

CURRICULUM OVERVIEW 2023 - 2024 KNOWLEDGE OF THE WORLD

A SCHOOL WITHOU	IT LIMITATIONS	ŀ	(NOWI	EDGE	OF TH	E WOR	LD
KOW	Big question	Year 1 + 2 Autumn 1 What makes me great?	Autumn 2 What happens at night?	Spring 1 Who you gonna call?	Spring 2 What will happen next?	Summer 1 How do animals move?	Summer 2 Why does food matter?
	Торіс	This is me (PSED/ C&L/UW/EAD)	Light & dark (UW/PSED/C & L/EAD/M/UW)	People who help us (UW/PSED/EAD/C &L)	Growing and new life (PSED/UW/I/PD/M)	Animal carnival & working animals (UW/PSED/M/ C &I/EAD)	Fantastic Food (C&L/EAD/PSED/PD/ M)
Reception		Begin to make sense of their own life story & family history. Notice differences between people. Share	Talk about what they see, using a wide vocabulary. Talk about the difference between materials and change they notice eg	Show interest in different occupations eg fire man, nurse, police man Explore how things work and explore and talk about	Plant seeds and care for growing plants. Begin to undertsnad the need for repsect and care for the natural environment and	Find out about the animals that work and help us in so many ways. Learn about the strong animals that help us to do heavy and	Use all their senses in hands-on exploration of natural materials. Recognise some similarities & differences between life
		family photographs on a display of famillies. (EYFS)	chalk, paint, malleable reosurces. Explore learning about different festivals at this time of year. (EYFS)	different forces they can feel eg push, pull when playing with cars/vehicles (EYFS)	all living things. Understand key features of a life cycle of a plant/animal. (EYFS)	difficult jobs, such as heavy horses and elephants. Study how dogs help people who have problems with seeing or confidence.	in this country and life in other countries. Explore food from different countries and cultures. (EYFS)
	Focus	Invite famillies in to share	Autumn walk in the local	Arrange a policeman visit	Order living	Discover animals that can identify and track scents or deliver secret messages. Take part in role-plays,	Invite families to come
	Trips/Wider opportunities	stories from other cultures. Profile book	park. pick leaves, conkers etc and explore changes of colour with leaves Drawings/paintings/	with police car Profile book/observations/	eggs/caterpillar so children can explore a life cycle in real life Photographs/life cycle	Plan a visit to a farm Profile book/observations/	and share food/experiences form other cultures Profile book/Observations
	Assessment Big question	evidence/observations Is school good for me? My School and	observations What is a family for? Superheroes	role-play Is Royalty important?	Does the weather always change?	What makes someone a hero?	Does the sea finish?
Meridian 1+2 Cycle A Meridian 1+2 Cycle B	Торіс	Community- Our Local Area (History) Continue to develop positive attitudes about the differences between	(Geography) Compare & contrast characters from stories, inclusing figures from the	Royalty (History) Understand some of the ways in which we find out about the past. The games	Seasons (Geography) Identify seasonal & daily weather patterns in the UK. What is my Country	origins (History) Feature fictional characters from a range of cultures and time in story telling.	(Geography/Science) Use basic geographical vocabulary to refer to physical features:forest,
		people and make sense of their own life story and family's history. Where I Live, Here and there, near and far. Features of the journey from home to	past. Draw out common themes from stories such as bravery, difficult choices, kindness. Introduce characters including those from the	we like to play and identify the different ways in which it is represented. The games our parents liked. Soft toys, building toys and educational games including	Like and The Seasons. Hot and cold countries- what is the weather like in our country? Where do my relatives live? Where	Listen to what children say about them. Share text, images & tell oral stories that help children develop an understanidng of the past & present	vegetation, season, valley, soil, river, hill, weather (NC-KS1) Explore the natural world around them, making observations and drawing
	Focus	Plan a walk around the local area and use a simple	past using songs, poems, puppets, role etc (EYFS)	jigsaws, shape sorters. (EYFS) Plan a trip to the local library	do we go on holiday? (EYFS) Visit the local park and look at changes in the	(EYFS)	pictures of animlas & plants.(EYFS) Plan a mini beast worksho
	Trips/Wider opportunities Assessment	map to guide the trip EFL-observations, simple map completion	Legoland/adventure park Create a character in a story drawing on a theme	to research royalty Create a picture of a toy from the past and label	environment during Springtime Match pictures of labels to seasons	stories from their culture Sequence a story based on fable	activity at school Match pictures of mini- beasts to correct environment
	Big question	Why do we feel?	Is there life on our solar system? Space & exploration	Why do we live differently around our planet? Stories-Imagination &	Where should we go and why? Transport	What separates humans from animals? Animal Kingdom	Is our planet really round? Our natural planet
