



# Global Learning Long Term Curriculum Plan 2023/24

Throughout our curriculum planning we remain focused on delivering a 21<sup>st</sup> century curriculum designed to ensure pupils are well prepared for the future.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Implementation	Topic Heading	Skills, skills, skills! (Geographical)	Skills, skills, skills! (Historical)	Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"	A Frenchman's home is an Englishman's castle		What's on? The Geography of Sport
	Year 7 Content (skills and knowledge)  NC Year KS3 PoS PA Stage 1 - 4	<p><b>NC: Locational Knowledge</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps</p> <p><b>Geographical skills</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p><b>Objectives:</b> To understand what a map is and what they are used for To be able to use an atlas to locate countries</p>	<p>NC: understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>understand historical concepts such as continuity and change,</p>	<p>NC: <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography of the UK/ Kent</p> <p><b>Human and physical geography</b> population and urbanisation</p> <p><b>Objectives:</b> To develop map/atlas/skills To recognise patterns in population To identify key physical and human features of the UK</p>	<p>NC: the development of Church, state and society in Medieval Britain 1066-1509 – Norman Conquest a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p> <p><b>Objectives:</b> To describe Britain before 1066 To demonstrate knowledge of the impact of invasion To investigate Anglo-Saxon Britain To explain how the Normans came to the throne To explain the impact of the Normans To evaluate the success and failures of battles To describe the problems faced by William the Conqueror To understand key events in Kent's history To link Kent's history to UK history To identify different castle types To explain how castle sites were chosen To justify castle design</p>	<p>NC: : <b>Locational Knowledge</b> extend their locational knowledge</p> <p><b>Geographical skills</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p><b>Human and physical geography</b> population and urbanisation</p> <p><b>Objectives:</b> To map sports locations To expand geographical vocabulary To identify the benefits of sport to a place To identify the negative impact of</p>	

	<p>To be able to recognise a variety of world flags</p> <p>To be able locate features on a map/ atlas using longitude and latitude and grid references</p> <p>To identify features on a map using a key</p>	<p>cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</p> <p>To be able to order events on a timeline</p> <p>To be able to recognise an anachronism</p> <p>To understand the difference between a primary and secondary source</p> <p>To be able to judge the value of a source</p>				<p>sports development on an area</p> <p>To evaluate the effect of regeneration</p> <p>To understand the globalisation of sport</p> <p>To consider sports' effect around the world</p> <p>To make a link between sport and economics</p>
Enrichment Opportunities				Battle Abbey visit		
Topic Heading	<p><b>We plough the fields and scatter</b></p> <p>The Agricultural Revolution</p>	<p><b>We plough the fields and scatter</b></p> <p>Weather and climate</p>	<p><b>Age of Empire</b></p> <p>The Industrial Revolution, Colonisation and Slavery</p>	<p><b>Age of Empire</b></p> <p>Globalisation</p>	<p><b>999 Letsbe Avenue</b></p> <p>History of crime &amp; punishment</p>	<p><b>999 Letsbe Avenue</b></p> <p>Geography of crime</p>
<p>Year 8 Content (skills and knowledge)</p> <p>NC Year KS3 PoS PA Stage 3 - 6</p>	<p>NC: the development of Church, state and society in Britain 1509-1745</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</p>	<p>NC: <b>Human and physical geography</b></p> <p>understand, the key processes in physical geography relating to weather and climate, human geography relating to economic activity in the primary sector; and the use of natural resources</p> <p>understand how human and physical processes interact to influence, and change landscapes,</p>	<p>NC: Ideas, political power, industry and empire: Britain, 1745-1901: Britain as the first industrial nation – the impact on society/ Britain's transatlantic slave trade: its effects and its eventual abolition</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference</p>	<p>NC: <b>Locational knowledge</b></p> <p>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge</b></p> <p>understand geographical similarities, differences</p>	<p>NC: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066/ the development of Church, state and society in Britain 1509-1745: society, economy and culture across the period</p> <p>understand historical concepts such as</p>	<p>NC: <b>human geography</b></p> <p>relating to: population and urbanisation</p> <p><b>Geographical skills and fieldwork</b></p> <p>interpret Ordnance Survey maps in the classroom including using grid references and scale, and other thematic mapping, and aerial and satellite photographs</p> <p>use Geographical Information Systems (GIS) to view, analyse</p>

