

Our KS3 Curriculum for Geography is based upon the Oak National Academy planning – heavily adapted to suit SAIL pupils. As with all Oak National planning it is knowledge and vocabulary rich - pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills. At SAIL we use tiered vocabulary – blue (I already knew); yellow (focus words for the unit); green (if I'm keen/next steps).

Building on prior knowledge and skills – and closing any gaps – from the KS1/KS2 National Curriculum used in our Primary Phase (adapted from Kapow planning), we carefully sequence via vertical threads so that pupils make meaningful connections:

- Sustainability and climate change
- Risk and resilience
- Inequality
- Globalisation and interconnection
- Human systems and processes
- Representation and identity
- Physical systems and processes

Our curriculum is flexible and evolves as required for the ability and needs of each class to cover the year group objectives. We take an evidence-informed approach applying the science of learning and subject-specific research.

<p>Intent of Study for Year 7</p>	<p>Year 7 at SAIL, sees our pupils studying 2 periods a week of Humanities. This includes History, Geography and Religious education. Our curriculum aims to support the pupils as they transition from the primary units of study, developing their skills and knowledge in all areas of the subject – especially geographical fieldwork and a concept of chronology and analysing source of evidence in history. In Year 7 we continue our local and British studies contrasted with building global awareness. We use a combination of practical fieldwork, workshops, visitors, offsite visits as well as drama and debates to enrich our Year 7 pupils' learning in Humanities. The Year 7 pupils have the wonderful opportunity to attend the local Chalke History Festival full of re-enactments. They visit Salisbury Cathedral to see one of the world's few copies of the Magna Carta and the tallest Christian spire in Britain as well as the English Heritage preserved Norman Old Sarum. They learn both geography and history at the Harnham Water Meadows and use this centre as a base for other city-based visits (Salisbury Guild Hall and Salisbury Museum) and human geography surveys in the city centre. They visit other renowned churches in Salisbury and contrast these buildings with the development of Salisbury's Central Masjid as they study Islam. In the New Forest we will be visiting the little known but historically mysterious Rufus Stone as well as the highest point in the New Forest and source of the River Blackwater at Piper's Wait and Fritham.</p> <p>The National Curriculum KS3 programmes of study for History we have chosen for our Year 7 pupils is: The development of Church, state and society in Medieval Britain 1066-1509 this includes a local history study based around Salisbury's golden age in the medieval era. In Geography, the Year 7 learning focuses mainly on developing mapping skills, human and physical geography knowledge this year as well as fieldwork skills. The global study is based on China.</p> <p>HISTORY Why now? UNIT = <i>How do we know about the impact of the Norman Conquest on England?</i> In this unit, pupils learn about the causes and conduct of the Norman Conquest of England. They develop their understanding of the sorts of evidence historians use to make claims and how they do this, building an understanding of how we know about these events. This builds on their KS2 Anglo-Saxon knowledge and prepares them for medieval England study later in Year 7. UNIT = <i>How did Magna Carta survive?</i> In this unit, pupils learn about the causes of the Magna Carta, its reissue and its continued importance in the development of the first parliaments. At the same time, pupils analyse how and why the principles of the Magna Carta survived. It builds on earlier Year 7 units and supports their wider study of Rule of Law in their RESPECT Curriculum and Citizenship as well as British Values learning in assemblies. UNIT = <i>Medieval women – what can we learn from Matilda about medieval England? How similar were medieval lives in Salisbury?</i> In this unit pupils analyse the historical significance of Empress Matilda's life. They use her life as a lens to consider the lives of noble women in medieval England. It builds upon knowledge of Boudica in KS2 and provides a layer of knowledge about medieval society and politics. Locally we look at the role of women in the Salisbury cotton and lace trades and their membership of the powerful guilds.</p> <p>GEOGRAPHY Why now? UNIT = <i>What makes a geographer?</i> This unit introduces pupils to different aspects of being a geographer and develops a greater understanding of what studying the subject entails at secondary school. The unit builds on knowledge pupils gained at primary school and encourages them to consider how much knowledge they have of places, processes and geographical skills. The unit provides a foundation that underpins the rest of the secondary curriculum as it develops a range of key geographical skills such as mapwork and GIS and helps gives pupils a framework of the subject, which allows them to contextualise their learning. UNIT = <i>China – a global superpower?</i> This unit teaches pupils about the human and physical geography of China, how this leads to diverse lives within the country, and how it affects its power and status around the world. Pupils will learn about China's economy and how this affects its relationship with the rest of the world. China is the 2nd most populous country in the world and has the 2nd largest economy. China's influence on world affairs and its importance to global trade and the economy make it a crucial country for pupils to study. Pupils will use their knowledge from prior units on population and weather and climate to help make sense of China's human and physical geography. Learning from this unit will be used in future units on globalisation and development and will help pupils understand the interconnections that exist between and within countries. UNIT = <i>Weather and climate – how do they vary?</i> This unit develops pupils' understanding of weather and climate at different scales and how it impacts people and the planet around the world. Teaching this unit early in Year 7 allows pupils to use their knowledge to make sense of later units on coasts, forest biomes and population. By covering climate change in this unit it allows pupils to consider the impact of global warming in units across the curriculum.</p>					
<p>Year Group = 7 and all Inspire in 2025-26</p>	<p>Term One</p> <p>GEOGRAPHY: <i>What makes a geographer?</i></p> <ul style="list-style-type: none"> • Locational knowledge of the world. • Using a GIS to locate and analyse places around the world. • Latitude and Longitude • Different map projections • Features of an OS map • Showing height and relief on OS maps • Four and Six figure grid references • Scale and distance on OS Maps • Map reading & fieldwork in the New Forest - NOMANSLAND • Fieldwork – planning and collecting survey data, presenting, analysing, concluding and evaluating survey data. 	<p>Term Two</p> <p>HISTORY: <i>How do we know about the impact of the Norman Conquest on England?</i></p> <ul style="list-style-type: none"> • 1066 and claims to the throne, the Battle of Hastings. • Norman reforms to the English Church – visit to Old Sarum. • Norman changes to the English landscape and land holding. • The impact of the Norman Conquest on England/Britain at large. <p><i>The People's Health Medieval Britain c. 1250–1500</i></p> <ul style="list-style-type: none"> • The Black Death and The Silk Road – how connected was the Medieval World? 	<p>Term Three</p> <p>GEOGRAPHY: <i>China – a global superpower?</i></p> <p>GIS visualising the human and physical geography of China</p> <p>The climate and biomes of China</p> <p>The Gobi Desert</p> <p>Population change in China</p> <p>Rural to urban migration in China</p> <p>Beijing: A global city, opportunities and challenges</p> <p>China: the workshop of the world</p> <p>Evaluating China's status as a global super power</p> <p>Climate change in China</p> <p>RE: <i>How have festivals from other faiths become part of our modern British culture? – Chinese Lunar New Year and others. Visitor from Salisbury's Chinese community. Taoism – Shintoism – Buddhism Islam – Hinduism</i></p>	<p>Term Four</p> <p>HISTORY: <i>Medieval women – what can we learn from Matilda about medieval England?</i></p> <ul style="list-style-type: none"> • Matilda's early life as empress of Germany; the succession crises in Britain – claims and battle campaigns. • Her later life supporting Henry II and her life contrasted with other medieval women. <p><i>How similar were medieval lives in Salisbury?</i></p> <ul style="list-style-type: none"> • Trade in medieval Salisbury, Local elites and churchmen • Women in medieval Salisbury <p>Treatment of the poor and life in medieval Salisbury.</p> <p>RE: <i>Is showing charity to others an important part of religion, faith and belief? Christianity, Islam, Sikhism</i></p>	<p>Term Five</p> <p>HISTORY: <i>How did Magna Carta survive?</i></p> <ul style="list-style-type: none"> • King John and the causes of Magna Carta • 1215; the First barons War and the Magna Carta reissued • Henry III and 1225 Magna Carta • Simon de Montfort and the First Parliament • The survival of Magna Carta – visit and workshop at Salisbury Cathedral. <p>RE: <i>What role do religious places of worship play in the wider community – past, present and future? Christianity – a selection of Salisbury places of worship with multiple purposes.</i></p>	<p>Term Six</p> <p>GEOGRAPHY: <i>Weather and climate – how do they vary?</i></p> <ul style="list-style-type: none"> • Weather and climate • World climate zones • The UK's climate • Fieldwork: Planning and collecting microclimate data New Forest & Salisbury • Fieldwork: Presenting microclimate data • Fieldwork: Analysing, concluding and evaluating microclimate data • Types of rainfall, Anticyclones, Depressions • Weather and climate forecasting • Past climate change, Causes of climate change, Impacts of climate change on the UK,