	Topic	famillies (History) Talk about members of their immediate family and commuity. Encourage children to talk about the	(Geography) Recognise some environments are different to the one they live in. (EYFS) Explore the solar	dreams (History/PHSE) Compare & contrast characters from stories, including figures from the past. Draw out	(Geography) Draw information from a simple map. Explore how things work. Look at simple bus/train and tube	through settings, characters, events encountered in books read	(Geography) Describe what they see, hear and feel whilst outside. Understand some important processes and
		differences they notice between people, whilst also drawing attention to similarities between different famillies & communities (EYFS)	system and how our planet fits into this. Use simple compass directions- N,E,S,W and near, far, right, left. (NC-KS1)	common themes from stories such as bravery, difficult choices, kindness. Introduce characters including those from the	maps. Make your own maps in the role play area based on a car/bus/train made out of wooden blocks (EYFS) Use world maps and atlases (NC-	in class & story telling. (Eng-wombat extinction- recounts/diary entries) (EYFS)	changes in the natural world around them, including the seasons and changing states of matter. (EYFS) Identify seasonal & daily patterns in the UK
	Focus	Visit the local area using a map which has physical	Visit the Natural History	past using songs, poems, puppets, role etc Recognise some similarities & Usit Mallibus soft play area	KS1) Arrange a visit from		(NC-KS1)
	Trips/Wider opportunities Assessment	features of the area. Observations EFL/photographs	Museum Complete task related to identifying some or all of the planets	Show learning about characters form the past eg labelling pictures of the character	London Fire Brigade Make simple picture maps/use humans to create a map in the classroom	Observtions/EFL/animal pictures	Match pictures to seasons
	Big question	Who are you? Where in the World Do I live?	What is fire made of? Great fire of London	Are all people the same? Continents of the World (Geography)	Where shall I move to? The Ancient	Why is London here? Capital cities of the	What makes someone significant?
	Topic	(Geography) Use aerial photographs & plan perspectives to recognise lanmarks & basic	(History) Pupils should ask and answer questions, choosing and using parts of	Children will explore the seven continents. They will learn about the geographic	Pupils should undertstand some of the ways in which we find out	UK (Geography) link with British food Children will use maps and other reference guides to locate capital cities of the	(History/Geography) Pupils should be taught about significant individuals in the past. (NC
		human/physical features.in London. (NC-KS1) Learn that London is in England and that England is in the UK, Explore what it might mean to live in	stories & other sources to show they understand key features of events. They should be taught about events beyond living memory. (NC-KS1)	position of those land masses, their key physical characteristics and about human and animal inhabitants. (NC-KS1)	about the past and identify different ways in which it is represented. (NC-KS1)Who were they and when did they live? Children to explore a past	(NC-KS1) Research food	KS1)Develop historical understanding of the lives and significance of Christopher Columbus and Neil Armstrong, Identify the kit needed for an
		London. Consider the communities, languages, housing, transport etc	When did it happen, what was London life before, what caused the fire. Encourage the students to be history detectives.		civilisation and compare aspects of their lives with ours (e.g. food, art, burials)	uk	expedition and compare the equipment taken by Columbus across the seas to the Americas in the fifteenth century with the
	Focus			In the familiar to subsel to			equipment taken by Armstrong through space to the moon in the twentieth. (Hamilton Trust
	Trips/Wider opportunities	Local visits in Enfield eg Enfield museum	Visit to Tower of London for Fire, Fire! workshop about the fire and Samuel Pepys Children should be able to	Invite famillies to school to share where they are from, locate on world map and learn about cultures and differences/similarities	Trip to British Museum Progression in tasks and	Explore local cafes/restaurants and make links Children to be able to	Plan a trip to the Science museum to learn more about Neil Armstrong KOW books/ student
	Assessment Big question	KOW books and progression in learning about topic Why is it called a story?	Children should be able to retell parts of the story verbally or through their work in hooks Why are we here?	KOW books and student discussions Will dinosaurs ever live again?	Progression in tasks and children being able to recall key words and learning about the tonic Where are you going?	Children to be able to identify food which may be found in capital cities. To identify key things aboutt What is in Africa?	KOW books/ student learning conversations. Children should develop their gengraphical Could there be another planet Earth?
