New Line Learning Academy
Believe and Achieve

Humanities Curriculum Intent	Year 7

At New Line Learning Academy, the Humanities curriculum is designed to help students understand the world around them through meaningful connections between History and Geography. Humanities develops' students' knowledge, skills, confidence and curiosity by exploring how people, places, environments and societies have shaped one another across time. Rather than studying History and Geography as separate subjects, students investigate big Humanities questions that encourage them to think about how the physical world influences human decisions and how people continue to shape the world around them.

The curriculum has been carefully designed for students who benefit from additional scaffolding, adapted pacing, clear explanations and regular opportunities to revisit and apply their learning. While students study a slightly reduced breadth of content compared with the main curriculum pathway, Humanities continues to cover the full breadth of the History and Geography National Curriculum, ensuring students develop secure disciplinary knowledge alongside the substantive knowledge needed for future learning.

Year 7 takes students on a journey around the world, with each enquiry exploring a different region and asking how people have adapted to, influenced and been shaped by their environments. Throughout the year, students travel across Europe, Antarctica, Britain, Central and South America, the Atlantic Ocean, Asia and the Middle East, developing an increasingly sophisticated understanding of how physical geography, climate, trade, exploration, power and human decisions have influenced the development of societies.

Across Year 7, students explore the following enquiries:

- How far does geography shape civilisation?
- How much does climate affect where and how humans live?
- How did medieval monarchs maintain power?
- How should humans live with nature?
- How did exploration change the world?
- How did trade connect the world?

As students' progress through these enquiries, they investigate how geography influences civilisation, how climate affects survival, how landscapes support power and control, how societies adapt to different environments, how oceans connected continents through exploration and how deserts, mountains and trade routes helped create one of history's first global trading networks. Each enquiry builds upon the last, allowing students to make meaningful connections between places, people and events across different periods of history and different parts of the world.

The curriculum provides a rich foundation of knowledge through carefully sequenced studies of the Roman Empire, Antarctica, medieval Britain, the Maya and Aztec civilisations, Tudor exploration, the Silk Roads, medieval Baghdad and the Islamic Golden Age. Alongside this,

students investigate key geographical concepts including tectonic processes, weather and climate, settlements, tropical rainforests, rivers, oceans, deserts, ecosystems, trade routes and global connections. Throughout the year, important concepts such as civilisation, adaptation, sustainability, exploration, trade, settlement, power and cultural exchange are revisited in increasingly challenging contexts to strengthen long-term understanding.

Students also develop a strong understanding of how historians and geographers investigate the world. They analyse historical sources, archaeological evidence, artefacts and historical interpretations whilst interpreting maps, satellite imagery, climate graphs, GIS, fieldwork data and environmental evidence. Through regular opportunities to explain, compare, interpret and evaluate information, students develop the disciplinary thinking needed to construct supported historical and geographical judgements.

Learning is brought to life through a wide range of immersive experiences that encourage students to think like historians and geographers. Students investigate the destruction of Pompeii through archaeological evidence and disaster simulations, complete a three-day weather fieldwork enquiry before comparing their findings with Antarctica, design and test Norman castles, explore rainforest ecosystems through model building and ethical debates, navigate oceans using maps and compasses during the Age of Exploration and travel across giant Silk Road maps whilst solving desert survival challenges and negotiating trade across Asia. These experiences ensure that Humanities is experienced through enquiry, investigation and first-hand problem solving rather than simply reading about the past.

The curriculum also develops students' understanding of the wider world and their place within it. Throughout the year they encounter themes including environmental responsibility, cultural diversity, sustainability, exploration, trade, global cooperation and ethical decision making. By studying a wide range of societies from across Europe, Asia, Africa and the Americas, students develop an appreciation of different cultures whilst recognising the interconnected nature of the modern world.

Inclusion and accessibility remain central to Humanities. Lessons are carefully structured into manageable steps, key vocabulary is explicitly taught and revisited, and students receive regular opportunities to practise, retrieve and apply their learning. Storytelling, discussion, practical investigation, visual learning, fieldwork and carefully scaffolded literacy activities enable all students to engage confidently with increasingly ambitious historical and geographical ideas.

Ultimately, Humanities aims to develop curious, knowledgeable and reflective young people who understand that every place has a story shaped by both people and the environment. By the end of Year 7, students leave with secure foundations in History and Geography, stronger analytical and literacy skills, and a growing understanding that the world's civilisations, environments and cultures have always been connected through exploration, adaptation and human endeavour.