						Actions to tackle climate change
Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	<p>Year 8 at SAIL, sees our pupils studying 2 periods a week of Humanities. As in Year 7 we aim to enrich their learning whilst also starting to hone their history skills of asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.</p> <p>The National Curriculum KS3 programmes of study for History we have chosen for our Year 8 pupils is: The development of Church, state and society in Britain 1509-1745 with our local history study focussing on the city of Bristol and its role in connecting Britain with the wider world.</p> <p>GEOGRAPHY Why now? UNIT = <i>Is the world shrinking?</i> This unit introduces pupils to the concept of globalisation and develops their understanding of how people and places are connected through economics and culture. Pupils will evaluate how the benefits and challenges brought by globalisation differs over global space. It is important that pupils develop a knowledge and understanding of the interconnections that underpin our global economy and society and the ways that accelerating globalisation impacts our daily lives. Pupils will use prior knowledge from units on population, India, and China to develop their knowledge and will use their learning to consider the impact of globalisation on development and cities in future units</p> <p>Study of a significant issue in world history and its interconnections with other world developments The impact of the transatlantic Slave Trade on West African Societies - Slavery – USA Civil War and Civil Rights – Modern Anti-Slavery</p> <ul style="list-style-type: none"> In this unit pupils learn about the kingdoms of the Sahel and how the arrival of European traders in the region began to destabilise West Africa. Pupils build their knowledge of Transatlantic Slavery whilst retaining a focus on the impacts it had in West Africa. 					
Year 8	<p>GEOGRAPHY: <i>Is the world Shrinking?</i> Globalisation: An introduction</p> <ul style="list-style-type: none"> The globalisation of jeans Food production and supply chains The drivers of globalisation The importance of trade The UK's imports and exports Global transport routes Transnational corporations TNCs: Advantages and disadvantages GIS: Analysing patterns of globalisation Globalisation opportunities 12.Globalisation challenges 	<ul style="list-style-type: none"> How unusual was the English Reformation? Life in Tudor England: was there a 'Golden Age' for the poor Forest biomes – why are forest so important the development of Church, state and society in Britain 1509-1745 Corfe Castle <p>Approaches to public health in towns, monasteries and cities.</p> <p>Early Modern Britain c. 1500–1750</p> <ul style="list-style-type: none"> Living conditions: housing, food, water and waste Responses to outbreaks of plague Approaches to public health in towns and cities, and by national governments. NC the development of Church, state and society in Britain 1509-1745 	<p>Unit from year 9 Oak National to be decided upon</p> <p>Global study TBC Nigeria Year 8 planning or Russia Year 9 ?</p>	<p>The USA 1964–74</p> <ul style="list-style-type: none"> The emergence of Black Power and the influence of Malcolm X The emergence, key features and impact of the Women's rights movement and gay rights movement Anti-Vietnam war protests, The growth of the civil rights movement including Martin Luther King 	<p>GEOGRAPHY: <i>Why is geology important?</i></p> <ul style="list-style-type: none"> Geological timescales The rock cycle The geology of the UK GIS: Visualising the geology of the UK Weathering and rocks Limestone landscapes The importance of soil Fieldwork: Planning a soil enquiry and collecting data Fieldwork: Presenting soil data Fieldwork: Analysing, concluding and evaluating soil data Mass movement Geology and the economy The impacts of using geological resources 	<ul style="list-style-type: none"> Lives around the world Perspectives on inequality and development Measuring and mapping development GIS: Analysing inequality at different scales Changes in wealth and quality of life over time Physical geography and development Past and present causes of inequality Inequality and migration Gender and inequality Climate justice and environmental inequality Strategies to support development Grassroots movements and development

Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	<p>Year 9 at SAIL, sees our pupils start to prepare for their future courses including the chance to study for the OCR Entry Level Certificate in Geography during Year 9 and 10 with the option of extending this to the corresponding GCSE in Year 11. Therefore one period of Humanities a week is specifically dedicated to Geography and the second session is shared between Geography, History and Religious Education.</p> <p>The National Curriculum KS3 programmes of study for History we have chosen for our Year 8 pupils is: The development of Church, state and society in Britain 1509-1745 with our local history study focussing on the city of Southampton and its role in connecting Britain with the wider world.</p> <p>GEOGRAPHY: In Year 9 we start the pupils on the OCR Geography Entry Certificate course of study. This can be completed in Year 10 as an option and then converted to a GCSE for Year 11. See Year 10 INTENT OF STUDY below for full details of the course content.</p>					
Year 9	<p>GEOGRAPHY OCR ENTRY CERTIFICATE TOPIC 1 Our World</p> <p>How is the UK Changing? Who lives in your place?</p>	<p>GEOGRAPHY: Case study of one UK city SOUTHAMPTON</p> <p>Why are cities complex places?</p> <ul style="list-style-type: none"> Locate the city, at a range of scales. 	<p>GEOGRAPHY OCR ENTRY CERTIFICATE TOPIC 2 Destructive World</p> <p>How do plate tectonics shape our world?</p>	<p>Case study of one earthquake or volcanic eruption ICELAND</p> <p>Why do people live in hazardous places?</p>	<p>Why should tropical rainforests matter to us? Why are tropical rainforests so rich with life? VISIT to Eden project (residential)</p>	<p>GEOGRAPHY: c. How is the tropical rainforest useful to us? Case study of one tropical rainforest TBC</p>

	<ul style="list-style-type: none"> Locate where they live, at a range of scales. Describe the variety of people who live in their local place, such as age and ethnicity <p>Who lives in the UK?</p> <ul style="list-style-type: none"> Know how their local place has changed over time such as jobs, housing and migration. Describe the population structure of the UK today. Understand how the population of the UK has changed over time since 2001 	<ul style="list-style-type: none"> Describe what life is like for teenagers in the city, such as leisure, food and retail activities. Describe diversity within the city, such as jobs, life expectancy and housing. Understand the problems that the city faces, such as waste, housing and crime. Describe the potential solutions to one of the problems that the city faces. 	<p>Why are some places more dangerous than others?</p> <ul style="list-style-type: none"> Understand the structure of the Earth. Know that the Earth's crust is broken up into tectonic plates and that these plates move. Know the location of earthquake and volcanic zones. <p>How can tectonic movement be hazardous?</p> <ul style="list-style-type: none"> Know the hazards associated with earthquakes and volcanoes such as ground shaking and lava flows. Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world. 	<ul style="list-style-type: none"> Locate the earthquake or volcanic eruption. Understand why the earthquake or volcanic eruption occurred. Describe the impacts of the earthquake or volcanic eruption on people and the place. Know the different responses to the earthquake or volcanic eruption. Understand simple ways the place prepares for earthquakes or volcanic eruptions 	<ul style="list-style-type: none"> Describe two types of plants and two types of animals that can be found in tropical rainforests. Describe how plants and animals have adapted to the hot and wet conditions such as through their waxy leaves and colour. <p>Why are the tropical rainforests important?</p> <ul style="list-style-type: none"> Know why tropical rainforests are important to the planet, such as 'lungs of the planet', as well as being home to a large number of valuable plants and animals. Understand the different ways tropical rainforests are used to produce resources such as farming and mining. This can be looked at, at a local scale e.g. slash and burn farming and/or national scale e.g. natural resources (mining). 	<ul style="list-style-type: none"> Locate the tropical rainforest in its country and continent. Understand why the tropical rainforest is important to people such as a place to live and sources of medicine. Know the reasons for deforestation in the tropical rainforest such as farming, population movement, natural resources e.g. wood. Know the impacts of deforestation such as loss of plants and animals, food sources and people leaving their homes. Understand how the tropical rainforest is being used sustainably such as ecotourism and community programmes.
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Year Group 10 & 11	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study OCR Entry Certificate in Geography for Year 9/10 and Year 11 GCSE	<p>Topic 1 – Our World This topic encourages learners to engage with their 'local' place by understanding who lives there and how it has changed over time. Learners will have the opportunity to explore how the UK's population has become more ethnically diverse and faces a potentially ageing population as life expectancy increases. For the case study of a UK city, learners can offer a unique perspective as they explore what life is like for teenagers in the city. Some cities in the world have large populations and cover vast geographical areas but why is this? Learners can look at the characteristics of these megacities and due to their size the problems they have. The awe and wonder of studying a distant place could engage learners here through discovering more about their chosen megacity</p> <p>Topic 2 – Destructive World The world we live in can present a number of hazards to people and places. In this topic learners will have the opportunity to explore both tectonic and flood hazards, focusing particularly on their causes and impacts. Many people across the world now live in hazardous environments and learners will study how places prepare for earthquakes or volcanic eruptions and floods. Not only do these hazards impact people and places but they also shape our land. The case studies enable learners to investigate two places in a little more depth, where they can discover the causes and impacts of the hazard in a real-life context, know how people responded to the hazard and how they might prepare for any future hazards.</p> <p>Topic 3 – Resourceful World Tropical rainforests are vital to our planet and to the people that live within them. Learners have the opportunity to investigate why tropical rainforests are so important, how they are being used and think about why we should be looking to interact with them more carefully in the future. This topic encourages learners to think about and explore where our food comes from and how more food can be produced, especially as the world's population continues to grow. It is not only food that is important but our energy supplies as well. People want to be increasingly more connected in their day-to-day life through their electrical devices, which means electricity needs to be readily available. Learners can explore why life is uncertain for some farmers in distant places and how fair trade has provided benefits and a sustainable future for those involved.</p>					
Year 10 2026-2027	<p>TOPIC 1 Our World How is the world changing? STUDY LONDON and one other international city – Beijing?TBC? How has the world's population changed?</p> <ul style="list-style-type: none"> Know what has happened to the world's population since 1950. Understand why more people are now living in cities than in the countryside. <p>Why are some cities so big?</p> <ul style="list-style-type: none"> Know what a megacity is, including their main characteristics. Locate the world's megacities. Describe the challenges and opportunities for people living in megacities. <p>Why are megacities a challenge for the future? Case study of one megacity London?</p> <ul style="list-style-type: none"> Locate the megacity, at a range of scales. Describe what life is like for teenagers in the city, such as leisure, food and retail activities. Describe diversity within the city, such as jobs, life expectancy and access to broadband. Understand the problems that the city faces, such as waste, housing and crime. Describe the potential solutions to one of the problems that the city faces 		<p>TOPIC 2 Destructive World How can flooding be hazardous? What natural and human factors can cause flooding?</p> <ul style="list-style-type: none"> Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. Understand how human activities increase the risk of flooding, such as the built environment and deforestation. <p>What are the impacts of flooding?</p> <ul style="list-style-type: none"> Describe the impacts of flooding such as damage to homes and loss of livestock. Understand how flooding can have different impacts on people in contrasting parts of the world. <p>How hazardous can flooding be? Case study of one flood event TBC</p> <ul style="list-style-type: none"> Locate the flood event. Understand why the flood event occurred. Describe the impacts of the flood event on people and the place. Know the different responses to the flood event. Understand simple ways the place prepares for flooding. 		<p>TOPIC 3 Resourceful World Will we run out of natural resources?</p> <ul style="list-style-type: none"> Where does our food come from? Describe the variety of places where food consumed in the UK comes from, at a range of scales. Understand how more food can be produced to feed a growing population, such as the importance of technology. <p>What type of energy is best for the future?</p> <ul style="list-style-type: none"> Know the types of energy sources used to produce electricity in the UK such as renewable and non-renewable energy sources. Understand which types of energy sources are more environmentally sustainable for the UK's future energy supply. <p>Does fair trade make a difference? Case study of one fair trade product TBC</p> <ul style="list-style-type: none"> Describe what fair trade is. Know where one fair trade product is produced, who produces it and its journey to consumers. Know the challenges faced by producers such as difficulty growing crops and unfair prices for products. Know the benefits of fair trade to farmers' and workers' lives, such as improvements in farming, protecting the environment and education for children. Understand how fair trade can build a sustainable future for producers, such as improving producers lives and securing an income for farmers. 	
Year 11 2027-2028	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
KS4 GEOGRAPHY OPTION NOT PLANNED for 2025-2026 In 2027-28 current Year 9 pupils could convert to a geography GCSE having	GCSE additional conversion content For Our World & Destructive World		GCSE additional conversion content for Destructive World & Resourceful World		Revision for GCSE	

