



# **City of Rochester School Humanities Curriculum**

# Humanities Curriculum

## Key Stage 1 – 4

### Intent

- At City of Rochester school we shape our humanities (Geography and History) curriculum to ensure it is fully inclusive to every child.
- We aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions.
- We aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

### Implementation

- In ensuring high standards of teaching and learning in history and geography, we implement a curriculum that is progressive throughout the whole school. History and Geography are taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum.
- We use Twinkl units to help plan lessons in History and Geography.
- The History units have been created to spark children's curiosity about the past and to help them to develop their knowledge and understanding on a variety of historical topics. Covering a broad range of significant events, key individuals and time periods the children will learn about Britain's past and that of the wider world. All units will develop children's historical enquiry skills, encourage them to think critically, make judgements and comparisons and draw conclusions about what life was like in the past and how it has changed over time.
- The Geography units have been created to help you equip pupils with a deepening knowledge and understanding of Earth's key physical and human processes. The themes have been chosen to inspire and engage their imaginations. They will investigate the natural world and explore how humans interact with, use and change their environment. By collecting, analysing and interpreting data and other information sources, they will develop a deeper understanding of the world they live in and be able to communicate their findings to others in a variety of ways.
- We want children to enjoy and love learning about history and geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits e.g, visits to Leeds Castle.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

## Impact

- Children will enjoy History and Geography lessons and look forward to finding out more.
- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Attainment is measured using B Squared Connecting steps. Instead of giving every child a level at the end of each year, Connecting Steps is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- When recording information, it isn't a case of what each pupil can or can't do. The system consists of seven steps leading to the achievement of a skill.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

# Statutory Guidance – History and Geography

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

## Links To Other Subjects

History and Geography can be linked to many other subjects including English, Maths and ICT. Through Humanities we promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues and develop pupils as active citizens of the world.

## Cultural and Diversity Calendar

The City of Rochester school has a comprehensive cultural and diversity calendar which supplements the curriculum throughout the year. Through this we encourage the children to make links with their work in Humanities as well as showing an appreciation for what people value and how it is an important aspect of their life.

September	13 <sup>th</sup> to 22 <sup>nd</sup> Heritage open days <a href="https://www.heritageopendays.org.uk/">https://www.heritageopendays.org.uk/</a>	13 <sup>th</sup> Roald Dahl Day <a href="https://www.roalddahl.com/home/teachers">https://www.roalddahl.com/home/teachers</a>
October	Black History Month <a href="https://www.blackhistorymonth.org.uk/">https://www.blackhistorymonth.org.uk/</a>	4 <sup>th</sup> to 10 <sup>th</sup> World Space Week <a href="https://www.worldspaceweek.org/">https://www.worldspaceweek.org/</a>
November	11 <sup>th</sup> to 15 <sup>th</sup> Anti Bullying Week <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us">https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us</a>	11 <sup>th</sup> Remembrance Day <a href="https://www.britishlegion.org.uk/get-involved/remembrance">https://www.britishlegion.org.uk/get-involved/remembrance</a>
December	2 <sup>nd</sup> International Slavery Abolition Day <a href="https://www.un.org/en/events/slaveryabolitionday/">https://www.un.org/en/events/slaveryabolitionday/</a>	13 <sup>th</sup> Christmas Jumper Day <a href="https://www.savethechildren.org.uk/christmas-jumper-day">https://www.savethechildren.org.uk/christmas-jumper-day</a>
January	25 <sup>th</sup> Chinese New Year <a href="https://www.activityvillage.co.uk/chinese-new-year">https://www.activityvillage.co.uk/chinese-new-year</a>	27 <sup>th</sup> Holocaust Memorial Day <a href="https://www.hmd.org.uk/what-is-holocaust-memorial-day/">https://www.hmd.org.uk/what-is-holocaust-memorial-day/</a>
February	1 <sup>st</sup> to 8 <sup>th</sup> National Storytelling Week <a href="https://www.sfs.org.uk/national-storytelling-week">https://www.sfs.org.uk/national-storytelling-week</a>	LGBT History Month <a href="https://lgbthistorymonth.org.uk/">https://lgbthistorymonth.org.uk/</a>
March	5 <sup>th</sup> World Book Day <a href="https://www.worldbookday.com/">https://www.worldbookday.com/</a>	22 <sup>nd</sup> March Mother's Day 25 <sup>th</sup> March Pancake Day
April	2 <sup>nd</sup> April Autism Awareness Day	12 <sup>th</sup> Easter 23 <sup>rd</sup> St George's Day
May	18 <sup>th</sup> to 24 <sup>th</sup> Mental Health Awareness Week	21 <sup>st</sup> May World Day for Cultural Diversity <a href="https://www.un.org/en/events/culturaldiversityday/">https://www.un.org/en/events/culturaldiversityday/</a>
June	21 <sup>st</sup> Father's Day	27 <sup>th</sup> Armed Forces Day
July	City or Rochester School British Values Day	City of Rochester School End of term trip