Topic 1
Enquiry

How does geography shape civilisation?

Big Picture
What are the main ideas and big questions in this topic?

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The first Humanities enquiry begins our journey around the world in Italy, introducing students to the idea that every place has a unique story shaped by both its geography and its history. By exploring one country through the lenses of History and Geography, students begin to understand how physical landscapes influence where people settle, how societies develop, and why civilisations rise and fall.

Students first investigate the geography of Italy, exploring its location within Europe, its mountains, rivers, volcanoes and surrounding seas before asking why these features made it an ideal place for one of history's greatest civilisations to develop. They then discover how the Romans built an empire, how natural features supported trade, farming and defence, and how the same powerful forces beneath the Earth's surface created one of history's most famous natural disasters at Pompeii.

The enquiry is designed to feel adventurous, dramatic and discovery based. Students become explorers, archaeologists, engineers and historians as they investigate volcanoes, uncover Roman artefacts, reconstruct settlements and experience the story of Pompeii through evidence and simulation. Throughout the enquiry, they continually return to the central question of whether geography helped shape Roman civilisation.

The enquiry explicitly supports the History National Curriculum through the study of the Roman Empire and its impact on Britain, Roman society, diversity across the Empire and the use of archaeological evidence to investigate the past.

It also supports the Geography National Curriculum through the study of physical geography including tectonic processes, earthquakes and volcanoes, alongside human geography linked to settlement, trade, land use and the relationship between people and environments.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating Italy's physical landscape, including the Alps, the Apennine Mountains, the River Tiber, Mount Vesuvius and the Mediterranean Sea. They explore how location, climate and natural resources influenced settlement and supported the growth of Rome.

Students investigate the processes occurring beneath the Earth's surface, learning how tectonic plates move and why volcanoes erupt. Through the case study of Mount Vesuvius, they examine how natural hazards can both create opportunities and present significant risks for societies.

Alongside this, students develop substantive historical knowledge by exploring the origins of Rome, the expansion of the Roman Empire and the diversity of Roman society. They investigate why the Romans established settlements in particular locations and how engineering, trade and transport enabled Rome to become one of the world's greatest civilisations.

Using archaeological evidence from Pompeii, students investigate what everyday life was like for ordinary Romans. Artefacts, buildings and preserved remains allow students to work as historians, piecing together evidence to understand how people lived nearly two thousand years ago. Students also investigate the diversity of the Roman Empire, including the experiences of Black Romans and the multicultural nature of Roman society.

The enquiry is structured around a sequence of focused questions:

- What is Italy like?
- Why did people settle there?
- Who were the Romans?
- How did geography help Rome become powerful?
- What is happening beneath Italy?
- Why did Vesuvius erupt?
- What happened at Pompeii?
- What does Pompeii tell us about Roman life?
- How diverse was the Roman Empire?
- How far did geography shape civilisation?

Alongside this, students strengthen disciplinary understanding by interpreting maps, archaeological evidence, artefacts, historical sources, photographs and diagrams. They learn how historians and geographers investigate the past and present by analysing evidence, interpreting physical processes and constructing supported explanations.

Key vocabulary including civilisation, empire, settlement, tectonic plates, volcano, eruption, archaeology, artefact, trade, engineering and diversity is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have some understanding of basic world geography, natural hazards, and ancient societies from primary school learning. They may also have encountered simple ideas linked to volcanoes, earthquakes, and Roman life through previous History or Geography topics. This enquiry builds upon those foundations by developing deeper understanding of how geography influences settlement, trade, survival, and civilisation whilst introducing students to core Humanities skills including map interpretation, evidence analysis, chronology, and explanation.	Students experience Humanities through practical investigation, creativity, roleplay, and problem solving. The enquiry is built around the idea of exploration and discovery, encouraging students to actively investigate how geography shaped Roman civilisation and how humans respond to dangerous environments. Students design model Roman settlements using maps, rivers, volcanoes, and trade routes whilst justifying their decisions like real Roman advisers. They investigate archaeological mysteries, analyse artefacts, and uncover clues about Roman life through immersive “archaeologist lessons”. Students also experience the dramatic power of natural hazards through volcanic eruption simulations, tectonic experiments, and Pompeii disaster scenarios where they must make decisions about survival, evacuation, and