		<p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Objectives:</b>          To understand the open field system          To explain why Britain needed to grow more food          To describe changes to agriculture          To evaluate the effects of the changes to agriculture</p>	<p>environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p><b>Objectives:</b>          To understand the link between farming and weather          To understand the difference between weather and climate          To describe and explain key features of UK weather          To identify causes and consequences of flooding</p>	<p>and significance, and use them to make connections, draw contrasts, analyse trends, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Objectives:</b>          To identify changes in Britain between 1750 and 1900          To suggest reasons for the changes          To identify key industrial developments          To investigate the purpose and impact of colonization          To describe the slave trade</p>	<p>and links between places through the study of human and physical geography</p> <p><b>human geography</b> relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p><b>Geographical skills and fieldwork</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p> <p><b>Objectives:</b>          To understand how we are linked to other countries today          To explain who are the winners and losers of globalisation</p>	<p>continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Objectives:</b>          To be able to define crime and punishment, giving examples          To understand how the crime and legal system worked through different eras          To use sources to describe and explain the Jack the Ripper and Dick Turpin crimes          To evaluate reasons for the difficulty in solving the Jack the Ripper case</p>	<p>and interpret places and data analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</p> <p><b>Objectives:</b>          To analyse data to identify and describe patterns of crime          To use a variety of sources to make judgements          To evaluate methods of reducing crimes</p>
--	--	--	---	--	--	---	--

Enrichment Opportunities					Kent Police Museum	
Topic Heading	Local Context Study - Rochester		Local Fieldwork Study - Rochester Geography		History & its links to the Environment	Geography & its links to the Environment
<p>Year 9 Content (skills and knowledge)</p> <p>NC Year KS3 PoS PA Stage 4 – 9</p>	<p><b>NC:</b> the development of Church, state and society in Medieval Britain 1066-1509 a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p><b>Objectives</b> To investigate a range of sources to find out about the past To understand the functions of, and relationships between, various areas of castles To understand and draw plans of castles, using knowledge gained from the sources and from reasoning about life in a castle To carry out independent research and work on presentation skills To work collaboratively and supportively, learn from each other and peer-assess effectively</p>		<p><b>NC: Locational knowledge</b> extend their locational knowledge and deepen their spatial awareness using maps to focus on key physical and human characteristics</p> <p><b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region</p> <p><b>Human and physical geography human geography</b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human processes interact to influence, and change landscapes and environments</p> <p><b>Geographical skills and fieldwork</b> build on their knowledge of maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</p> <p><b>Objectives</b> To investigate a range of sources to find out about urbanisation</p>		<p><b>NC:</b> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses know and understand aspects of the history of the wider world: including the change in climate from the Ice Age to the present and historical factors affecting this eg Industrialisation</p> <p><b>Objectives:</b> <b>Understand the Historical Context of Environmental Change:</b> to trace the history of environmental change, understanding how natural events and human activities have shaped our environment over time. <b>Examine the Impact of Industrialisation:</b> to examine the role of</p>	<p><b>NC: Locational knowledge</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on countries and major cities and their key physical and human characteristics including their environmental regions</p> <p><b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region</p> <p><b>Human and physical geography</b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; human geography relating to: population and</p>

To undertake fieldwork to collect data and then analyse it and draw conclusions  
To understand the functions of, and relationships between, various areas of a town  
To understand and draw diagrams/ graphs, using knowledge gained from the sources and from reasoning about urbanisation  
To carry out independent research and work on presentation skills  
To work collaboratively and supportively, learn from each other and peer-assess effectively

industrialisation in environmental change, understanding how the growth of industries and urbanisation have contributed to issues such as pollution and deforestation.  
**Assess the Effects of Globalisation:** to assess the environmental impact of globalisation, including the spread of invasive species, increased carbon emissions from transportation, and the global trade of goods.  
**Analyse Case Studies:** to analyse case studies of specific regions or countries, understanding how industrialisation and globalisation have uniquely impacted different parts of the world.  
**Propose Sustainable Solutions:** to propose sustainable solutions to mitigate the environmental impact of industrialisation and globalisation, understanding the role of technology, policy, and individual actions in promoting environmental sustainability.

urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources and how this has affected the environment  
understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems  
**Geographical skills and fieldwork**  
build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom  
**Objectives:**  
**Understand the Concept of Sustainability:** to define and explain the concept of sustainability, and understand its importance in managing and protecting our environment.  
**Identify Major Environmental Issues:** to identify and describe major environmental issues such as climate

					<p>change, deforestation, pollution, and biodiversity loss.</p> <p><b>Analyse the Causes and Effects of Environmental Issues:</b> to analyse the causes and effects of various environmental issues, and understand how human activities contribute to these problems.</p> <p><b>Evaluate Solutions to Environmental Problems:</b> to evaluate different strategies and solutions to mitigate environmental problems, including conservation efforts, renewable energy, and sustainable practices.</p>
	<p>Enrichment Opportunities</p>	<p>Rochester Castle Cross-curricular - food</p>	<p>Rochester visit</p>	<p>Cross-curricular:</p>	<p>Cross-curricular: Science</p>