

## 3D Class - **Discovery Curriculum** – *World Around Us*, 4 Lessons a week

| Year      | 2025 – 2026<br>Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2025 – 2026<br>Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2025 – 2026<br>Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2025 – 2026<br>Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2025 – 2026<br>Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2025 – 2026<br>Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 2025-2026 | <p><b><u>Topic 1:</u></b><br/><b><u>Past and Present</u></b><br/><b>All About Me</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What was I like when I was a baby?</li> <li>2. How have I changed as I've grown?</li> <li>3. What toys did I play with when I was little?</li> <li>4. What did my family use to do when they were little?</li> <li>5. What is the same and what is</li> </ol> | <p><b><u>Topic 3:</u></b><br/><b><u>Natural World</u></b><br/><b>Animals and their Homes</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Where do animals live?</li> <li>2. Why do animals need homes?</li> <li>3. What is the home of a bird/fish/lion/insect called?</li> <li>4. How do animal homes keep them safe?</li> <li>5. Do animals live alone or in groups?</li> </ol> | <p><b><u>Topic 5:</u></b><br/><b><u>People, Culture and Communities</u></b><br/><b>Food from Near and Far</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What foods do I eat at home?</li> <li>2. Where does our food come from?</li> <li>3. What foods are eaten in different countries?</li> <li>4. How do people eat or cook food differently around the world?</li> <li>5. What special foods are eaten during celebrations?</li> </ol> | <p><b><u>Topic 7:</u></b><br/><b><u>Past and Present</u></b><br/><b>Kings &amp; Queens</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What is a king or queen?</li> <li>2. What do kings and queens do?</li> <li>3. What did kings and queens wear in the past?</li> <li>4. Where do kings and queens live?</li> <li>5. How is life different for kings and queens now compared to the past?</li> </ol> | <p><b><u>Topic 9:</u></b><br/><b><u>Natural World</u></b><br/><b>Water and Rivers</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Where do rivers start and end?</li> <li>2. Why is water important for people, animals, and plants?</li> <li>3. What animals live in or near rivers?</li> <li>4. How do people use rivers and water?</li> <li>5. How does water move through the environment?</li> </ol> | <p><b><u>Topic 11:</u></b><br/><b><u>People, Culture and Communities</u></b><br/><b>Music and Dance Around the World</b></p>  <p><b><u>Suggested Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What kinds of music and dance do you like?</li> <li>2. How do you and your family enjoy music and dance?</li> <li>3. What different types of music and dance have you seen from other countries?</li> <li>4. What instruments have you heard people use in different places?</li> </ol> |

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

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| <p>different between then and now?</p> <p>6. What do I want to be able to do in the future?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Order some simple phases in life. Baby, toddler, teen, adult, elderly.</p> <p>Year 8: Describe memories and changes that have happened in their own lives.</p> <p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p><b><u>Topic 2</u></b><br/><b><u>People, Culture and Communities</u></b><br/>Celebrations Around the World</p>  <p><b><u>Suggested Key Questions:</u></b></p> | <p>6. How are animal homes different around the world?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Match animals to their homes using pictures or symbols.</p> <p>Year 8: Name different animal homes and say why animals live there.</p> <p>Year 9: Describe and compare different animal homes and explain how they suit the animal's needs.</p> <p><b><u>Topic 4</u></b><br/><b><u>Past and Present</u></b><br/>Clothes and What We Wear:</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. Clothes and What We Wear</p> | <p>6. How is food the same or different in other cultures?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Identify foods I eat at home using pictures or symbols.</p> <p>Year 8: Name and sort foods from different countries using simple categories (e.g. spicy, sweet, hot, cold).</p> <p>Year 9: Compare foods from two cultures and talk about how they are similar or different</p> <p><b><u>Topic 6</u></b><br/><b><u>Natural World</u></b><br/>In the Sky and Space</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What can we see in the sky during</p> | <p>6. Who are some famous kings and queens from history?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Identify a king or queen using pictures, symbols or role play.</p> <p>Year 8: Describe what kings and queens did in the past using simple sentences or sorting tasks.</p> <p>Year 9: Compare kings and queens from the past with those today, noting similarities and differences in their lives or roles.</p> <p><b><u>Topic 8</u></b><br/><b><u>People, Culture and Communities</u></b><br/>Jobs and Work</p>  <p><b><u>Suggested Key Questions:</u></b></p> | <p>(rain, rivers, sea)?</p> <p>6. How have rivers and water been important in the past?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Identify sources of water and simple uses of water through pictures or sensory activities.</p> <p>Year 8: Describe the journey of water from rain to river to sea in simple terms.</p> <p>Year 9: Explain the importance of rivers and water for people, animals, and plants, including how this has changed over time.</p> <p><b><u>Topic 10</u></b><br/><b><u>Past and Present</u></b><br/>The Great Fire of London</p>  <p><b><u>Suggested Key Questions:</u></b></p> | <p>5. How do you think music and dance show stories or feelings from different cultures?</p> <p>6. How can you move your body to different kinds of music?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise and respond to different sounds and rhythms using movement or instruments.</p> <p>Year 8: Name different types of music and simple instruments from around the world.</p> <p>Year 9: Describe how music and dance express culture and compare styles from different countries.</p> <p><b><u>Topic 12</u></b><br/><b><u>Natural World</u></b><br/>Jungle and Rainforests</p>  <p><b><u>Suggested Key</u></b></p> |
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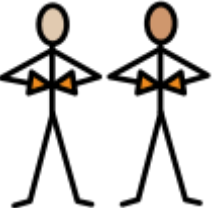
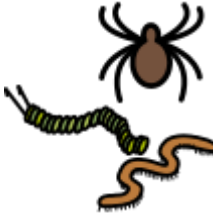
**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

