

GEOGRAPHY Curriculum Outline 2024-25:

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>Our Planet</b> Continents and Oceans, Countries, The British Isles, The North East Physical and Human features.		<b>Local Studies: Whitley Bay</b> The New Spanish City Dome	<b>Italy</b> Location, culture, differences	<b>Jamaica</b> Location, culture, differences and controversial issues	
<b>Extended Literacy opportunities:</b>	Proper nouns, spellings and key terms Writing instructions using imperative verbs		Proper nouns, spellings and key terms Debating an opinion Writing a formal letter to the council giving a balanced view	Proper nouns, spellings and key terms Writing a persuasive radio advert	Proper nouns, spellings and key terms Writing using conjunctions to compare Debating an opinion Writing a balanced argument about bauxite mining	
<b>NUMERACY:</b>	<b>Maps and scale</b>		<b>Location using atlas</b>		<b>Climate graph construction and interpretation of data</b>	
<b>SMSC/Creativity/ Careers Focus</b>	Knowing the locations of places whilst appreciating scale. World leaders, travel agents, politicians.		Learning about how things have changed over the years/appreciation for what was there before. MP. town planner, shop keeper.	Learning about Italian culture, creating a radio advert using exciting adjectives. Travel agent.	Learning about Jamaica and the culture. Travel agent, travel writer, international relations, athlete	

<p><b>Year 6</b></p>	<p><b>The Living World</b> World Biomes Tropical Rainforests - climate, flora and fauna The impacts of deforestation on the Amazon Rainforest</p>	<p><b>Rivers</b> Processes, landforms, flooding</p>	<p><b>Environmental Geography</b> MBMS Litter Revolution</p>	
<p>Extended Literacy opportunities:</p>	<p>Proper nouns, spellings and key terms Writing to describe a location Writing a persuasive radio advert</p>	<p>Proper nouns, spellings and key terms Researching, planning and writing a newspaper report about a flood in Carlisle</p>	<p>Proper nouns, spellings and key terms Writing a letter to Mr Newport about litter</p>	
<p><b>NUMERACY:</b></p>	<p><b>Climate graph construction and interpretation of data</b></p>	<p><b>Scales and dates</b> <b>Rainfall amounts</b></p>	<p><b>Environmental survey using percentages to make a decision</b></p>	
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Learning about the Amazon Rainforest and its adaptations. Writing a persuasive radio advert with exciting adjectives. Travel agent, travel writer, international relations, commodity manager, chocolate/food industry, environmental activist</p>	<p>Appreciating rivers and the processes that occur to create landforms. Mindfulness. River catchment restoration manager, MP, dam construction and maintenance, environmentalist</p>	<p>Being creative to improve litter on the school site. Having an appreciation for our environment. Environmental consultant or scientist, environmental activist</p>	

<p><b>Year 7</b></p>	<p><b>Urbanisation</b> Causes of Urbanisation Urban Change Urban decline and regeneration Environmental Issues Urban Sprawl</p>	<p><b>Settlements</b></p>	<p><b>Weather</b></p>	<p><b>Natural Hazards</b> Case Studies</p>	<p><b>Farming</b></p>	<p><b>Britain 2050</b></p>
----------------------	---	---------------------------	-----------------------	--	-----------------------	----------------------------

Extended Literacy opportunities:	Writing an exam answer	Writing a discussion to make a decision	Writing an exam answer	Writing a news report for a volcanic eruption	Writing an exam answer	Writing a prediction
<b>NUMERACY:</b>	<b>Grid references, Data interpretation</b>	<b>Scale and maps</b>	<b>Measuring rainfall</b>	<b>Speed</b>	<b>Consequences on supply chains</b>	<b>Timeline</b>
SMSC/Creativity/ Careers Focus	Having an appreciation for change and renewal. Understanding why people first chose to live somewhere. Town planner, council member, surveyor, developer	Having an appreciation for change and renewal. Understanding why people first chose to live somewhere. Town planner, council member, surveyor, developer	Appreciating that weather is a force to be reckoned with. There are many forms of weather and they can cause multiple impacts. Weather forecaster	Having a sense of wonder about the scale of the earth layers. How natural processes move and create volcanoes and earthquakes. Volcanologist	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	Looking backwards to look forwards into the future. Creating pictures for time capsules to open in 2050. Climate change activist/analyst
<b>Year 8</b>	<b>Sustainability</b>		<b>Kenya</b> Location, culture, differences and controversial issues		<b>Coastal Studies</b> Processes, landforms, human intervention	

<p>Extended Literacy opportunities:</p>	<p>Extended questions using Case Study examples.</p>	<p>Writing a persuasive speech about tourism</p>	<p>Writing an answer/opinion to a controversial question</p>
<p>NUMERACY:</p>	<p>Maps, Graphs and interpreting data</p>	<p>Climate graph construction and interpretation of data Using developmental indicators to decide how developed Kenya is</p>	<p>Costs of coastal defences Distances of coastal recession</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Having an appreciation for our environment and how we help to protect our planet. Environmental consultant or scientist, environmental activist</p>	<p>Learning about the cultures of Kenya and appreciating their beliefs. Appreciating that tourism isn't always a good thing for a country. Creating Kenya style artwork. Travel writer, travel agent, data analyst, international relations, MP, diplomat</p>	<p>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</p>