completed the OCR Entry Certificate.						
KS4 HISTORY OPTION NOT PLANNED for 2025-2026 or IF offered in 2026-2027 OCR History Entry/Functional Skills Level & GCSE syllabus as follows:	Crime and Punishment Thematic Study 40 Marks (40%) Internally-assessed/ externally-moderated Medieval Britain c. 1250–1500: Crimes and criminals – who were the criminals, what types of crimes did they commit? Enforcing law and order, e.g. courts Punishing offenders: types of punishment and effects, e.g. fines, whipping, humiliation	Crime and Punishment Early Modern Britain c. 1500–1750: Changing nature of crimes and criminals – who were the criminals and what types of crimes did they commit? Enforcing law and order, e.g. different law enforcers Punishing offenders: types of punishment and effects, e.g. Bloody Code.	Elizabethans 1580–1603 Depth Study ENGAGEMENT HOOK = Trip to Hampton Court Palace or Greenwich Palace Elizabeth and England: Elizabeth’s court	Elizabethans 1580–1603 Elizabeth and England: The role of Parliaments and how Elizabeth controlled them Local government and propaganda. ASSESSMENT = Biography assignment A 150-word biography (of the person)	Crime and Punishment Industrial Britain c. 1750–1900 Crimes and criminals – who were the criminals and what types of crimes did they commit? ENRICHMENT = Trip to London Dungeon	Crime and Punishment Industrial Britain c. 1750–1900 Enforcing law and order, including introduction of police force Punishing offenders: types of punishment and effects, e.g. transportation, executions. ASSESSMENT = Site guide to the London Dungeon A 150-word guide (to the site)
	Elizabethans 1580–1603 Depth Study 30 Marks (30%) Internally-assessed/ externally-moderated Catholics: Elizabeth’s religious settlement ENGAGEMENT HOOK = Trip to Tower of London	Elizabethans 1580–1603 Catholics: Catholic links abroad and plots Mary Queen of Scots and the Armada ASSESSMENT = A 250-word explanation of the importance and impact of their site or individual over time (at least 50 years of history) THE TOWER OF LONDON	Crime and Punishment Britain since c. 1900 Crimes and criminals – who were the criminals and what types of crimes did they commit? Enforcing law and order	Crime and Punishment Britain since c. 1900 Punishing offenders: types of punishment and effects, e.g. abolition of capital punishment, rehabilitation.	Elizabethans 1580–1603 Daily life Rich, middle and poor Elizabethans Husbands and wives, children, and causes of poverty Theatres, Puritans and witches. ENRICHMENT = National Portrait Gallery & The Globe Theatre	Elizabethans 1580–1603 The wider world Elizabethan adventurers: aims, key features, extent of success Roanoke: aims, key features, extent of success Trade with the east. ASSESSMENT = A 250-word explanation of the importance and impact of their site or individual over time (at least 50 years of history) THE GLOBE THEATRE

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

- the Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the English campaigns to conquer Wales and Scotland up to 1314
- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants’ Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

- the development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- Renaissance and Reformation in Europe
- the English Reformation and Counter-Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- 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
- ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

- the Enlightenment in Europe and Britain, with links back to 17th-century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'
- challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the Holocaust, this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill
- the creation of the welfare state
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society

- Britain's place in the world since 1945
- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- a study in depth into a significant turning point, for example, the Neolithic Revolution

Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum inspires curiosity about the past and develops pupils' understanding of history as a discipline. We provide a comprehensive narrative of British history situated within wider world developments. Our curriculum helps pupils understand historical concepts, methods of enquiry, and how different aspects of the past have been interpreted. We equip students to ask historical questions and make connections across different time periods.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. In this curriculum, substantive and disciplinary knowledge are taught hand in hand. Pupils are introduced to concepts such as 'king', 'empire', 'archaeologist' and 'artefact' early in key stage 1, and then develop their understanding of these complex concepts in multiple contexts, throughout the rest of the curriculum. We map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary. The most powerful new vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest, this means, for example, that pupils might first learn about the Mughal Empire in India before being introduced to the growing influence of the East India Company. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example, in our 'Empire, persecution and resistance' thread pupils are first introduced to the concept of 'empire' in key stage 1 through various traditional stories that reference one country ruling over another. In key stage 2, this concept is broadened through exposure to other examples of empires, such as the Roman Empire. The same concept is then built upon in key stage 3 at multiple points, from the medieval Angevin Empire to the late twentieth-century British Empire. This means that pupils' understanding of this concept is richly textured by the time that they encounter it again in key stage 4.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, the science of learning and impactful best practice both in education in general and at a subject-specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level, 'enquiry questions' are used as a catalyst for pupils to develop historical knowledge over time. This approach is grounded in the expertise of the history subject community including research by teachers such as Gorman, Riley, Burnham and Brown. The curriculum is structured in such a way as to reinforce the interplay between substantive and disciplinary knowledge, supported by the work of Wineburg and Fournier and structures substantive knowledge in a way that anticipates how it will be built on later, as discussed by

Counsell. Furthermore, the diversity of our curriculum is guided by the work of Priggs and the Historical Association whereby a large number of women are met in the curriculum; the stories of minority groups show their own agency; rather than focusing on their oppression, and the pasts of pupils across the country are represented.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our curriculum often provides different options so that schools and teachers can decide what knowledge is best for their pupils, for example when teaching about the earliest civilisations in year 3 teachers can choose between the Indus and the Shang Dynasty - or teach about both. Our resources are adaptable so that, for example, teachers can edit or add checks for understanding or adapt practice tasks to better reflect the prior knowledge of their pupils. At key stage 4 teachers and pupils can select a pathway aligned to the most frequently used exam board specifications for GCSE history: AQA or Edexcel.

Diverse

Our commitment to breadth and diversity in content, language, texts and media can be seen throughout the curriculum, for example with the focus on women in history. Whilst teaching about male monarchs, political leaders and military chiefs is unavoidable due to the nature of historic power structures, we ensure that female characters present at the same time are represented in the narratives our curriculum presents. Equally, where appropriate, the presence of multiple ethnic groups in British history is represented and the stories of these groups show their own agency (rather than focusing solely on oppression). This curriculum makes it clear that history is studied at various levels, not just the global and that the pasts of pupils across the country are represented.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised and the narrative that accompanies historical stories and explanations is contained in a separate document, rather than on slides to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos.

Oak subject principles

What subject specific principles inform the design of our curriculum?

The overall selection and blend of content should match or exceed the ambition of the National Curriculum for history, represent the diversity of the past and display responsiveness to evolving historical scholarship

In key stage 2, we present three ancient civilisations as part of the main sequence and ensure that early Islamic civilisation is studied in addition to another non-European society. Evolving historical scholarship is referenced throughout key stage 3 but in particular in units such as those concerning the Peasants' Revolt and the Black Death.

Pupils' substantive and disciplinary journeys are shaped by rigorously historical enquiry questions, so that they can learn, systematically, to recognise and carry out differing types of historical argument, and so that medium-term analytic and narrative journeys are well-blended

All of the units in our curriculum are shaped by enquiry questions such as 'Significant explorers: How has seafaring changed over time?', 'Ancient Egypt: what stayed the same across 3,000 years?' and '11th-century Islamic worlds: how similar were the regions of the Islamic world?'.

The programme incrementally introduces a wide range of interpretations of the past, showing pupils how such interpretations arise and how they are constructed as well as their diverse forms, frameworks, origins and effects in the present

A range of interpretations is presented throughout. In key stage 1, we use traditional stories to introduce pupils to their first interpretations of the past. In key stage 2, we study why people have argued about the Benin Bronzes. In key stage 3, we examine why Elizabeth I has been portrayed differently over time.

Historical narrative is used to secure coherence and retention, on micro and macro levels: from world-building and hinterland secured by rich stories in individual lessons to seeing possible temporal and spatial relationships between societies, civilisations, trends and contrasts, across time

In key stage 1, we use traditional, rich stories about rulers and rebellions to introduce pupils to the relationships between different societies and civilisations. In key stage 2 and key stage 3, stories about individuals alongside wider political narratives secure pupils' understanding of complicated developments across time and space.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

Our curriculum has been designed to enact the aims and purpose of the national curriculum. We use clear, chronological narratives to develop pupils' understanding of Britain's history and its interaction with the wider world. We inspire curiosity and critical thinking about the past by supporting pupils to ask questions, analyse sources, and form judgements in our practice tasks. We have included early civilizations, empires, and non-European societies such as the Shang Dynasty, the Maya, Mali, Haiti, and India so that pupils 'understand significant aspects of world history'. The curriculum develops pupils' knowledge 'of historical concepts like continuity and change, using them to create structured historical accounts'. Our enquiries use a wide range of source material and interpretations to help pupils 'learn and apply the methods of historical enquiry,

understand how evidence is used, and form differing interpretations of the past'. The careful selection and sequencing of content help pupils to understand 'the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history'.

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, which leaves time for other activities both within and beyond the curriculum, such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run-up to the GCSE exams.

At key stages 1-2, our curriculum has been designed to teach one weekly lesson, approximately 40 minutes long in key stage 1 and 50 minutes to an hour in key stage 2. At key stage 3, our curriculum has been designed to teach two weekly lessons approximately 50 minutes to an hour. At key stage 4, our curriculum assumes two 50-minute lessons of teaching per week in both years 10 and 11. Whilst we have divided the units equally between years 10 and 11, teachers have the flexibility to begin the year 11 units in year 10.

