b>	<p>What do people believe about <b>God &amp; creation</b>? Why should we care for the environment? (Christianity/ Judaism/ Hinduism)</p>	<p><b>FRIENDSHIPS</b> <b>MANAGING HURTFUL BEHAVIOURS &amp; BULLYING</b></p> <p>What is religious diversity? "No-one sits nowhere"</p>	<p>Mindfulness &amp; mental health</p> <p><b>DRUGS, ALCOHOL &amp; TOBACCO</b> Good habits / bad habits (smoking and drugs)</p>	<p><b>Judaism</b> How do Jews express their beliefs through practice?</p> <p>Why are good Friday &amp; <b>Easter</b> Sunday the most important days for Christians? ????????</p>	<p><b>SAFE RELATIONSHIPS</b> Staying safe - Alright Charlie</p> <p><b>OURSELVES, GROWING &amp; CHANGING</b> Growing Up - what can I expect?</p>	<p>What are "rites of passage"?</p> <p><b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER</b></p>
<b>LITERACY</b>	Comparison writing/Formal letter	Drama	Persuasive writing			Oracy following research - group presentations Non chronological report - rites of passage
<b>NUMERACY:</b>	Venn Diagrams to compare religions Mental maths	Mental maths	Mental maths			Considering salaries for jobs
<b>SMSC/Creativity/ Careers Focus</b>	<p>Careers - Jobs involving caring for animals and the environment Sustainability Manager</p> <p>Creativity - consideration of "big questions" <b>S M S C</b></p>	<p>Careers - Roles of those who support families</p> <p><b>S M S C</b></p>	<p>Creativity - Thunks</p> <p><b>S M S C</b></p>	<p>Creativity - designing kosher menus</p> <p><b>S M S C</b></p>	<p><b>S M S C</b></p>	<p>Careers - Promotion of equal opportunities - introduction to Unifrog</p> <p><b>S M S C</b></p>

Religious studies - Relationships education - Health & wellbeing - Living in the wider world - Combination

<b>Year 7</b>	<b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER</b> Introduction to Unifrog Planning my future  <b>WHAT IS VALUABLE TO ME?</b>  <b>BRITISH VALUES</b>	<b>BEING SAFE</b> Forced marriage & FGM  <b>POSITIVE RELATIONSHIP</b> Stereotypes & protected characteristics  Religious Diversity - Religious & non religious worldviews	Islam What does it mean to live as a Muslim in Britain today?	<b>DRUGS, ALCOHOL &amp; TOBACCO</b> Growing up & risky behaviour  Mindfulness & mental health	Christianity How do the beliefs of Christians have an impact on their lives and communities?	<b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER</b> Refresh - how are my skills developing?  <b>FORMING &amp; MAINTAINING RESPECTFUL RELATIONSHIPS</b>
<b>Extended Literacy opportunities:</b>	Persuasive writing - British values	<i>Timelines of LGBTQ+ rights</i>	Information writing - Hajj	Oracy following research - group presentations	Information writing	
<b>NUMERACY:</b>	Comparing salaries of jobs	Converting fractions to %		The cost of smoking cigarettes - mental maths		
<b>SMSC/Creativity/ Careers Focus</b>	Careers - Role of support workers Unifrog - building a profile Termly career focus determined by FSQ  Creativity - Posters advertising British Values  Challenging racism Promoting equal opportunities  <u>S M S C</u>		Careers - Termly career focus determined by FSQ  Creativity - Thunks  <u>S M S C</u>	Creativity - how can I help myself?  <u>S M S C</u>	Careers - Termly career focus determined by FSQ  <u>S M S C</u>	Promotion of good relations  <u>S M S C</u>

# Marden Bridge Middle School

Empowering Minds  Inspiring Futures

Year 8	<p><b>MENTAL HEALTH &amp; EMOTIONAL WELLBEING / Mindfulness</b></p> <p>Building resilience</p> <p>Philosophy of religion Does God exist?</p>	<p><b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREERS</b></p>	<p>Sikhism How do the beliefs of Sikhs affect their daily life and actions?</p>	<p>Safety on the streets, social influence &amp; managing risk</p>	<p><b>POSITIVE RELATIONSHIPS</b></p> <p>CONSENT Why is permission important?</p>	<p>Religious responses to moral issues</p>
<p><b>Extended Literacy opportunities:</b></p>	<p>Word parts to understand new vocabulary Debating skills Discursive writing - Does God exist?</p>			<p>Letter writing</p>	<p>Oracy following research of scenarios</p>	<p>Diary writing - living in poverty</p>
<p><b>NUMERACY:</b></p>	<p>Data in surveys Turning numbers into %</p>	<p>Interpreting labour market information data</p>		<p>Looking at statistics</p>		
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Careers - The benefits of a qualification in RE for your future career Research jobs - RS Creativity - Spiritual consideration of ultimate questions Reflection on ultimate questions</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Careers - Termly role focus determined by FSQ Skills development - when have you been resilient recently?</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Creativity - Thunks Designing gurus Reflection on the relationship between culture and the ability to negotiate religious belief</p> <p style="text-align: center;"><u>S M S C</u></p>	<p style="text-align: center;"><u>S M S C</u></p>	<p style="text-align: center;"><u>S M S C</u></p>	<p style="text-align: center;"><u>S M S C</u></p>

Religious studies - Relationships education - Health & wellbeing - Living in the wider world - Combination



Religious studies - Relationships education - Health & wellbeing - Living in the wider world - Combination