

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Quest Curriculum** – *Humanities /2 Lessons weekly* *History and Geography topics will be taught in alternate half terms*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-26	History Topic: The Romans Key questions: 1) Who were the Romans? 2) Where did the Romans come from? 3) What did Roman soldiers wear and do? 4) What were Roman houses like? 5) What did the Romans eat? 6) What did the Romans build? How did the Romans travel? 7) What did the Romans bring to Britain?	Geography Topic: Our Country / The UK Key questions: 1) What is the United Kingdom? To situate the United Kingdom on a map of the world & of Europe. 2) To identify the countries of the United Kingdom. 3) To articulate that the United Kingdom is made up of islands and identify the surrounding seas. 4) What can you find in the United Kingdom? 5) To explore the physical features of the United Kingdom. 6) To identify and name a range of physical features.	History Topic: The Tudors Key questions: 1) Who were the Tudors? 2) When did the Tudors live? 3) Who was King Henry VIII? 4) What did Tudor people wear? 5) What were Tudor houses like? 6) What did Tudor people eat? 7) How were rich and poor people different in Tudor times? Key skills and knowledge: Year 7: Point to pictures of the past. Year 8:	Geography Topic: The Seasons Key questions: 1) What are the four seasons? 2) What happens in each season? 3) How are the seasons different? 4) What is significant about Spring? New life. 5) What is the significance of autumn? Plants and animals prepare for hibernation. 6) How do we adapt our clothing? Key skills and knowledge: Year 7: Sound out keywords: city, town, village. Year 8: Use some words	History Topic: The Victorians Key questions: 1) Who were the Victorians? 2) When did Queen Victoria live? 3) What was life like for children in Victorian times? 4) What were Victorian schools like? 5) What jobs did Victorian people do? 6) What were Victorian homes like? 7) How were rich and poor people different in Victorian times? How is life today different from Victorian times?	Geography Topic: China Key questions: 1) Where is China? 2) What is the capital city of China? 3) What is the Chinese flag like? 4) What do people eat in China? 5) What special festivals do people celebrate in China? 6) What clothes do people wear in China? 7) How is life in China similar or different to life in the UK? Key skills and knowledge: Year 7:

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	<p>Key skills and knowledge:</p> <p>Year 7: Point to pictures of the past.</p> <p>Year 8: Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Year 9: Explain that there are different types of evidence and sources.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>7) To describe features of different parts of the UK.</p> <p>Key skills and knowledge:</p> <p>Year 7: Sound out keywords, United Kingdom, England, Wales, Scotland, Northern Ireland, Village, sea, beach.</p> <p>Year 8: Use some basic language to describe the UK</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Year 9: Explain that there are different types of evidence and sources.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>to describe the environment.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Key skills and knowledge:</p> <p>Year 7: Sequence pictures from different periods</p> <p>Year 8: Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Year 9: Know and recount episodes from stories and significant events in history;</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> <p>Year 8: Point out different physical features around the UK. Cliff, Beach, forest.</p> <p>Year 9: Use basic geographical vocabulary to refer to key physical features.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>
Links to Gatsby Benchmarks:	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>

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2026-2027	<p>History Topic: The Vikings</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who were the Vikings? 2) Where did the Vikings come from? 3) What did Viking longships look like and what were they used for? 4) What did the Vikings wear and eat? 5) What were Viking homes like? 6) What did Viking children do? 7) Would you like to be a Viking? Why or why not? <p>Key skills and knowledge:</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p> <p>Year 7: Sequence pictures from different periods;</p>	<p>Geography Topic: Rainforests</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a rainforest? 2) Where in the world can we find rainforests? 3) What animals live in the rainforest? 4) What plants grow in the rainforest? 5) What is the weather like in the rainforest? 6) What are the different layers of the rainforest? 7) How is the rainforest different from where we live? <p>Key skills and knowledge:</p> <p>Year 7: Recognise/point to a map.</p> <p>Year 8: Use some keywords to describe the surroundings during fieldwork.</p>	<p>History Topic: Toys past and present</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a toy? 2) What toys do we play with today? 3) What toys did children play with in the past? 4) How are old toys different from toys today? 5) What materials were old toys made from? 6) What materials are modern toys made from? 7) How have toys changed over time? <p>Key skills and knowledge:</p> <p>Year 7: Use simple words to describe it.</p> <p>Year 8: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>Geography Topic: The Farm</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a Farm? Why are they important? 2) What are the features of a farm? 3) What jobs are there on farm? 4) What types of animals are on a farm? 5) Where does our food come from? What crops grow on farms? 1) What is a farm? 2) What animals live on a farm? 3) What do farm animals eat? 4) What jobs do farmers do? 5) What food comes from a farm? 6) How do plants grow on a farm? 7) Why are farms important? 	<p>History Topic: The Great Fire of London</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What was the Great Fire of London? 2) When did the Great Fire of London happen? 3) Where did the fire start? 4) Why did the fire spread so quickly? 5) What were the houses in London like in 1666? 6) How did people try to stop the fire? 7) How do we know what happened during the Great Fire of London? <p>Year 7: Recognise some similarities and differences between the past and the present;</p> <p>Year 8: Accurately recall two historical events in history.</p>	<p>Geography Topic: India</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Where is India? 2) What is the capital city of India? 3) What is the Indian flag like? 4) What do people eat in India? 5) What special festivals do people celebrate in India? 6) What clothes do people wear in India? 7) How is life in India similar or different to life in the UK? <p>Key skills and knowledge:</p> <p>Year 7: Recognise and locate a city from the UK and another country.</p> <p>Year 8: Compare two different countries highlighting size and location.</p> <p>Year 9:</p>