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| <ol style="list-style-type: none"> <li>1. What is a celebration?</li> <li>2. What celebrations do I have with my family?</li> <li>3. How do people celebrate in different countries?</li> <li>4. What special clothes, foods or music are used in celebrations?</li> <li>5. How are some celebrations the same or different?</li> <li>6. Why do people celebrate special days?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise a main religious festival.</p> <p>Year 8: Describe the main festivals of a religion.</p> <p>Year 9: Begin to compare the main festivals of world religion.</p> | <ol style="list-style-type: none"> <li>2. What clothes do I wear now?</li> <li>3. What clothes did people wear in the past?</li> <li>4. How have clothes changed over time?</li> <li>5. What did children wear long ago?</li> <li>6. Why do we wear different clothes for different weather or jobs?</li> <li>7. How are old clothes the same or different from clothes today?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></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> | <ol style="list-style-type: none"> <li>the day and at night?</li> <li>2. What is the sun, and why is it important?</li> <li>3. What do the moon and stars look like?</li> <li>4. How does the sky change from day to night?</li> <li>5. What do astronauts do in space?</li> <li>6. How is space different from Earth?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise and name objects in the sky (e.g. sun, moon, stars) using pictures or props.</p> <p>Year 8: Sort and describe objects seen in the sky during the day and night.</p> <p>Year 9: Explain simple differences between Earth and space and describe how we explore</p> | <ol style="list-style-type: none"> <li>1. What jobs do people in your family do?</li> <li>2. What different jobs do people have in our community?</li> <li>3. What tools or clothes do people use for their jobs?</li> <li>4. Why do people go to work?</li> <li>5. How have jobs changed over time?</li> <li>6. What job would I like to do when I grow up?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Match people to their jobs using pictures or props.</p> <p>Year 8: Name different jobs and describe what people do.</p> <p>Year 9: Explain how jobs have changed over time and compare jobs from the past and present.</p> | <ol style="list-style-type: none"> <li>1. What was the Great Fire of London?</li> <li>2. When and where did it happen?</li> <li>3. How did the fire start?</li> <li>4. What happened to the houses and people during the fire?</li> <li>5. How did people stop the fire?</li> <li>6. How is London different now compared to after the fire?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise pictures and simple facts about the fire.</p> <p>Year 8: Sequence the main events of the fire in order using pictures or simple sentences.</p> <p>Year 9: Explain the causes and effects of the fire and describe how London changed after the event.</p> | <p><b><u>Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What animals have you seen or heard that live in the jungle?</li> <li>2. What kinds of plants do you think grow in rainforests?</li> <li>3. How do you think people live in the rainforest?</li> <li>4. What sounds might you hear if you visited a jungle?</li> <li>5. Why do you think rainforests are important for the world?</li> <li>6. How can you help protect rainforests and the animals that live there?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Match animals and plants to pictures of the jungle or rainforest.</p> <p>Year 8: Name different jungle animals and plants and say where they live.</p> |
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|                             |                                                                                                                                                                           |                                                                                                                                                                      | space (e.g. astronauts, rockets).                                                                                                                                        |                                                                                                                                                                      |                                                                                                                                                                          | Year 9: Explain why rainforests are important and describe how people and animals live there.                                                                             |
| Links to Gatsby Benchmarks: | <b>Gatsby Benchmark</b><br>5. Encounters with employers and employees.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>3. Addressing the needs of each pupil.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>4. Linking curriculum learning to careers.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>3. Addressing the needs of each pupil.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>4. Linking curriculum learning to careers.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>5. Encounters with employers and employees.<br>Students to consider what skills are needed to access the opportunities they are interested in. |