Curriculum Outline 2024-25: **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 man; 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><b>Year 6</b></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</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><b>LITERACY</b></p>	<p>Explanation: Who was in the empty grave? News article: Lindisfarne raid.</p>	<p>Biography: Aethelflaed, daughter of Alfred the Great Report: Viking Longboats and navigation</p>	<p>Biography: George Stephenson</p>
<p><b>NUMERACY:</b></p>	<p>Roman numerals to be embedded as starter activities.</p>	<p>Roman numerals to be embedded as starter activities Viking/Saxon comparison Venn diagrams Timelines - Anglo Saxon/Viking events using scale.</p>	
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Creativity: Solving the mystery of Sutton Hoo</p>	<p>Drama: reenacting Viking myths Social/Moral: Aethelflaed and female leaders: why might her contributions be underrepresented history?</p>	<p>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</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>Feudalism and the Domesday book  Harrying of the North  Death in Forest Magna Carta King John - Good/Bad?</p>		
<p>Extended Literacy opportunities:</p>	<p>Explanation: Who should be king in 1066?  Why did William win?</p>	<p>Explanation: Why was Becket killed?  Why did Henry VIII break with Rome?</p>	
<p>NUMERACY:</p>		<p>Simulating and modelling the spread of the Black Death  Venn Diagrams to represent information: Who was responsible for Becket's murder?</p>	<p>Timelines of the road to Civil War</p>
<p>SMSC/Creativity/  Careers Focus</p>	<p>Re-enactment: Hastings  Citizenship: Our roles as young citizens.  British values: the development of democracy and the rule of law in Britain  Careers: the role of politicians.</p>	<p>Reenactment: The Crusades and War of the Roses  Representing continuity and change visually: Religious Rollercoaster.</p>	<p>Re-enactment: Civil War Battles  Holiday brochure: visit Puritan England</p>

<p><b>Year 8</b></p>	<p><b><u>British Empire &amp; Industrial Revolution:</u></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><u>What was the impact of the Empire in India?</u></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><u>Slavery and the Slave Trade</u></b>          Why did Britain get involved in the slave trade? The Middle Passage The experiences of slaves in the Americas Why was slavery abolished?</p>	<p><b><u>World War 1 &amp; 2</u></b>          MAIN causes of WW1          Assassination of Ferdinand          Trench Warfare          End of the War and the Peace Settlement Rise of Nazism and Hitler's dictatorship 1920-34</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 2024-25:**

[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>  <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>	Bar charts 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

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

# Marden Bridge Middle School

Empowering Minds  Inspiring Futures

<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" <u>SMSC</u></p>	<p>Careers - Roles of those who support families</p> <p><u>SMSC</u></p>	<p>Creativity - Thunks</p> <p><u>SMSC</u></p>	<p>Creativity - designing kosher menus</p> <p><u>SMSC</u></p>	<p><u>SMSC</u></p>	<p>Careers - Promotion of equal opportunities - introduction to Unifrog</p> <p><u>SMSC</u></p>
---	--	---	---	---	--------------------	--

<b>Year 7</b>	<p><b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER</b> Introduction to Unifrog Planning my future</p> <p><b>WHAT IS VALUABLE TO ME?</b></p> <p><b>BRITISH VALUES</b></p>	<p><b>BEING SAFE</b> Forced marriage &amp; FGM</p> <p><b>POSITIVE RELATIONSHIP</b> Stereotypes &amp; protected characteristics</p> <p>Religious Diversity - Religious &amp; non religious worldviews</p>	<p>Islam What does it mean to live as a Muslim in Britain today?</p>	<p><b>DRUGS, ALCOHOL &amp; TOBACCO</b> Growing up &amp; risky behaviour</p> <p>Mindfulness &amp; mental health</p>	<p>Christianity How do the beliefs of Christians have an impact on their lives and communities?</p>	<p><b>ECONOMIC WELLBEING: ASPIRATIONS, WORK &amp; CAREER</b> Refresh - how are my skills developing?</p> <p><b>FORMING &amp; MAINTAINING RESPECTFUL RELATIONSHIPS</b></p>
<b>Extended Literacy opportunities:</b>	Persuasive writing - British values		Information writing - Hajj	Oracy following research - group presentations	Information writing	
<b>NUMERACY:</b>	Comparing salaries of jobs	Timelines of LGBTQ+ rights		The cost of smoking cigarettes - mental maths		

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

# Marden Bridge Middle School

Empowering Minds Inspiring Futures

<b>SMSC/Creativity/ Careers Focus</b>	<p>Careers - Role of support workers Unifrog - building a profile Termly career focus determined by FSQ</p> <p>Creativity - Posters advertising British Values</p> <p>Challenging racism Promoting equal opportunities</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Careers - Termly career focus determined by FSQ</p> <p>Creativity - Thunks</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Creativity - how can I help myself?</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Careers - Termly career focus determined by FSQ</p> <p style="text-align: center;"><u>S M S C</u></p>	<p>Promotion of good relations</p> <p style="text-align: center;"><u>S M S C</u></p>	
<b>Year 8</b>	<p>Philosophy of religion Does God exist?</p>	<p><b>MENTAL HEALTH &amp; EMOTIONAL WELLBEING / Mindfulness</b></p> <p>Building resilience</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><b>CONSENT</b> Why is permission important?</p>	<p>Religious responses to moral issues</p>
<b>Extended Literacy opportunities:</b>	<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>

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

<b>NUMERACY:</b>	Data in surveys Turning numbers into %	Interpreting labour market information data		Looking at statistics		
<b>SMSC/Creativity/ Careers Focus</b>	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  <u>S M S C</u>	Careers - Termly role focus determined by FSQ  <u>S M S C</u>	Creativity - Thunks Designing gurus  Reflection on the relationship between culture and the ability to negotiate religious belief  <u>S M S C</u>	<u>S M S C</u>	<u>S M S C</u>	<u>S M S C</u>