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	risk. Engineering challenges linked to roads, bridges, and aqueducts encourage students to apply both historical and geographical understanding creatively. The enquiry combines ancient civilisation, natural disasters, engineering, archaeology, and survival to create a memorable and engaging introduction to Humanities. Students are encouraged to think critically about how humans adapt to dangerous environments and how geography continues to shape societies today.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides important foundations for future Humanities topics linked to climate, empire, exploration, sustainability, urbanisation, conflict, and environmental challenges. Students begin understanding how physical geography can shape the development of societies and influence human decisions across time. The enquiry also introduces key disciplinary skills that will be revisited throughout KS3 including source interpretation, map skills, data analysis, explanation, and evidence-based judgement.	This enquiry helps students understand that civilisations do not develop separately from the physical world around them. Students explore how landscapes, hazards, resources, and environmental opportunities influenced where people settled, how societies expanded, and how disasters could suddenly transform lives. The enquiry also introduces students to the excitement of historical discovery and scientific investigation. Through archaeology, engineering, tectonic experiments, and disaster simulations, students experience Humanities as an active subject built around curiosity, evidence, and exploration.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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Through this enquiry, students develop social understanding by exploring how communities respond to danger, disaster, and environmental challenges. Moral understanding is developed through considering how societies make decisions about risk, settlement, and survival. Students experience spiritual development through reflecting on the power of nature and the fragility of human civilisation. Cultural understanding is developed through studying the diversity of the Roman Empire and exploring how Roman culture spread across different regions and peoples.

The enquiry also supports Citizenship education through discussions surrounding risk management, community safety, resilience, environmental decision making, and how governments respond to natural disasters. Students begin developing understanding of why some communities continue living in dangerous areas and how societies prepare for environmental hazards.
Cross curricular links are made with Science through tectonic processes and natural hazards; Design Technology through Roman engineering challenges; English through eyewitness accounts and historical storytelling; and Mathematics through map interpretation and settlement planning.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly problem solving, teamwork and creativity.

Resources
What books, websites, videos and materials will support our learning?

Read: BBC Bitesize Romans Resources
Explore: BBC Bitesize Volcanoes and Earthquakes
Investigate: Pompeii Sites for Schools
Explore: The British Museum Romans Resources
Watch: BBC Teach Romans and Pompeii
Use: Archaeological artefacts, settlement maps and engineering challenges.

The book we will be using as our literacy focus is:
Roman Diary: The Journal of Iliona by Richard Platt
Presented as the diary of a young Greek girl enslaved in ancient Rome, it introduces readers to daily life, culture, and society in the early Roman Empire through immersive storytelling and detailed artwork.

Assessment
How will we show what we know, remember and can apply?

The assessment consists of structured questions assessing both historical and geographical knowledge and disciplinary skills developed throughout the enquiry. Questions include map interpretation, source analysis, explanation questions, and an extended Humanities judgement linked to geography and civilisation.
Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation, analysis, and evidence-based reasoning.
The end point of the enquiry is for students to confidently explain how geography both supported and challenged ancient civilisations and evaluate the importance of physical geography in shaping the Roman world.

Topic 2
Enquiry

How much does climate affect where and how humans live?

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Big Picture
What are the main ideas and big questions in this topic?

The second Humanities enquiry takes students to Antarctica, the coldest, driest and windiest continent on Earth. Continuing their journey around the world, students investigate how climate shapes environments, influences human activity and determines where people can live, work and survive.

Students begin by exploring the geography of Antarctica, locating it within the wider world and investigating why it is unlike any other continent. They develop an understanding of weather, climate and the cryosphere before exploring why Antarctica experiences such extreme conditions. Through the study of latitude, ocean currents, altitude and global atmospheric circulation, students discover how climate systems operate across the planet. Alongside this, students undertake a three day microclimate fieldwork investigation around the school, collecting and analysing their own weather data before comparing it with conditions experienced in Antarctica. This allows students to work as geographers, using first hand evidence to investigate how weather varies across different environments.

The enquiry then explores the remarkable challenge of human survival in one of Earth's harshest environments. Students investigate how scientists live and work in Antarctica today, how modern technology enables research to take place and why no permanent settlements exist. They also explore the achievements of early polar explorers such as Scott, Amundsen and Shackleton, considering how their expeditions expanded scientific knowledge and transformed humanity's understanding of the continent.