We understand that the exact time dedicated to history can vary greatly between schools due to differences in curriculum planning, resource allocation, and school-specific priorities. Therefore, we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs and available curriculum time.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that link to one another and build a common body of knowledge over time. We use the term thread rather than vertical concepts, themes, or big ideas because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our history threads that weave through both our primary and secondary curricula are:

- Empire, persecution and resistance
- Invasion, migration and settlement
- Power, government and religion
- Trade, ideas and communication
- Warfare and conflict

Our threads are substantive concepts that span the entire curriculum. They represent important ideas that it is necessary for pupils to return to again and again with increased complexity to gain a developed and deep understanding over time. For example, a pupil's knowledge and understanding of 'settlement' will be much deeper and more nuanced by the end of key stage 3 compared with the end of key stage 1 due to mapping of the 'Invasion, migration and settlement' thread. Consistent threads across our primary and secondary curricula can enable a more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary.

Recommendations from subject specific reports

How does the curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

Enacting the recommendations from the Ofsted subject report for history, this curriculum balances depth and breadth, covering diverse periods and cultures. It integrates substantive and disciplinary knowledge, emphasising key concepts through varied contexts. Rich historical context supports learning, addresses misconceptions and represents academic history's complexity. The curriculum includes diverse interpretations. In key stage 3 these range from popular depictions of Elizabeth I to arguments about Haiti's role in the abolition of the Transatlantic Slave Trade. These reflect the past's intricacy while avoiding negative group portrayals.

Learning about different groups' contributions to history prepares pupils for modern life. Building on existing knowledge enables pupils to construct their own historical arguments, whilst clear exposition and narrative support learning.

Our curriculum is adaptable to the needs of different pupils and emphasises British history within global contexts. For example, in key stage 2 units about life in Anglo-Saxon and Viking England emphasise the trade connections that existed between Britain and the rest of the world. This approach develops historical thinking skills, contextual understanding, and engagement with complex narratives.

Subject-specific needs

How does the curriculum deal with elements that arise from the specific needs of the subject?

What key events and periods in history are featured in our curriculum?

Our curriculum teaches the following key events and periods in history:

Key stage 1

- Changes within living memory that reveal aspects of change in national life:
 - The life and reign of Elizabeth II
 - Historical photographs from the 1950s, 60s and 70s
 - Changes that took place both during and after the Second World War
- Events beyond living memory that are significant nationally or globally:
 - The traditional stories of St Patrick, Aethelflaed, Owain Glyndwr and Robert the Bruce
 - Changes to seafaring over time
- The lives of significant individuals in the past who have contributed to national and international achievements:
 - The lives and achievements of Emily Davison and Paul Stephenson are used to compare aspects of life in different periods
 - The life and reign of Queen Victoria
 - Stories of significant rulers from the past: Boudica, Constantine II, King John, Suleiman the Magnificent, Eleanor of Aquitaine, Mansa Musa, Elizabeth I and Nūr Jahān

Key stage 2

- Changes in Britain from the Stone Age to the Iron Age:
 - Settlement in the Mesolithic and Neolithic, including a focus on Skara Brae
 - Changes to agriculture, settlement and trade in Bronze Age Britain
 - Important Iron Age archaeological finds such as the Snettisham Torc, Lindow Man and the Wetwang chariot
- The Roman Empire and its impact on Britain:
 - Rome's development from monarchy to republic, to empire, and its subsequent decline
 - Claudius' invasion of Britain and the changes the Romans brought about
 - The role played by the Roman Empire in the spread of Christianity
- Britain's settlement by Anglo-Saxons and Scots:
 - Roman withdrawal from Britain in c. 410 AD
 - Scots and Anglo-Saxon invasions
 - Anglo-Saxon kingdoms, art, culture and life
 - The survival of Christianity in parts of Britain such as Ireland and the later conversion of the Anglo-Saxons
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:
 - Viking raids and invasion
 - Resistance by Alfred the Great, Aethelflaed and Athelstan
 - The creation of the Kingdom of England
- A local history study:
 - The life and achievements of Captain Noel Chavasse and how the Great War affected various local communities
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

- The Second World War as a significant turning point for the British people during it and in the decades following it
- The achievements of the earliest civilisations:
 - An overview of where and when the first civilisations appeared, using Ancient Sumer as a lens through which to compare these civilisations
 - Depth studies of Ancient Egypt, the Indus Valley and the Shang Dynasty of Ancient China
- Ancient Greece:
 - A study of Greek life including depth studies of Athens and Sparta
 - A study of Ancient Greece's achievements and legacy in philosophy, language and sport
 - The rivalry between Greece and Persia and the achievements of Alexander the Great
- A non-European society that provides contrasts with British history
 - The rise of Islam and early Islamic civilisation, including a study of Baghdad and its connections to the wider world
 - Maya civilization c. AD 900
 - Benin c. AD 900-1300 and the arguments surrounding its looted artworks and religious objects

Key stage 3

- The development of Church, state and society in Medieval Britain 1066-1509:
 - The Norman Conquest
 - The Empress Matilda
 - England under Henry II
 - King John, Magna Carta and early parliaments
 - Edward I's attempts to conquer Wales and Scotland
 - The Peasants' Revolt
 - The Wars of the Roses
- The development of Church, state and society in Britain 1509-1745:
 - Henry VIII and the Reformation
 - The reign of Elizabeth I
 - Life in Tudor England
 - The English Civil War
 - The Commonwealth and Restoration
 - The Glorious Revolution
 - Robert Walpole and cabinet government
- Ideas, political power, industry and empire: Britain, 1745-1901:
 - The East India Company
 - The Enlightenment
 - The Industrial Revolution