Meridian 3+4 Cycle B	Topic	Stories in a familiar setting (History) A local history study of London and Enfield. Looking closely at	Where did it all start?(Geography)	Dinosaurs (History) History - events beyond living memory that are	Journeys (Geography) Geography - Locational - continents and oceans, the world, cities and	Benin (History) History - a non-European society that provides contrasts with British	Go Green! (Geography) Geography/PSHE - caring for the world - field work in
		Looking closely at proximity to the campus and change in the immediate area over time and beyond 1066. (NC-KS2)	Geography-Locational and place geography - where food comes from. Name and locate the World's	significant nationally or globally (NC- KS1) - covering species, bones, fossils, location Devise historcially valid questions about change,	countries (NC KS1) Name and identify characteristics of the four countries & capital cities of the UK & its	history study of cultural history - use hamilton trust topic. Continue developing positive attitudes about the	community (NC KS1) Describe and understand key aspects of physical geography: climate zones, biomes, vergtation belts, rivers, earthquakes and the
	Focus		seven continents & five oceans. (NC -KS1)	questions about change, cause, similarity/difference & significance. Undertstand that knowldge of the past is constructed from a range of sources. (NC-KS2)	or the UK & its surrounding sea. (NC KS1)	attitudes about the differences between people. (EYFS) Hamilton Trust link https://www.hamilton- trust.org.uk/topics/upper-	ater cycle. (NC-KS2)
	Focus Trips/Wider opportunities	Author visit	To evaluate	Jurassic World Exhibition/ Dinosaurs park	Travel training using buses and trains /London Transport museum	African drumming	knowho
		To say / point / choose our favourite story. Why it is important to us? Showing a favourite part of the story.	To explain how it all started - Chn to use their books to explain / multiple choice or images.	To name some dinosaurs and explain what happened. Matching games.	What is a journey? To explain a journey I go on or something familiar. Recount of a school trip using pictures and	I can explain a few things that are in Africa. Choosing images / real life objects.	I know how to recycle. I know why this is important to our Earth. Go Green and using this in our schoo to show / explain what to do.
	Assessment	Where do you belong?	Could the past happen again?	What is under a mountain?	matching sentences. Explore and contrast cities of the UK. Should I take from another person if it	Do rainforests sound different?	do. Is there a past? How do you know?
Meridian 5+6 Cycle A	Big question	Heritage (Geography)	again? Ancient Greece The ancient Greeks and their contribution to cultural, scientific and social progress? [History)	Mountains & rocks	helps me? Vikings and Anglo Saxons Invaders and Raiders. How do we know about them and how did they change Britain?	different? The Mayan & Rainforests (Geography/History)	you know? Romans in London The arrival and departure of the Romans to Britain and their legacy (History)
	Topic	Build on prior learning about London as a capital	Pupils continue to develop knowldge & understanding of world history,	Describe & understand key aspects of physical geography-mountains,	did they change Britain? (History) Pupils should be taught about changes in Britain. Establishing clear	provides a contrast with	Roman's withdrawal from Britain and the fall of the Roman empire. (NC-
		city. Explore systems of transport including underground, overground, buses and road and main line trains and issues	establishing clear narratives. (NC-KS2)When did they live and where, what was their contribution to cultural,	volcanoes,earthquakes & water cycle. (NC-KS2)What are mountains? How were they formed and when? What are they made of?	narratives within and across the periods of study. Devise historically valid questions about change, cause	What are rainforests? Where did Mayan people live? How did they manage to live in a rianforest unlike other civilisations. How do	KS2) Who were they? Where did they come from? Why did they come to Britain? How did they live? What did they
	Focus	associated with travel in the city. (NC KS2) Visit the London Transport Museum	scientific and social progress, Why might we be alard we don't live in	What role do mountains play in the formation of charr laker and streams? Epping Forest visit	similarty/difference & significance. (NC- VS2) Where did they	we know about them? What are similarities and differences between there Rainforest Cafe-London	leave Britain with? London's Roman Ampitheatre
	Trips/Wider opportunities	Children can relay information about how we travel in London and how this developed-Written or	To be able to show understanding of key characteristics of that period.	To create a volcanoe- pictorial or concrete and explain the process of eruption.	Pupils show progression of undertsanding with how the Vikings changed Britain.	Chdn will decribe how the Mayans lived and describe the changes between Britain eg rainforest living	KOW books/Student learning conversations
	Assessment Big question	werbal Will time travel ever exist?	Why is Enfield called Enfield?	What is a legend in today's world? Myths & legends	Should all counties be able to grow the same things?	Britain eg rainforest living What is famous? Go to the movies	Who should look after planet? Sharing the World