As the enquiry progresses, students discover why Antarctica is globally significant. They investigate how ice cores reveal evidence about Earth's changing climate, why scientists from around the world work together through the Antarctic Treaty and why protecting Antarctica remains essential for understanding climate change and safeguarding the future of our planet.

The enquiry is designed to feel immersive, atmospheric and inspiring. Students become polar scientists, explorers and climate investigators as they monitor weather, analyse climate data, communicate with Antarctic researchers and explore one of the most remote places on Earth. Throughout the enquiry they continually return to the central question of how climate affects where and how humans live.

This enquiry explicitly supports the History National Curriculum through the study of significant individuals and events beyond 1066, exploring how exploration and scientific discovery have expanded human understanding of the wider world. Students investigate historical expeditions, interpret primary sources and evaluate the achievements and challenges faced by polar explorers.

The enquiry also supports the Geography National Curriculum through the study of weather and climate, the cryosphere, global climate systems, environmental processes, fieldwork and sustainability. Students investigate physical geography alongside human interactions with extreme environments whilst developing geographical skills through fieldwork, climate graphs, satellite imagery, maps, photographs and scientific data.
By the end of the enquiry, students recognise that climate is one of the most important factors influencing where people live, how societies develop and why international cooperation is essential for protecting our planet.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating Antarctica's location, physical characteristics and unique climate. They explore the cryosphere and examine how latitude, altitude, ocean currents and atmospheric circulation combine to create one of the world's most extreme environments. Students investigate the difference between weather and climate before carrying out a three-day microclimate enquiry across the school grounds. Working as geographers, they collect primary data using weather equipment, recording variables such as temperature, wind speed, wind direction, cloud cover and precipitation. Students analyse patterns within their own data before comparing local weather conditions with those experienced at Antarctic research stations, helping them understand the relationship between short term weather and long-term climate.

Alongside this, students investigate the human geography of Antarctica, exploring why people visit the continent, how scientists survive in such challenging conditions and why international cooperation is necessary to protect this fragile environment. Students examine the importance of scientific research in understanding climate change, and the role Antarctica plays in monitoring Earth's changing climate.

Students also develop substantive historical knowledge by exploring the Heroic Age of Antarctic Exploration. They investigate why explorers such as Scott, Amundsen and Shackleton travelled to Antarctica, the challenges they faced and the lasting impact of their expeditions on scientific knowledge.
The enquiry is structured around a sequence of focused questions:

- Why are some places harder to live in than others?
- What is the difference between weather and climate?
- Why do climates differ around the world?
- Why is Antarctica so cold?
- What is Antarctica like?
- How do humans survive in Antarctica?
- Why is Antarctica important to the world?
- Should humans exploit Antarctica?
- How have humans adapted to extreme environments across history?
- How much does climate affect where and how humans live?
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Alongside this, students strengthen disciplinary understanding by interpreting maps, satellite imagery, climate graphs, fieldwork data, expedition diaries, photographs and scientific evidence. They learn how geographers investigate environments through first hand enquiry whilst historians interpret evidence from exploration and discovery.

Key vocabulary including climate, weather, cryosphere, glacier, ice sheet, latitude, adaptation, expedition, atmosphere, sustainability, research and microclimate is explicitly introduced and revisited throughout the enquiry.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	Pitch Up *How will we challenge ourselves?*
Students build upon their understanding of physical geography developed in Unit 1, including natural processes and how environments influence human activity. They also draw upon prior learning about maps, continents and weather from primary school before developing more sophisticated understanding of climate systems, fieldwork and environmental change.	Students experience this enquiry through exploration, fieldwork and real world scientific investigation. As part of the enquiry, students complete a three day microclimate fieldwork investigation around the school, collecting primary weather data before presenting, analysing and comparing their findings with live data from Antarctic research stations. Students use weather equipment, fieldwork recording sheets and digital mapping to investigate how weather changes across different locations. Students also write letters to scientists working in Antarctica through the UK Polar Network and design a class flag which is sent to Antarctica to be flown at a research station. Through survival briefings, students prepare new recruits for life on the frozen continent by considering equipment, shelter, clothing and environmental hazards. Students investigate ice core evidence, analyse climate graphs and use live Antarctic webcams to explore one of the world's most remote environments. Throughout the enquiry they are encouraged to think like geographers, climate scientists and explorers whilst recognising the importance of protecting Antarctica for future generations.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry develops students' understanding of adaptation, sustainability, exploration and environmental responsibility before they continue their Humanities journey into Medieval Britain, Asia, the Age of Exploration and the tropical rainforests of Central and South America. Students also strengthen disciplinary skills including geographical fieldwork, climate interpretation, analysis of scientific evidence, historical source evaluation, map interpretation and supported explanation.	Students discover that climate influences every aspect of human life, from where people settle to how societies develop and cooperate. By studying Antarctica they recognise that even the most remote places on Earth are connected to everyday life through climate systems, scientific research and international decision making. Through first hand fieldwork, students also discover that Geography is an investigative discipline, using evidence collected from the real world to explain patterns and processes within the environment.