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| 2026-2027 | <p align="center"><b>2026-2027</b></p> <p><b>Topic 1:</b><br/><u>Past and Present</u><br/>All about Us</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do we all have in common and what makes us different?</li> <li>2. What were children's lives like a long time ago?</li> <li>3. What did people wear, eat, and play with in the past?</li> <li>4. How have homes, families, and schools changed over time?</li> <li>5. What can old photos and objects tell us about people in the past?</li> </ol> | <p align="center"><b>2026-2027</b></p> <p><b>Topic 3:</b><br/><u>Natural World</u><br/>Mountains, Volcanoes and Rocks</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a mountain, and where can you find one?</li> <li>2. What is a volcano, and how does it work?</li> <li>3. What are rocks, and where do you see them in nature?</li> <li>4. How are mountains, volcanoes, and rocks different from each other?</li> <li>5. What animals and plants live in mountain areas?</li> </ol> | <p align="center"><b>2026-2027</b></p> <p><b>Topic 5:</b><br/><u>People, Culture and Communities</u><br/>Markets and Shopping</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Where do you go shopping?</li> <li>2. What can you buy at a market?</li> <li>3. How is a market different from a supermarket?</li> <li>4. What do people sell in markets around the world?</li> <li>5. Why do people go to markets in different countries?</li> <li>6. How has shopping changed over time?</li> </ol> | <p align="center"><b>2026-2027</b></p> <p><b>Topic 7:</b><br/><u>Past and Present</u><br/>Famous People from the Past</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who is a famous person from the past that you know?</li> <li>2. What did this person do that made them important?</li> <li>3. How did this person's life change the world?</li> <li>4. What challenges did they face?</li> <li>5. How do we remember famous people from the past today?</li> </ol> | <p align="center"><b>2026-2027</b></p> <p><b>Topic 9:</b><br/><u>Natural World</u><br/>Mini Beasts and Garden Life</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are mini beasts?</li> <li>2. What kinds of mini beasts live in gardens?</li> <li>3. How do mini beasts help plants and the environment?</li> <li>4. Where do mini beasts like to live and hide?</li> <li>5. How can you look after mini beasts in your garden?</li> <li>6. What can you observe about mini beasts?</li> </ol> | <p align="center"><b>2026-2027</b></p> <p><b>Topic 11:</b><br/><u>People, Culture and Communities</u><br/>Time and Timetables</p>  <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a timetable?</li> <li>2. How do you use a timetable at school or home?</li> <li>3. What times do important activities happen in your day?</li> <li>4. How do people use timetables in jobs like buses or trains?</li> <li>5. How is a timetable helpful for planning your day?</li> <li>6. How can timetables be different in other</li> </ol> |
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| <p>6. How do we remember and celebrate people from the past?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Sort pictures of old and new objects (e.g. toys, clothes, homes).</p> <p>Year 8: Describe similarities and differences between life in the past and now (e.g. school, family life).</p> <p>Year 9: Use photos, artefacts, or stories to explain how people's lives have changed over time.</p> <p><b><u>Topic 2</u></b><br/><b><u>People, Culture and Communities</u></b><br/>Homes Around the World</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What does your home look like?</p> | <p>6. Why are mountains and volcanoes important to the Earth?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Identify and match pictures of mountains, volcanoes, and rocks.</p> <p>Year 8: Name and describe simple features of mountains, volcanoes, and types of rocks.</p> <p>Year 9: Explain how mountains and volcanoes are formed and describe how they affect the land and people.</p> <p><b><u>Topic 3</u></b><br/><b><u>Past and Present</u></b><br/>Schools Long Ago and Today</p>  <p><b><u>Suggested Key Questions:</u></b></p> | <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Match items to where they are bought (e.g. market or shop).</p> <p>Year 8: Name and describe different types of shops and markets.</p> <p>Year 9: Compare shopping experiences in different cultures and explain how and why people shop differently around the world.</p> <p><b><u>Topic 6</u></b><br/><b><u>Natural World</u></b><br/>Deserts and Hot Places</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What is a desert, and where can you find one?</p> | <p>6. What qualities do you think make someone famous or important?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Identify famous people from pictures or simple stories.</p> <p>Year 8: Describe what a famous person did and why they are remembered.</p> <p>Year 9: Explain how a famous person influenced history and discuss their qualities.