- Widening the franchise in the 19th century
- The transformation of the British Empire in the mid-nineteenth century
- Interpretations of the British Empire
- Challenges for Britain, Europe and the wider world 1901 to the present day:
 - Women's suffrage
 - The imperial nature of the Great War
 - The Bolshevik Revolution in Russia
 - The turning points of the Second World War
 - The Holocaust
 - Decolonisation in the British Empire
 - Post-war Britain
- A local history study:
 - Medieval lives in Norwich
- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066:
 - The role of women in British society
- A study of a significant society or issue in world history and its interconnections with other world developments:
 - Christian and Islamic worlds in the 11th century
 - The First Crusade
 - Medieval West Africa
 - The Black Death and the Silk Roads
 - The Renaissance
 - The European conquest of the Americas
 - The impact of the Transatlantic Slave Trade on West African societies
 - The Mughal Empire
 - The Haitian Revolution and the abolition of the slave trade
 - The European response to the French Revolution

Key stage 4

Edexcel:

- Thematic study and historic environment - Migrants in Britain, c800–present and Notting Hill, c1948–c1970
- Period study - Superpower relations and the Cold War, 1941–91
- British depth study - Anglo-Saxon and Norman England, c1060–88
- Modern depth study - The USA, 1954–75: conflict at home and abroad

AQA:

- Period study - America, 1920–1973: Opportunity and inequality
- Wider world depth study - Conflict and tension between East and West, 1945–1972
- Thematic study - Migration, empires and the people: c790 to the present day
- British depth study including the historic environment - Norman England, c1066–c1100

Aims and purpose

What are the aims and purpose of our curriculum?

Our curriculum aims to develop pupils' understanding and curiosity of the world and their place in it. Through carefully structured learning of geographical processes, places, and investigative techniques, pupils will analyse geographical patterns and address the social and environmental challenges the world faces.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. We secure pupils' knowledge of geographical processes, ensuring that this can be applied when learning about places and geographical issues. Pupils' locational and place knowledge is developed through a range of place-based and thematic topics, helping them understand the spatial patterns that underpin contemporary society. We map vocabulary across the curriculum, introducing new terms and repeating previously learnt vocabulary. This approach allows pupils to confidently apply geographical terms across different topics. Geographical investigation skills apply knowledge taught in the curriculum to develop pupils' expertise in fieldwork and in analysing spatial patterns using Geographical Information Systems.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that pupils learn about the evidence and science behind climate change before pupils learn about the impact of climate change in subsequent topics throughout the curriculum. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example, in our thread about human processes, pupils are taught through the framing of their local area in year 1 through to learning about economic futures in the UK at GCSE.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from [Sweller's cognitive load theory](#) and [Mayer's principles of multimedia learning](#) whilst our design draws on [Rosenshine's principles of instruction](#). We also draw on findings from research organisations such as the [Education Endowment Foundation \(EEF\)](#). At the subject level we draw on the work of the [Geographical Association](#) alongside experts such as Young, Maude, Lambert, and Enser to develop lessons that offer pupils new ways of thinking about the world, provide them with the specialist knowledge to analyse and explain geographical patterns, and engage in contemporary debates. Additionally, we take into account Owens' and Roberts' research, encouraging pupils to reflect on their own experiences and geographical knowledge and to situate this within a broader disciplinary context. The significance of fieldwork, as emphasised by researchers like Kinder and Tanner, has shaped the integration of fieldwork throughout the curriculum.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their contents and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or [units can be selected](#) to complement existing curricula or to match the equipment and materials available to the school. Our curriculum often provides different options so that schools and teachers can decide what knowledge is best for their pupils, for example when teaching about local contrasts, units on both [Jamaica](#) and [Tanzania](#) are [available to choose from](#). Our resources are adaptable so that, for example, teachers can edit or add checks for understanding, adapt practice tasks to better reflect the prior knowledge of their pupils or add local context to fieldwork and case studies. At key stage 4 teachers and pupils can select a pathway aligned to the most frequently used exam board specifications for GCSE Geography: [AQA](#) or [Edexcel B](#).

Diverse

Our commitment to breadth and diversity in content, language, texts, and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources and in the choice of case study examples and regional studies. Our regional studies look at all parts of the world, focusing on places in Europe and the Americas at key stage 1 and key stage 2, and Africa, Asia, and Oceania at key stage 3 and key stage 4. This provides pupils with a deep knowledge of different places and helps to celebrate the rich diversity of experiences and perspectives that exist in places around the world.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. For example, video clips using Geographical Information Systems (GIS) provide a model for pupils to apply to their own work. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos.

Oak subject principles

What subject specific principles inform the design of our curriculum?

Focuses on the knowledge and skills specific to geography, including:

- **World knowledge (encompassing locational, place, environmental, physical and human processes) developed through thematic and place-based studies at a range of scales;**
- **How geographical knowledge originates and is revised.**

The curriculum develops pupils' geographical knowledge through thematic units, such as those focusing on population and rivers, and place-based studies (also known as regional studies), such as those focusing on Northern Italy and India. Thematic units allow geographical processes to be carefully broken down and explained in manageable chunks whilst place-based units allow pupils' to develop a deep knowledge of places and understand the diversity that exists within and between them. Where geographical models are introduced, such as those related to development, pupils are asked to consider their validity in the modern world.

Develops pupils' knowledge and application of geographical investigation skills, including:

- **Using maps, Geographical Information Systems (GIS), spatial statistics, aerial and satellite imagery;**
- **Using the fieldwork enquiry process and associated data collection, presentation and analysis techniques.**

Pupils' knowledge and application of geographical investigation skills such as the use of maps and Geographical Information Systems (GIS) are integrated across the curriculum so that pupils can use them to investigate spatial patterns. The use of maps and GIS are modelled so that pupils gain the confidence to apply these tools independently in new contexts. Fieldwork begins in year 1 and is developed, so by year 11, pupils fully understand the enquiry process and possess strong skills in data collection, presentation, and analysis.

Develops understanding of contemporary geographical debates and real world challenges through organising, connecting and applying what they have been taught.