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	The enquiry encourages students to view Antarctica not simply as an isolated continent but as a place that helps humanity better understand the past, present and future of our planet.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring international cooperation, scientific collaboration and shared responsibility for protecting Antarctica. Moral understanding is developed through considering environmental stewardship, sustainability and humanity's impact on fragile ecosystems. Students experience spiritual development through reflecting on the beauty, isolation and scale of Antarctica and humanity's place within the natural world. Cultural understanding is developed through exploring the achievements of explorers and scientists from different countries working together towards shared goals.

Cross curricular links are made with science through climate systems, weather, ecosystems and climate change; Mathematics through the collection, presentation and analysis of weather data; English through expedition writing and persuasive letters; and Computing through digital mapping, spreadsheets and the analysis of live environmental data.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly communication, adapting, and creativity.

Resources

What books, websites, videos and materials will support our learning?

Read: BBC Bitesize Weather and Climate Resources
Explore: British Antarctic Survey Education Resources
Watch: BBC Teach Antarctica Resources
Explore: UK Polar Network
Investigate: National Geographic Antarctica Resources
Use: Antarctic webcams, weather equipment, climate graphs, survival briefings, fieldwork activities.

The book we will be using as our literacy focus is:

Ice Trap! Shackleton's Incredible Expedition by Meredith Hooper
A gripping true story about survival in Antarctica which strongly supports themes of climate, exploration, adaptation, and resilience.

Assessment

How will we show what we know, remember and can apply?

The assessment consists of structured questions assessing geographical knowledge and disciplinary skills developed throughout the enquiry. Questions include climate graph interpretation, fieldwork analysis, explanation questions, and an extended Humanities response linked to climate and human survival.

Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, analysis, explanation, and evidence-based reasoning.

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	The end point of the enquiry is for students to confidently explain how climate affects where and how humans live and evaluate how people adapt to extreme environments.

Topic 3 Enquiry		**How did medieval monarchs maintain power?**

Big Picture
What are the main ideas and big questions in this topic?

The third enquiry brings students back to Britain, where they investigate how power was gained, defended and maintained during the medieval period. After studying Italy and Antarctica, students now explore a more local and national setting, considering how rulers used land, castles, religion, fear and loyalty to control people and places.

This enquiry is primarily historical. Students study the transition from the Early Middle Ages into Norman and medieval England, beginning with a bridging lesson on Anglo-Saxon and Viking Britain to help students understand why England was vulnerable to invasion by 1066. They then investigate the struggle for the English throne, the Norman Conquest, the Battle of Hastings and the methods William the Conqueror used to establish authority over England.

Although the unit is History-led, Geography provides an important supporting role. Students examine how physical landscapes influenced power and control, including why castles were built in particular locations and how rivers, hills, roads, farmland and settlements helped rulers defend territory and control people. Students also explore how land ownership and the distribution of resources shaped medieval society through the feudal system and the Domesday Book. Canterbury acts as an important local case study within this enquiry. Students investigate Canterbury as a significant medieval settlement, considering its religious importance, its role as a pilgrimage destination and its connection to the power of the Church. Where possible, Canterbury provides a local anchor for students to understand how national events and medieval power structures shaped places close to them.

The enquiry is designed to feel dramatic, strategic and political. Students experience the tension of invasion, battle, castle building, hierarchy and religious authority. They are encouraged to think like medieval rulers, advisers, soldiers and villagers as they investigate how monarchs-maintained control in a world without modern technology, police forces or instant communication.