</p> <p><b><u>Topic 8</u></b><br/><b><u>People, Culture and Communities</u></b><br/>Recycling and Looking After Our World</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What is recycling?</p> | <p>behavior and movement?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise and name common mini beasts using pictures or real-life examples.</p> <p>Year 8: Describe where mini beasts live and how they help plants.</p> <p>Year 9: Explain the role of mini beasts in the garden ecosystem and observe their behavior carefully.</p> <p><b><u>Topic 10</u></b><br/><b><u>Past and Present</u></b><br/>Magic, Myths and Legends</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What is a myth or legend?</p> <p>2. Can you name some famous</p> | <p>places or countries?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise and follow simple daily schedules or routines.</p> <p>Year 8: Read and use basic timetables to understand when activities happen.</p> <p>Year 9: Create or explain more complex timetables and compare how timetables are used in different settings</p> <p><b><u>Topic 12</u></b><br/><b><u>Natural World</u></b><br/>Buildings and Bridges</p>  <p><b><u>Suggested Key Questions:</u></b></p> <p>1. What is a timetable?</p> <p>2. How do you use a timetable at school or home?</p> |
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| <p>2. What kinds of homes do people live in around the world?</p> <p>3. Why are homes different in different places?</p> <p>4. How do weather and climate affect the way homes are built?</p> <p>5. What materials are used to build homes in different countries?</p> <p>6. How are homes in other countries the same or different from ours?</p> <p><b><u>Key Skills and Knowledge</u></b></p> <p>Year 7: Match different homes to pictures of places or climates.</p> <p>Year 8: Name and describe homes from different parts of the world.</p> <p>Year 9: Compare and explain why homes are built differently around the world</p> | <p>1. What was school like for children a long time ago?</p> <p>2. How are classrooms different now compared to the past?</p> <p>3. What kinds of things did children learn in old schools?</p> <p>4. What rules did children have to follow then and now?</p> <p>5. What games or activities did children play at school long ago?</p> <p>6. How is your school day different from a child's school day in the past?</p> <p><b><u>Key Skills and Knowledge</u></b></p> <p>Year 7: Recognise and match pictures of old and modern school items or classrooms.</p> <p>Year 8: Describe differences and</p> | <p>2. What is the weather like in a desert?</p> <p>3. What animals and plants live in hot places?</p> <p>4. How do people live in deserts and stay safe in the heat?</p> <p>5. What do deserts look like compared to where we live?</p> <p>6. Why is water so important in hot places?</p> <p><b><u>Key Skills and Knowledge</u></b></p> <p>Year 7: Identify and name animals or objects found in hot places.</p> <p>Year 8: Describe what a desert is like and name things that live or grow there.</p> <p>Year 9: Explain how people, animals, and plants adapt to living in hot environments.</p> | <p>2. Why is it important to look after our world?</p> <p>3. What things can you recycle at home or school?</p> <p>4. How do people around the world help the environment?</p> <p>5. What happens if we don't take care of the planet?</p> <p>6. How can you help make the world a better place?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Sort objects into bins (e.g. recycle or rubbish).</p> <p>Year 8: Name materials that can be recycled and describe why we recycle.</p> <p>Year 9: Explain ways people care for the environment and suggest ideas to help protect the planet.</p> | <p>myths or legends?</p> <p>3. What magical creatures or characters do these stories have?</p> <p>4. Why do you think people told these stories long ago?</p> <p>5. How are myths and legends different from real history?</p> <p>6. What lessons or messages do these stories teach us?</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Year 7: Recognise and retell simple parts of myths or legends using pictures.</p> <p>Year 8: Describe characters and events from a myth or legend.</p> <p>Year 9: Explain the purpose of myths and legends and discuss the messages or lessons they contain</p> | <p>3. What times do important activities happen in your day?</p> <p>4. How do people use timetables in jobs like buses or trains?</p> <p>5. How is a timetable helpful for planning your day?</p> <p>6. How can timetables be different in other places or countries?</p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Year 7: Recognise and follow simple daily schedules or routines.</p> <p>Year 8: Read and use basic timetables to understand when activities happen.</p> <p>Year 9: Create or explain more complex timetables and compare how timetables are used in different settings.</p> |
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**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