Meridian 5+6 Cycle B	Topic	Victorians (History) History - the changing power of monarchs using case studies such as John, Anne and	Enfield (Geography) Geography - Locational - where we are in London/in the country. Place knowledge - local area,	(History) History/Art - Ancient Greece – a study of Greek life and achievements and their influence on the	(Geography) Geography/PSHE - Locational geography - continents, oceans and	(History) History - changes in an aspect of social history, such as crime to the present or leisure and	(Geography) Geography/Science - climate zones, distribution of natural resources energy,
		Victoria (NC KS2) - Use Hamilton Trust Is beginning to feel confident to speak in a familiar group, will talk	significant places. Fieldwork around Enfield, directions, compass points (NC-KS2)	western world inc Myths and Legends (NC-KS2)	Human geography: trade links, and the distribution of natural resources - food, minerals and water.	entertainment in the 20th Century - (NC KS2)	Present the human and physical features in the local area using a range of methods, including sketch maps,
		about their ideas, and will choose the resources they need for their chosen activities			Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate		plans and graphs, and digital technologies (NC KS2) Begin to understand the need to respect and care
	Focus Trips/Wider opportunities	Local trips around Borough, field work	Victorian workshop in school		countries - describing features- (NC KS2) Trips using trains/buses	Cinema trip	for the natural environment and all living Recycling centre What will happen to our
	Assessment	What are the similarities and differences between the Victorians and Today. Matching images together / writing a paragraph.	I can explain where Enfield is and why it is called Enfield. Using images / poster	I can retell a Myth / legend. I can act out / retell / order / perform.	Why is transport so important to us? Images and what we do with this transport.	To name and explain someone famous and how it has helped us. Character profile	world if we don't look after world if we don't look after it. Images / word mats / modelling what to do with recycling. Go green (English topic)
Haselbury Year 7	Big question	Do we want coastlines to change? The United Kingdom	What are the causes of war? World War 2 -How and why did the second	Is the weather ever wild?	What was life like during the Tudor period?	What would life without water be like? River and Waterways	Should men and women have equal rights?
	Topic	(Geography) Where do people live? Cities and rural areas, mountains and lakes, rivers	world war happen? (History) Why did the world go to war in 1930? What countries took part? How	(Geography) What causes major climatic events? What can be done to protect vulnerable	The Tudors (History) Children will learn aboutTudor monarchs including Henry VIII and	Transportation by water (Geography) Children will explore canals and rivers (including the Lea Valley system) as	Children will learn who they were, when they were active, what they believed,
		and coastlines. Countries of the UK study. Children to name, locate and identify characteristics of the four countries and	did the war impact on families, soldiers and civilians?. Who were the leaders? Children will develop an awareness of	communities? Tornadoes, tsunamis, and hurricanes. Children to identify seasonal and daily weather patterns in the United Kingdom and	Elizabeth I. They will answer questions such as why these monarchs were important and understand the impact	means of transportation for goods and people and their role in supporting industry and tourism. They will investigate bridges,	what were their demands, their tactics and what they did for future generations for women (their impact). Children will identify
		capital cities of the United Kingdom . (NC-KS1) Children to name and locate counties and cities of the United Kingdom, geographical regions and	the past, using common words and phrases relateing to the passing of time. (NC-KS1) Children should uderstand how our knowledge of the past is	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (NC - KS1) describe	that these monarchs had on religion and life in Britain. Children will ask and answer questions about the past, and chose and use parts of stories	aqueducts, locks and other structures built to allow humans to make best advantage of rivers and waterways. use basic geographical vocabulary to	similarities and differences between way of life in different periods. (NC - KS1) Children will note connections, contrasts and trends ofver time and
		their identifying human and physical characteristics.(NC - KS2)	constructed from a range of sources. (NC - KS2)	and understand key aspects of physical geography, including: climate zones and earthquakes (NC KS2)	and sources to show what they know about key people and events. (NC KS1) Children will construct informed	refer to: coast, mountain, sea, ocean, river, canal. (NC - KS1) Name and locate geographical regions and their identifying human	develop the appropriate use of historical terms. (NC - KS2)
					responses that involve thoughtful selection and organisation of relevant historical information. (NC - KS2)	and physical characteristics, key topographical features (NC- KS2)	
	Focus						
		Trip: Enfield for the local area OR London for extended local area	Trip: Imperial war museum/Geography - counties and continents/PSHE - conflict and resolution	Greenwich Observatory		Trip: Visit to Lea Valley Canals	Museum of London's Suffragettes Online Exhibition/PSHE (discrimination,stereoty pes, human rights)
	Trips/Wider opportunities		To explain the key	To identify key features of wild weathers	To create a	To be able to plan a boat trip on the River	To compare the lives of women past and present. To explain the
	Assessment		events and key people involved in WW2.	(Typhoon, tornadoes, hurricane)	book/booklet about the Tudors	Thames or on a local canal.	impact of the suffragette movement on women's rights.