This enquiry supports the History National Curriculum through the study of Anglo-Saxon and Viking Britain, the Norman Conquest, the Battle of Hastings, castles, feudalism, medieval society, the power of the Church and the development of monarchy in Britain. Students develop chronological understanding by connecting the Roman period to the medieval world and by exploring how power changed after 1066.

The enquiry supports the Geography National Curriculum through the study of settlement, land use, strategic location and the relationship between physical landscapes and human decisions. Students develop geographical reasoning by analysing castle sites, settlement patterns, local maps and the ways in which land and resources were used to maintain power.

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Throughout the enquiry, students return to one key question:
How did medieval monarchs maintain power?

By the end of the unit, students understand that medieval power was not maintained by one method alone. Monarchs used military force, land ownership, castles, religion, information and loyalty to control the kingdom. Students also recognise that power is always connected to place, and that geography helped shape how medieval rulers governed Britain.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive historical knowledge by investigating the transition from Roman Britain to Anglo Saxon England before exploring Viking invasions, the events of 1066 and the Norman Conquest. They examine how William established control through castles, feudalism, land ownership and the Domesday Book whilst investigating the growing influence of the medieval Church.

Alongside this, students develop substantive geographical knowledge by exploring how landscapes influenced power. They investigate why castles were built on hills, beside rivers and close to important settlements, how transport routes supported communication and trade, and why fertile farmland and natural resources were essential for controlling a kingdom.

Students also investigate Canterbury as a local case study, examining why it became one of medieval England's most significant religious centres and how its location helped shape its development and influence.

The enquiry is structured around a sequence of focused questions:

- What happened after the Romans left Britain?
- Who were the Anglo Saxons and Vikings?
- Why was there a struggle for England in 1066?
- How did William win the Battle of Hastings?
- How did castles help the Normans control England?
- Why were castles built in certain locations?
- What was the feudal system?
- How did the Domesday Book help William control England?
- How powerful was the medieval Church?
- Why was Canterbury important in medieval England?
- How did medieval monarchs maintain power?

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Alongside this, students strengthen disciplinary understanding by interpreting historical sources, archaeological evidence, maps, medieval manuscripts, castle plans and the Domesday Book. They learn how historians investigate the past using evidence whilst geographers explain how landscapes influence human decisions and settlement patterns.
Key vocabulary including conquest, monarchy, feudalism, Domesday Book, settlement, pilgrimage, hierarchy, fortress, defence, strategy and authority is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will already have some understanding of monarchy, invasion, and simple chronology from previous primary History learning and earlier Humanities enquiries. They may also have encountered castles, knights, and medieval society through fiction, film, or prior classroom study.

This enquiry deepens those ideas by introducing more complex understanding of political power, land ownership, religion, and social hierarchy whilst continuing to strengthen chronological understanding and interpretation skills.

Pitch Up
How will we challenge ourselves?

Students experience the enquiry through strategy, competition, investigation, and decision making. Lessons encourage students to step into the role of medieval rulers, knights, advisers, and villagers as they explore how England was controlled after the Norman Conquest.

Students recreate the Battle of Hastings using battlefield maps and animations to investigate turning points and military tactics. They also build and test model castles with different defensive features, exploring which designs offered the greatest protection against attack.

The enquiry includes practical activities where students organise medieval society through feudal roleplay and investigate local settlements through a Domesday Book challenge. Geography and History combine as students use real maps to select strategic castle locations and explain how physical landscapes supported Norman control.

Throughout the unit, students are encouraged to question how rulers gain obedience and how societies organise power. By comparing medieval and modern systems of control, students begin recognising that ideas surrounding leadership, law, surveillance, and authority remain important today.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry prepares students for later Humanities topics linked to empire, revolution, protest, political systems, and social inequality. Students begin

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

This enquiry helps students understand that medieval England was shaped by uncertainty, hierarchy, and competition for power. Students explore how rulers depended upon castles, religion, land ownership, and information

recognising how governments and rulers throughout history have relied upon geography, information, belief systems, and military strength to maintain authority. The enquiry also develops transferable Humanities skills including interpretation of maps, comparison of viewpoints, explanation of causes and consequences, and the ability to construct balanced historical judgements.	gathering to control societies long before modern policing or technology existed. The enquiry also introduces students to the importance of place within History. By investigating where castles were built and how land was controlled, students begin understanding that geography and political power are closely connected across time.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how societies organise leadership, authority, and responsibility. Moral understanding is developed through considering fairness, punishment, loyalty, rebellion, and the treatment of different social groups within medieval society. Students experience spiritual development through investigating the enormous influence religion held over people's beliefs and daily lives during the medieval period. Cultural understanding is developed through exploring medieval traditions, art, manuscripts, castles, and local history.