# Curriculum Overview

- \* Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

## KS1

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	<b>Wonderful Weather</b>	<b>The Gun Powder Plot</b>	<b>Toys</b>	<b>Our Country</b>	<b>War and Remembrance</b>	<b>Our Local Area -</b>
<b>Connecting steps</b>	Geography step 1-2	History 1-3	History 1-3	History 1-3	Geography step 2-3 History 1-3	Geography step 2-3 History 1-3
<b>Year 2</b>	<b>Kings and Queens</b>	<b>Wonderful World</b>	<b>Travel and Transport</b>	<b>Let's Go to China</b>	<b>Beside the Seaside</b>	<b>Magical Mapping</b>
<b>Connecting steps</b>	History 3-4	Geography step 4-5	History 3-4	Geography step 4-5	History 3-4	Geography step 4-5

# KS2

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 3</b>	<b>The Romans</b>	<b>Extreme Earth</b>	<b>Anglo Saxons and Scots</b>	<b>Rainforests</b>	<b>Pocahontas</b>	<b>The UK</b>
<b>Connecting steps</b>	History 4-5	Geography step 4-5	History 4-5	Geography step 4-5	History 4-5	Geography step 4-5
<b>Year 4</b>	<b>Crime and Punishment</b>	<b>Water</b>	<b>Vikings and Anglo Saxons</b>	<b>All Around the World</b>	<b>What's it Like in Kent</b>	<b>Somewhere to Settle</b>
<b>Connecting steps</b>	History 5-6	Geography step 5-6	History 5-6	Geography step 5-6	Geography step 5-6	Geography step 5-6 History 5-6
<b>Year 5</b>	<b>Ancient Egypt</b>	<b>Marvellous Maps</b>	<b>Stone Age to the Iron Age</b>	<b>Magnificent Mountains</b>	<b>Enough for Everyone</b>	<b>Exploring Eastern Europe and WWII</b>
<b>Connecting steps</b>	History 6-7	Geography step 5-7	History 6-7	Geography step 5-7	Geography step 5-7	History 6-7
<b>Year 6</b>	<b>Ancient Greece</b>	<b>Raging Rivers</b>	<b>Maya Civilisation</b>	<b>Amazing Americas</b>	<b>Our Changing World and Leisure and Entertainment</b>	<b>Trading and Economic Activity</b>
<b>Connecting steps</b>	History 6-7	Geography step 6-7	History 6-7	Geography step 6-7	History 6-7 Geography step 6-7	Geography step 6-7

# KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	History – Medieval Britain	History - Medieval Britain	Geography – Polar Regions and Environmental Impact	Geography – Polar Regions and Environmental Impact	RE – Buddhism	RE – Social Justice
<b>Connecting steps</b>	History 7-8	History 7-8	Geography 7-8	Geography 7-8	RE 7-8	RE 7-8
<b>Year 8</b>	History – The Tudors	History - Local Studies Castles	Geography – Qing Dynasty	Geography – Colonising America & India	RE – Christianity	RE – Life After Death
<b>Connecting steps</b>	History 8-9	History 8-9	Geography 8-9	Geography 8-9	RE 8-9	RE 8-9
<b>Year 9</b>	History - World Wars and Holocaust	History - World Wars and Holocaust	Geography - Tectonics	Geography - Middle East	RE - Humanism	RE – Religion and Life
<b>Connecting steps</b>	History 9-10	History 9-10	Geography 9-10	Geography 9- 10	RE 9-10	RE 9-10



# Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<b>Wonderful Weather</b>	<b>The Gun Powder Plot</b>	<b>Toys</b>	<b>Our Country</b>	<b>War and Remembrance</b> - History and Geography of Local Area	<b>Our Local Area -</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map; use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> <li>use basic geographical vocabulary to refer to key human features</li> <li>use simple compass directions</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Kings and Queens	Wonderful World	Travel and Transport	Let's Go to China	Beside the Seaside	Magical Mapping
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features</li> <li>use world maps, atlases and globes to identify the United Kingdom</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>devise a simple map</li> <li>use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key human features</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 3</b>	<b>The Romans</b>	<b>Extreme Earth</b>	<b>Anglo Saxons and Scots</b>	<b>Rainforests</b>	<b>Pocahontas</b>	<b>The UK</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of physical geography</li> </ul>	<ul style="list-style-type: none"> <li>a local history study</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 4</b>	<b>Crime and Punishment</b>	<b>Water</b>	<b>Vikings and Anglo Saxons</b>	<b>All Around the World</b>	<b>What's it Like in Kent</b>	<b>Somewhere to Settle</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography</li> </ul>	<ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, Local History Study</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5</b>	<b>Ancient Egypt</b>	<b>Marvellous Maps</b>	<b>Stone Age to the Iron Age</b>	<b>Magnificent Mountains</b>	<b>Enough for Everyone</b>	<b>Exploring Eastern Europe and WWII</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations</li> </ul>	<ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world,</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America,</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 6</b>	<b>Ancient Greece</b>	<b>Raging Rivers</b>	<b>Maya Civilisation</b>	<b>Amazing Americas</b>	<b>Our Changing World and Leisure and Entertainment</b>	<b>Trading and Economic Activity</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography</li> <li>describe and understand key aspects of human geography</li> </ul>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time,</li> <li>describe and understand key aspects of physical geography</li> <li>describe and understand key aspects of human geography</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>link to geography of local area</li> <li>describe and understand key aspects of human geography</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	History – Medieval Britain	History - Medieval Britain	Geography – Polar Regions and Environmental Impact	Geography – Polar Regions and Environmental Impact	RE - Buddhism	RE – Religion and Social Justice
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>the development of Church, state and society in Medieval Britain 1066-1509</li> </ul>	<ul style="list-style-type: none"> <li>the development of Church, state and society in Medieval Britain 1066-1509</li> </ul>	<ul style="list-style-type: none"> <li>understand the key processes in: physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; and glaciation</li> </ul>	<ul style="list-style-type: none"> <li>understand the key processes in: physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; and glaciation</li> </ul>	<ul style="list-style-type: none"> <li>present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world</li> <li>demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups</li> <li>express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews</li> <li>present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8</b>	History – The Tudors	History - Local Studies Castles	Geography – Qing Dynasty	Geography – Colonising America & India	RE - Christianity	RE – Life After Death
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>the development of Church, state and society in Britain 1509-1745</li> </ul>	<ul style="list-style-type: none"> <li>a study of an aspect or site in local history dating from a period before 1066</li> </ul>	<ul style="list-style-type: none"> <li>at least one study of a significant society or issue in world history and its interconnections with other world developments China’s Qing dynasty 1644-1911</li> </ul>	<ul style="list-style-type: none"> <li>the development of Church, state and society in Britain 1509-1745</li> </ul>	<ul style="list-style-type: none"> <li>present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world</li> <li>demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups</li> <li>express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews</li> <li>present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.</li> </ul>



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 9</b>	History - World Wars and Holocaust	History - World Wars and Holocaust	Geography - Tectonics	Geography – Map Skills	RE - Humanism	RE – Religion and Life
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>understand the key processes in: physical geography relating to: geological timescales and plate tectonics</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world</li> <li>demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups</li> <li>express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews</li> <li>present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.</li> </ul>