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|                             | based on culture, climate, or materials.                                                                                                                                  | similarities between schools long ago and today.<br><br>Year 9: Explain how schools have changed and why those changes are important.                                |                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                          |                                                                                                                                                                           |
| Links to Gatsby Benchmarks: | <b>Gatsby Benchmark</b><br>5. Encounters with employers and employees.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>3. Addressing the needs of each pupil.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>4. Linking curriculum learning to careers.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>3. Addressing the needs of each pupil.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>4. Linking curriculum learning to careers.<br>Students to consider what skills are needed to access the opportunities they are interested in. | <b>Gatsby Benchmark</b><br>5. Encounters with employers and employees.<br>Students to consider what skills are needed to access the opportunities they are interested in. |

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

| Year         | 2027 – 2028<br>Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2027 – 2028<br>Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2027 – 2028<br>Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2024 – 2025<br>Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2027 – 2028<br>Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2027– 2028<br>Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 2027<br>2028 | <p><b>Topic 1:</b><br/><u>People, Culture and Communities</u><br/>Me and my family.</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who is in your family?</li> <li>2. Can you describe your family?</li> <li>3. How does your family care for you?</li> <li>4. How are families different?</li> <li>5. How is your family special?</li> <li>6. Can you make your family tree?</li> </ol> <p><b>Key Skills and Knowledge:</b></p> <p>Year 7: Order some simple phases in life. Baby, toddler, teen, adult, elderly.</p> <p>Year 8: Describe memories and</p> | <p><b>Topic 3</b><br/><u>Natural World</u><br/>Weather</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is weather?</li> <li>2. What is the weather like where we live?</li> <li>3. How does Weather affect us?</li> <li>4. What are weather symbols?</li> <li>5. How can weather be dangerous?</li> <li>6. What is hot and cold weather?</li> </ol> <p><b>Key Skills and Knowledge:</b></p> <p>Year 7: Understand the difference between different weathers, hot and cold.</p> <p>Year 8: Describe what weather is</p> | <p><b>Topic 5:</b><br/><u>Past and Present</u><br/>Houses and Homes</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is your house like?</li> <li>2. Can you describe the similarities and differences between different houses?</li> <li>3. Can you describe features common to all modern homes?</li> <li>4. What were homes like in the past?</li> <li>5. What were Tudor houses like from the outside?</li> <li>6. What were Victorian houses like from inside?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Point to pictures of the past.</p> | <p><b>Topic 7:</b><br/><u>Past and Present</u><br/>Toys</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are toys like today?</li> <li>2. Can you describe your favourite toy?</li> <li>3. What toys did Victorian children play with?</li> <li>4. What were early 20<sup>th</sup> Century toys like?</li> <li>5. What are modern toys made of?</li> <li>6. How have toys changed over time?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Use simple words to describe it.</p> <p>Year 8: observe or handle evidence to</p> | <p><b>Topic 9:</b><br/><u>Natural World</u><br/>Seasons</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you name the four seasons?</li> <li>2. How are the seasons different?</li> <li>3. How do the trees change through the seasons?</li> <li>4. How does the weather change across the four seasons?</li> <li>5. What do you wear in each season?</li> <li>6. How are animals affected by the seasons?</li> </ol> <p><b>Key Skills and Knowledge:</b></p> <p>Year 7: Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> | <p><b>Topic: 11</b><br/><u>People, Culture and Communities</u><br/>People who help us.</p>  <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do you know what it means to have a job?</li> <li>2. Can you recognize and name people who help us?</li> <li>3. Do you know who the emergency services are?</li> <li>4. What uniform do people who help us wear?</li> <li>5. What transport do people who help us drive?</li> <li>6. How do doctors and nurses help us?</li> </ol> <p><b>Key Skills and Knowledge:</b></p> <p>Year 7: Pupils start being aware of</p> |
|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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

changes that have happened in their own lives.

Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.

**Topic 2**  
**Past and Present**  
Travel and transport.



**Key Questions:**

1. What forms of transport do we have?
2. How has transport changed?
3. How have cars changed?
4. Who invented trains / planes?
5. Can you compare travel and transport of the past, present and future?

giving some examples.

Year 9: Identify seasonal and daily weather patterns

**Topic 4:**  
**People, Culture and Communities**  
Celebrations and festivals



**Key Questions:**

1. What are celebrations?
2. What celebrations do we all celebrate?
3. What celebrations / festivals are important to me?
4. How do people celebrate weddings around the world?
5. Why do people celebrate Christmas?
6. What gifts do we give on celebrations?

Year 8: observe and use pictures, photographs and artefacts to find out about the past.

Year 9: explain that there are different types of evidence and sources.

**Topic 6**  
**Natural World**  
On the Farm  
Growing.



**Key Questions:**

1. What are farms?
2. Why are farms important?
3. Can you name features on a farm?
4. What animals live on a farm?
5. What plants do you find on a farm?
6. What jobs are on farms?

find answers to simple questions about the past on the basis of simple observations.

Year 9: Construct informed responses about one aspect of life or a key event in the past.

**Topic 8**  
**People, Culture and Communities**  
Our school community



**Key Questions:**

1. Where do you live?
2. What does our classroom look like?
3. Where is our school?
4. What are the human and physical features of our school?
5. What is good about our school?

Year 8: Describe what weather is giving some examples.

Year 9: Identify seasonal and daily weather patterns

**Topic 10**  
**Past and Present**  
Exploring Seaside holidays, past and present.



**Key Questions:**

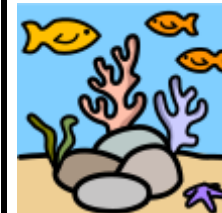
1. What is a seaside?
2. What do we know about the seaside now and in the past?
3. What were some of the seaside traditions?
4. What are similarities and differences between the seaside now and then?

stranger-danger situations, they will start to recognise a trusted adult from an untrusted person.

Year 8: Pupils are aware of stranger-danger situations, they will be able to recognise a trusted and untrusted person from given choices.

Year 9: Pupils will identify the number of emergency services.

**Topic 12**  
**Natural World**  
Under the Sea.



**Key Questions:**

1. What are oceans?
2. Where are the world oceans?
3. What animals live in the ocean?
4. What plants live in the ocean?

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

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|  | <p><b><u>Key skills and knowledge:</u></b></p> <p>Year 7: Complete some sequence of events.</p> <p>Year 8: sequence pictures from different periods.</p> <p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> | <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise a main religious festival.</p> <p>Year 8: Describe the main festivals of a religion.</p> <p>Year 9: Begin to compare the main festivals of world religion.</p> | <p><b><u>Key skills and knowledge:</u></b></p> <p>Year 7: Use keywords to label.</p> <p>Year 8: Use some words to describe the environment.</p> <p>Year 9: Use basic geographical vocabulary to refer to key human features – farm.</p> | <p>6. What are other schools like?</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise /point to a map.</p> <p>Year 8: Use some keywords to describe the surroundings during fieldwork.</p> <p>Year 9: Use basic geographical vocabulary to refer to key human features / physical features.</p> | <p>5. What do the people in Victorian times do at the beach?</p> <p>6. What did the people in Victorian times wear at the beach?</p> <p><b><u>Key Skills and Knowledge</u></b></p> <p>Year 7: Make some simple links to objects to 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>5. How do we stay safe near the sea?</p> <p>6. How are oceans under threat?</p> <p><b><u>Key Skills and Knowledge</u></b></p> <p>Year 7: Realise the difference between land and water.</p> <p>Year 8: Use some words to describe the environment.</p> <p>Year 9: Name and locate the world's seven continents and five oceans.</p> |
|  | <p><b><u>Gatsby Benchmark</u></b></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><b><u>Gatsby Benchmark</u></b></p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>                                         | <p><b><u>Gatsby Benchmark</u></b></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><b><u>Gatsby Benchmark</u></b></p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>                                                                                                                           | <p><b><u>Gatsby Benchmark</u></b></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><b><u>Gatsby Benchmark</u></b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>                                                                                                                                               |