Maselbury Year 8	Big question	What would the aftermath look like after one of these disasters? Volcanoes, Earthquakes	How did the Great Plague affect the lives of Londoners? The Great Plague, 1665-	What is it like to live in the Rainforest?	What was it like to be poor in the Victorian era? Crime and punishment:	What would the world be like when all the ice caps melt? Climate Change (see science) Joint science/	What was life like living in a castle? Castles through the ages
	Topic	Tsunamis (Geography) What causes major movements of the land? Children will explore authorizations.	Children will learn about this using historical sources and skills to deduce why	Rainforests (Geography) How are rainforests formed? Why are they so important to the health of the planet? What they are noted by	The Victorians (History) Children will learn what it was like to be poor in Victorian London	geography project) What is climate change? How is it impacting on the environment (e.g. melting	(History) Children will learn about why castles were built and how they changed in size,
		earthquakes, volcanoes and tsunamis to understand how the earth's crust is an active part of the geology and	the disease spread and how it impacted on the lives of ordinary people. Children will understand how our knowledge of the past is constructed from a	What threats are posed by industry and other human activity? Describe and understand the key aspects of physical geography,	compared to living here now. They will explore why some people took to crime and what punishments were imposed. Children will	ice caps and rising sea levels). Climate change action campaign. Children to Id understand how human and physical processes interact to	shape and materials over the ages. They will discover how rich and ordinary people lived in and around castles to attack and defend themselves from
	Focus	geography of the world. Children to describe and understand the key aspects of volcanoes, earthquakes and tsunamis. (NC - KS2) Children to understand the	range of sources. (NC - KS2) Children will regularly address and sometimes devise historically valid questions about change,	including: climate zones, biomes and vegetation belts (NC - KS2) Understand the key processes of human geography relating to: population and	learn where people and events fit in with the chronological framework, and learn and use a wide range of historical terms.	influence, and change landscapes, environments and the climate; and how human activity relies on effective	enemies. Children will regularly address and sometimes devise historically valid questions about change, cause,
		key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;	cause, similarity and difference and significance. (NC - KS2)	population and urbanisation; international development. (NC - KS3)	(NC - KS2) Children will continue to develop a chronologically secure knowledge and understanding of British,	functioning of natural systems (NC - KS3)	similarity and difference and significance. (NC - KS2) Children will use historical terms and concepts in increasingly sophisticated
		weather and climate (NC KS3)			local and world history, establishing clear narratives within and across the periods they study. NC - KS2		ways. (NC - KS3)
	Trips/Wider opportunities		Trip: London Dungeon, Natural History Museum?	Trip: Kew Gardens	PSHE (crime and punishment)	Trip: Science Museum - new gallery, climate change	Tower of London
	Assessment	Where would you	To write a newspaper report abut the Great Plague. What crime did Guy	To create a powerpoint using information about the Rainforest and how to save it. What do maps tell us?	To compare Victorian London with the present sby identifying similarities and differences. What do you know about	change To create an informational poster about Climate Change How do you use public trans	To identify the features of a castle and describe the purpose of these features. What is wrong with
	Big question Topic	choose to settle? Changing Population of the United	What crime did Guy Fawkes commit? Crime and Punishment (History)	A Sense of Place- Maps of the World	What do you know about Enfield in the past? Enfield in the wars (History)	Sustainable travel and transport (Geography)	What is wrong with slavery? The Transtlantic Slave Trade (History)
Haselbury Year 9		Kingdom (Geography) Migration and emigration. What factors determine where migrants choose to settle? How can migrants be supported to settle.	An investigastion of Guy Fawkes and why he became infamous through what he did. Children will	(Geography) How to read maps. How to use an atlas to locate countries and find out information. Ordnance Surpey grid lines. Contrar	Children will learn about the impact of war on Great Britain and Enfield. They will identify how	The impact of different types of travel on the environment. Air, train, bus and road will be explored.	Children will learn when and why the slave trade was established and the impact it has had on the