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	<p>Year 8 Independently put key dates in chronological order.</p> <p>Year 9 Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>Year 9: Use simple fieldwork and observational skills to study physical features or a surrounding area.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Year 9: Construct informed responses about one aspect of life or a key event in the past.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Key skills and knowledge:</p> <p>Year 7: Sound out keywords, United Kingdom, England, Wales, Scotland, Northern Ireland, Village, sea, beach.</p> <p>Year 8: Use some basic language to describe the UK</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Year 9: identify key features, aspects and events of the time studied;</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Compare the UK with a contrasting country in the world;</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Working in a shop.	4. Linking curriculum learning to careers: Journalist.
	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.

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2027-2028	<p>History Topic: Nurturing Nurses</p> <p>Key questions:</p> <p>1) Who was Florence Nightingale?</p> <p>2) Why is Florence Nightingale remembered today?</p> <p>3) What did Florence Nightingale do to help people?</p> <p>4) What was a hospital like before Florence Nightingale?</p> <p>5) How did Florence Nightingale make hospitals better?</p> <p>6) Why was she called "The Lady with the Lamp"?</p> <p>7) How are hospitals and nurses different today because of her?</p> <p>Key skills and knowledge: Year 7: Recount parts of a story.</p> <p>Year 8: know and recount episodes from stories and</p>	<p>Geography Topic: Jungle</p> <p>Key questions:</p> <p>1) What is a jungle?</p> <p>2) Where in the world can we find jungles?</p> <p>3) What animals live in the jungle?</p> <p>4) What plants grow in the jungle?</p> <p>4) What is the weather like in the jungle?</p> <p>6) What sounds might you hear in the jungle?</p> <p>7) How is the jungle different from where we live?</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests. Year 7: Use some words to describe the environment.</p> <p>Year 8: Use words to describe the</p>	<p>History Topic: Travel and Transport</p> <p>Key questions:</p> <p>1) What is transport?</p> <p>2) What types of transport do we use today?</p> <p>3) How do people travel on land, sea, and in the air?</p> <p>4) How has transport changed over time?</p> <p>5) What did people use to travel in the past?</p> <p>6) What are the differences between old and new vehicles?</p> <p>7) Why do we need different types of transport?</p> <p>Key skills and knowledge: Year 7: Complete some sequence of events.</p> <p>Year 8: sequence pictures from different periods.</p>	<p>Geography Topic: Our Wonderful World</p> <p>Key questions:</p> <p>1) What is a continent?</p> <p>2) How many continents are there in the world?</p> <p>3) What are the names of the continents?</p> <p>4) What is an ocean?</p> <p>5) How many oceans are there in the world?</p> <p>6) What are the names of the oceans?</p> <p>7) What animals live in the oceans?</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests. Year 7: Point out different physical features around the UK. Cliff, Beach, forest.</p> <p>Year 8: To know the difference between</p>	<p>History Topic: Kings and Queens</p> <p>Key questions:</p> <p>1) What is a king or queen?</p> <p>2) What do kings and queens do?</p> <p>3) Who is the king or queen of the United Kingdom today?</p> <p>4) What did kings and queens do in the past?</p> <p>5) What clothes do kings and queens wear?</p> <p>6) What is a royal family?</p> <p>7) How is life different for a king or queen? Would you like to be a king or queen? Why or why not?</p> <p>Key skills and knowledge: Year 7: Hold an artefact.</p> <p>Year 8: Observe or handle evidence to ask simple questions about the past.</p>	<p>Geography Topic: Kenya</p> <p>Key questions:</p> <p>1) Where is Kenya?</p> <p>2) What is the capital city of Kenya?</p> <p>3) What is the Kenyan flag like?</p> <p>4) What do people eat in Kenya?</p> <p>5) What special festivals do people celebrate in Kenya?</p> <p>6) What clothes do people wear in Kenya?</p> <p>7) How is life in Kenya similar or different to life in the UK?</p> <p>Key skills and knowledge: Year 7: Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> <p>Year 8: Point out different physical features around the UK. Cliff, Beach, forest.</p>

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	<p>significant events in history.</p> <p>Year 9: explain how people and events in the past have influenced life today</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>environment more regularly.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>physical and human features.</p> <p>Year 9: 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;</p>	<p>Year 9: Choose and select evidence and say how it can be used to find out about the past.</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>	<p>Year 9: Use basic geographical vocabulary to refer to key physical</p> <p>Assessment outcomes:</p> <p>Pre and post topic tests.</p>
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