



## Global Learning Long Term Curriculum Plan 2025/26

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
Topic Heading	Skills, skills, skills! (Geographical)	Skills, skills, skills! (Historical)	Wish you were here?	A Frenchman's home is an Englishman's castle	Time flies...A history of fun!	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</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</p>	<p><b>NC: 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</p>	<p>NC: the development of Church, state and society in Medieval Britain 1066-1509 – Norman Conquest a local history study</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 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 continuity and change, cause and consequence, similarity,</p>	<p><b>NC: : 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</p> <p>use Geographical Information Systems (GIS) to view, analyse and</p>

	<p>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          To be able to recognise a variety of world flags          To be able locate features on a map/ atlas using longitude and latitude and grid references          To identify features on a map using a key</p>	<p>between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 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>To be able to order events on a timeline          To be able to recognise an anachronism          To understand the difference between a primary and secondary source</p>	<p>To recognise patterns in population          To identify key physical and human features of the UK</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>difference and significance, and use them to make connections, draw contrasts, analyse trends,</p> <p><b>Objectives:</b>          To understand how society has changed over time by studying what people did for fun during a variety of time periods</p> <p>to compare and contrast the changes to society over time</p> <p>to interpret a variety of sources of information to carry out an historical enquiry into entertainment through the ages</p> <p>to explain how and why there are contrasting experiences of the past for both the rich and poor</p>	<p>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 sports development on an area          To evaluate the effect of regeneration          To understand the globalisation of sport          To consider sports' effect around the world          To make a link between sport and economics</p>
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		To be able to judge the value of a source			to learn about the influence of ancient and medieval societies on modern day Britain	
Enrichment Opportunities				Battle Abbey visit		
Topic Heading	We plough the fields and scatter Weather and climate	We plough the fields and scatter The Agricultural Revolution	Age of Empire The Industrial Revolution, Colonisation and Slavery	Age of Empire Globalisation	999 Letsbe Avenue History of crime & punishment	999 Letsbe Avenue Geography of crime
Year 8 Content (skills and knowledge)  NC Year KS3 PoS PA Stage 3 - 6	NC: <b>Human and physical geography</b> relating to weather and climate, human geography relating to economic activity in the primary sector; and the use of natural resources understand how human and physical processes interact to influence, and change	NC: the development of Church, state and society in Britain 1509-1745 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 gain historical perspective by placing their growing knowledge into	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 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make	NC: <b>Locational knowledge</b> 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 <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the	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 understand historical concepts such as continuity and change, cause and consequence, similarity,	NC: <b>human geography</b> relating to: population and urbanisation <b>Geographical skills and fieldwork</b> interpret Ordnance Survey maps in the classroom including using grid references and scale, and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to

	<p>landscapes, 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>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>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</p>	<p>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>difference 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 be able to define crime and punishment, giving examples          To understand how the crime and legal system worked through different eras</p>	<p>view, analyse 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>
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			impact of colonization To describe the slave trade		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	
Enrichment Opportunities					Kent Police Museum	
Topic Heading	Local Context Study - Rochester		Local Fieldwork Study - Rochester Geography		Tahiti - Geography	Tahiti - History
Year 9 Content (skills and knowledge)  NC Year KS3 PoS PA Stage 4 – 9	<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</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 <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region <b>Human and physical geography</b> <b>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</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 key physical and human characteristics <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the</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</p>

	<p>To understand and draw plans of castles, using knowledge gained from the sources and from reasoning about life in a castle</p> <p>To carry out independent research and work on presentation skills</p> <p>To work collaboratively and supportively, learn from each other and peer-assess effectively</p>	<p>understand how human processes interact to influence, and change landscapes and environments</p> <p><b>Geographical skills and fieldwork</b></p> <p>build on their knowledge of maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>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</p> <p>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</p> <p><b>Objectives</b></p> <p>To investigate a range of sources to find out about urbanisation</p> <p>To undertake fieldwork to collect data and then analyse it and draw conclusions</p> <p>To understand the functions of, and relationships between, various areas of a town</p> <p>To understand and draw diagrams/ graphs, using knowledge gained from the sources and from reasoning about urbanisation</p> <p>To carry out independent research and work on presentation skills</p>	<p>study of human and physical geography of a region</p> <p><b>Human and physical geography</b></p> <p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>physical geography relating to: plate tectonics; weathering, weather and climate, and hydrology</p> <p><b>human geography</b></p> <p>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>know and understand aspects of the history of the wider world: characteristic features of past non-European societies; achievements</p> <p>Before the arrival of the Europeans</p> <p>The arrival of the Europeans</p> <p>Heiva Festival</p> <p>Cultural awareness - tattoos</p> <p>Paul Gauguin</p>
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		To work collaboratively and supportively, learn from each other and peer-assess effectively	<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 Cities, landscape and weather Wildlife Tourism	
Enrichment Opportunities	Rochester Castle Cross-curricular - food	Rochester visit	Cross-curricular: Food/ Art	Cross-curricular: Food/ Art/ Music