The enquiry also supports Citizenship education through discussions surrounding leadership, justice, taxation, law, authority, and how governments maintain order. Students begin considering how modern systems of power compare with medieval methods of control and surveillance.

Cross curricular links are made with English through medieval storytelling and chronicles; Art through illuminated manuscripts and castle design; Mathematics through mapping and scale; and Design Technology through model castle construction.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly leadership, planning and problem solving.

Resources

What books, websites, videos and materials will support our learning?

Read: BBC Bitesize Norman Conquest Resources
Explore: English Heritage Castles Resources
Watch: BBC Teach Battle of Hastings Resources
Investigate: The National Archives Medieval Britain Resources
Explore: Domesday Book Online
Use: Castle building materials, feudal roleplay cards, medieval maps, illuminated manuscript activities.

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Humanities assessment exploring how medieval rulers-maintained power after 1066. The assessment includes interpretation of medieval sources, analysis of castle locations and settlement maps, and an extended response evaluating whether force, religion, or land was most important in maintaining control.

Assessment tasks are designed to balance secure knowledge recall with analytical thinking, helping students explain causes, consequences, and

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The book we will be using as our literacy focus is: Castle Diary: The Journal of Tobias Burgess by Richard Platt *An excellent introduction to castles, medieval life, feudalism, and power structures through the eyes of a page living in a castle.*	differing interpretations linked to power and medieval society. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, analysis, explanation, and evidence-based reasoning. The end point of the enquiry is for students to understand how rulers used geography, fear, religion, land, and social hierarchy to maintain authority in medieval England and how systems of control continue to shape societies today.

Topic 4
Enquiry

How should humans live with nature?

Big Picture
What are the main ideas and big questions in this topic?

The fourth Humanities enquiry takes students to the tropical landscapes of Central and South America, where they investigate how one of the world's richest natural environments shaped ancient civilisations and continues to influence life today. Continuing their journey around the world, students explore how rainforests, rivers, climate and natural resources helped societies to develop whilst also considering humanity's responsibility to protect these fragile environments for the future.

Students begin by locating Central and South America before exploring the geography of the Amazon Basin and the tropical rainforest biome. They investigate the climate, biodiversity and layered structure of the rainforest, discovering why these environments provide both opportunities and challenges for human settlement. Alongside this, students explore the importance of the Amazon River and wider river systems, investigating how rivers provide water, transport, fertile land and food that allow settlements and civilisations to flourish.

The enquiry then focuses on the Maya and Aztec civilisations, investigating how people adapted to living within diverse environments and how geography influenced farming, trade, religion, architecture and everyday life. Students discover the importance of cacao and chocolate within ancient societies, investigate the beliefs and achievements of the Maya and Aztecs, and use archaeological evidence to understand how historians reconstruct the past. The enquiry concludes by exploring the modern rainforest. Students investigate biodiversity, endangered animals, indigenous communities, Fairtrade, deforestation and sustainability before considering how consumer choices influence rainforest environments across the world. They evaluate how humans can balance economic development with environmental protection and return to the central question of how people should live alongside nature.

The enquiry is designed to feel vibrant, mysterious and environmentally focused. Students become archaeologists, environmental scientists, explorers and ethical decision makers as they investigate rainforest ecosystems, build food webs, taste chocolate, analyse ancient artefacts and debate the future of the Amazon.

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This enquiry explicitly supports the History National Curriculum through the study of significant non European civilisations, allowing students to investigate the achievements, beliefs and legacy of the Maya and Aztecs. Students strengthen disciplinary understanding through the interpretation of archaeological evidence, historical sources and historical interpretations. The enquiry also supports the Geography National Curriculum through the study of tropical rainforests, ecosystems, biodiversity, river systems, climate, sustainability and environmental management. Students investigate the interaction between physical and human geography whilst developing geographical skills through maps, satellite imagery, GIS, climate graphs and environmental data.