Examples and case studies are used throughout the curriculum so that pupils can see geographical processes in action in the real world. For example, pupils use their knowledge of rivers, settlement and the water cycle to consider when and where flood protection can be justified. Place-based studies require pupils to connect and then apply knowledge from a range of units, demonstrating to them the complexity of issues and places.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

There are three broad aims of the [geography national curriculum](#). The first is that pupils 'develop contextual knowledge of the location of globally significant places'. Our curriculum includes a range of carefully chosen regional studies to develop pupils' knowledge of the physical and human features of places around the world, how they are connected to other places and how they are shaped by geographical processes. The second aim is that pupils 'understand the processes that give rise to key physical and human geographical features of the world'. Our learning framework breaks down information so that pupils gain a strong understanding of geographical processes and can apply them in different locational contexts. The final aim is to ensure pupils 'are competent in a range of geographical skills'. A range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) are integrated throughout the curriculum and pupils are explicitly taught how to use these sources to analyse spatial variation and change over time. Fieldwork and its associated enquiry process is built into units across the curriculum, from year 1 to year 11, so that pupils understand how to create a geographical enquiry that deepens their understanding of people and places.

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, which leaves time for other activities both within and beyond the curriculum, such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run-up to the GCSE exams.

At key stages 1-2 our primary geography curriculum is designed for one lesson to be taught every week. Our key stage 1 lessons are designed to be taught in approximately 40 minutes, whereas our key stage 2 lessons are closer to an hour. At secondary, our key stage 3 geography curriculum is designed for two lessons to be taught every week, with lessons lasting approximately an hour. Our key stage 4 geography curriculum is designed for five lessons to be taught every fortnight, so approximately 2.5hrs of teaching per week.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than concepts, themes or big ideas, because it helps to bring to mind the visual concept of a thread weaving through the curriculum. Our geography threads are:

Primary

- Local area
- The UK and regions
- Europe and regions
- Americas and regions
- Climate and weather
- Water and rivers
- Mountains, volcanoes and earthquakes
- Land use and settlement
- Economic activity
- Natural resources
- Earth geometry
- Human processes
- Physical processes
- Diversity
- Sustainability
- Interconnection

Secondary

- Sustainability and climate change
- Risk and resilience
- Inequality
- Globalisation and interconnection
- Human systems and processes
- Representation and identity
- Physical systems and processes

The primary threads are a combination of specialised concepts such as 'sustainability' and 'interconnection', which link to the secondary threads and contextual threads, such as 'natural resources' and 'local area', which show how the content of different units can be grouped together.

The secondary threads are concepts that link units across the curriculum developing pupils' knowledge and skills in geography over time. The 'inequality' thread, for example, helps pupils understand patterns of development, population, settlement and trade as well as helping pupils understand a range of regional studies. Our threads are informed by the broader, more abstract key concepts of environment, space, place and earth systems, as outlined in the Geographical Association's 'A framework for the school geography curriculum'.

Recommendations from subject specific reports

How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

Our geography curriculum addresses a number of concerns identified in the recent Ofsted subject report. Topics are carefully planned to ensure progression as pupils move through the curriculum. Knowledge from previous units is used and built on in subsequent units to help pupils develop a broad understanding of places and processes, for example the knowledge of climate zones developed in our year 7 Weather and Climate unit will be used by pupils in later units when learning about biomes around the world. Threads, underpinned by more abstract broader concepts, are used to help pupils make links between topics and deepen their understanding of geographical issues.

Fieldwork is integrated into the curriculum, from year 1 to year 11, allowing each school to make use of their school grounds and local area. Pupils will use the fieldwork enquiry process to plan and carry out fieldwork so that they are confident in investigating places and processes independently. Regional studies are planned in each key stage to give pupils deep knowledge and understanding of different places and avoid reinforcing 'single story' narratives. Places are purposely used as case studies in different topics so that pupils don't associate places with solely one geographical phenomenon. For example, in key stage 4 pupils will complete regional studies on both Jakarta and more broadly of Indonesia whilst using case studies from the region when learning about topics associated with natural hazards and global trade.

The use of Geographical Information Systems (GIS) is integrated across the curriculum so that pupils can use different GIS to visualise and analyse spatial patterns as well as using GIS to add and process fieldwork data.

Subject-specific needs

How does our curriculum deal with elements that arise from the specific needs of the subject?

What geographical locations are featured in the curriculum?

The locations of our regional studies are chosen with diversity and global coverage in mind. In our primary curriculum, there is a focus on Europe plus North and South America. Our key stage 3 curriculum predominantly focuses on regional studies in Asia and Africa. Learning about Indonesia and Jakarta at key stage 4 gives pupils the opportunity to deepen their knowledge of a region of south-east Asia/Oceania, which is growing in international importance.

Across the curriculum our regional studies are:

Primary

- [UK](#)
- [London](#)
- [Cardiff](#)
- [Jamaica](#)
- [Tanzania](#)
- [the Lake District](#)
- [Europe](#)
- [Northern Italy](#)
- [North America](#)
- [South America](#)
- [the Amazon](#)

Secondary

- India
- China
- the Democratic Republic of Congo
- Nigeria
- the Middle East
- Russia

- Jakarta
- Indonesia

More specific case studies and examples are woven into units across the curriculum. Where appropriate we use examples of geographical processes from our regional studies to deepen pupils' knowledge of these places. For example, in our forest biome unit in year 7 pupils will learn about mangroves in India and boreal forests in Russia, which will help their understanding in preparation for the regional studies of these places later in the course.

How is fieldwork used in the curriculum?

Fieldwork is integrated into units across the curriculum so that pupils have the opportunity to investigate geographical processes in a range of different contexts. Pupils will learn how the fieldwork enquiry process is used to guide an investigation from the early stages of developing questions through to the final evaluation. Pupils learn about a wide range of data collection, presentation and analysis techniques, including how Geographical Information Systems can be used at each of these stages. Fieldwork lessons are easily adapted to address the local context of schools, whilst retaining the fieldwork enquiry process.

Our curriculum partners

The Geographical Association

[The Geographical Association](#) brings a wealth of experience and expertise to the development of this curriculum. They have an extensive membership base, embracing the whole range of teachers across the sector from every age group and every type of school, with an important focus on building a curriculum founded on strong principles informed by educational research, using careful sequencing and coherence.

Geography Southwest

[Geography Southwest](#) is a highly respected organisation that has created a range of high-quality curriculum resources. The organisation is well connected in the world of geography publishing and its team of highly experienced authors will enable the creation of first-class resources.