		be supported to settle successfully in the UK? Children to use maps of the world to focus on Africa, Russia, Asia (including China and	identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. (NC - KS3)	Survey grid lines. Contour lines Locational map study of one area. Children to extend their locational knowledge and deepen their spatial awareness of the	Enfield changed during the war and the impact that war had on the people living there. Children will learn about the Royal Small Arms	A comparative study of the impact of alternative transport on emissions will be researched e.g. biomass fuels, cycle lanes, electric vehicles. Children to	world for communities affected by it, They will consider connections/comparsons with modern day slavery. Children will persue
	Focus	China and India), and the Middle East, key physical and human characteristics, countries and major cities (NC - KS3)		spatial awareness of the world's countries (NC - KS3)	factory: what did it do for Britain in Crimea, WW1 and WW2. Children will continue to develop a chronologically secure	understand how human and physical processes interact to influence, environments and the climate; and how human	historically valid enquiries including some they have rramed themselves, and create relevant, structured and evidentially supported
					knowledge and understanding of British, local and world history, so that it provides a well- informed context for	activity relies on effective functioning of natural	accounts in response. (NC -KS3)
					wider learning. (NC - KS3)		
	Trips/Wider opportunities	Trip: Choose an area in London - why? How? (Brick	Trip: House of Parliament/PSHE (crime and	Trip: Orienterring - using map skills. (Epping Forest, local forest Meanager 9 Nation)	Trip: Royal Small Arms Factory/Geography (local	Trip: Transport Museum OR Kings Cross St Pancras - looking at overground, buses,	Trip: Museum of London/PSHE (human
		Lane/Shoreditch)	punishment) To identify significant events in Guy Fawkes life and explain their	forest, Alexandra Palace) To understand and use maps - to create a route or to follow a map	study) To understand and explain the role of Enfield in the war.	looking at overground, buses, tube, eurostar, bikes To compare types of travel to find alternative transport - improve	rights, descrimination) To understand and explain how and were slavery begun and how
23444444	Assessment	How do the choices i	significance.	ha wasi -		impact on emissions	the slaves were treated. To explain which countries were involved in slavery.
	Big question	How do the choices i make affect others? Choices and Decisions		he world around us?		s when you die?	What makes a team? Working as part of a
	Торіс	Cause and consequence is a core historical and	Water cycle, where does impact of water use in	s our waste go, the human n the UK and elsewhere.	The core principles o	of two different religions t birth and death will be	group Travel and tourism focus - planning a day
Learning for life Year 10		geographical concept. There's a possibility of making a choice in an environmental context e.g on a theme of local	Water pollution locally, nationally and globally t		places or worship or encouraged and plan Christianity and Islam a but teachers are abl	on role play and visiting r burial grounds will be ned into the curriculum. are the proposed religions e to choose an extra or	trip and fundraising for it.
		re-development or land use or in the context of the school.				as appropriate.	
	Facis						
	Focus Wider opportunities Assessment	6123/2 or 6123/3 (1 credit, 10 hours)	(6102/2 or 6102/3)	alibility J. (2 credits 20 hours)	6239/2 or 6239/3	(3 credits, 30 hours)	(6110/2 or 6110/3) 2 credits, 20 hours
	Big question Topic	A A Non British Society - W		past	Are you a team player? Working as part of a team cont Travel and tourism focus - planning a day	Final completion of cou	sework and submission
		The Ancient Egyptians of very visual topic. Hierogle offered as learning point Higher Oak and Sycamore	Ion British Society - Willow and Oak pathways: Ancient Egyptians offers more practical teaching opportunities and is a yvisual topic. Heroglyphics, the Pyramids, living and working are all ered as learning points. The A in the Twentieth Century.				
		USA in the Iwarran	mury.				
Learning for life Year 11 23/24		USA in the Twentieth Cei	italy.				
		USA in the I wentieth Ce	,				
		USA in the I wentieth Cer	,				
	Focus Trips/Wider opportunities Assessment Big question		Natural history museum (2 or 6226/3 (4 credits 40		5110/2 or 6110/3 (2 credits, 20 hours)		