By the end of the enquiry, students understand that environments shape how societies develop, what they value and how they survive. They also recognise that the choices people make today will influence the future of one of the world's most important ecosystems.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating the location and characteristics of Central and South America, the tropical rainforest biome and the Amazon River. They explore the layered structure of the rainforest, biodiversity, food webs and ecosystem interactions before investigating why rainforests are essential for regulating the Earth's climate.

Students investigate how rivers support civilisation by providing water, transport, fertile soils and trade routes before comparing the importance of rivers within different ancient societies studied throughout history.

Alongside this, students develop substantive historical knowledge by investigating the Maya and Aztec civilisations. They explore settlements, farming methods, trade, religion, astronomy, architecture and the significance of cacao within ancient societies. Students investigate Maya and Aztec gods and beliefs whilst using archaeological evidence to understand what life was like before European contact.

The enquiry then explores the modern challenges facing rainforest environments. Students investigate deforestation, indigenous communities, endangered wildlife, sustainable farming and Fairtrade before evaluating how consumers and governments can help protect rainforest ecosystems.
The enquiry is structured around a sequence of focused questions:

- Where are Central and South America?
- What makes a tropical rainforest unique?
- How does the Amazon River shape life?
- Who were the Maya and Aztecs?
- How did ancient civilisations survive in the rainforest?
- Why was chocolate so important?
- What can archaeologists tell us about the Maya and Aztecs?
- Why are rainforests so important?
- Why is the Amazon under threat?
- How should humans live with nature?

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Alongside this, students strengthen disciplinary understanding by interpreting maps, satellite imagery, archaeological evidence, artefacts, climate graphs, environmental data and historical sources. They learn how geographers investigate ecosystems whilst historians reconstruct ancient civilisations using evidence from the past.

Key vocabulary including civilisation, rainforest, biodiversity, ecosystem, sustainability, cacao, archaeology, deforestation, indigenous, Fairtrade and conservation is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their understanding of settlement, climate and adaptation developed through previous enquiries in Italy, Antarctica and medieval Britain.

They also draw upon earlier learning about rivers, ecosystems and historical evidence before developing more sophisticated understanding of sustainability, civilisation and environmental management.

Pitch Up
How will we challenge ourselves?

Students experience this enquiry through creativity, investigation and environmental decision making.

Students taste chocolate whilst investigating the importance of cacao within Maya and Aztec society before exploring how chocolate continues to connect people through global trade today. They build rainforest models, construct food webs and complete "adopt an animal" investigations to understand the complexity of rainforest ecosystems.

Students create Maya and Aztec masks, temples and symbols whilst using archaeological evidence to investigate how ancient civilisations lived. Ethical debates encourage students to explore the impact of deforestation and Fairtrade before making informed decisions about how rainforest environments should be protected.

Throughout the enquiry, students are encouraged to think like archaeologists, environmental scientists and global citizens whilst recognising the relationship between people and the natural world.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry develops students' understanding of sustainability, environmental responsibility and the relationship between people and ecosystems before they continue their Humanities journey into Year 8, where they investigate industrialisation, empire, trade, development and global inequality.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students discover that human societies have always depended upon the natural world for survival. By studying the Maya, Aztecs and the Amazon rainforest, they recognise that successful civilisations adapted to their

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Students also strengthen disciplinary skills including archaeological interpretation, map analysis, environmental investigation, evaluation, explanation and supported judgement.

environments whilst modern societies face increasing responsibility for protecting these fragile ecosystems.

The enquiry encourages students to understand that the decisions people make today will shape the environments and societies of tomorrow.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring indigenous communities, global trade and environmental responsibility. Moral understanding is developed through considering Fairtrade, conservation, deforestation and sustainable decision making. Students experience spiritual development through reflecting on humanity's relationship with nature and the beliefs of the Maya and Aztecs. Cultural understanding is developed through exploring ancient civilisations, traditions, art, mythology and the rich diversity of Central and South America.

Cross curricular links are made with Science through ecosystems, biodiversity and food webs; English through storytelling and ethical debate; Art through Maya and Aztec masks and symbolism; and Design Technology through model building and creative projects.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework particularly negotiation, teamwork, communication, organisation, creativity, and problem solving.

Resources

What books, websites, videos and materials will support our learning?

Read: BBC Bitesize Maya Civilisation Resources
Explore: Rainforest Alliance Education Resources
Watch: BBC Teach Rainforest Resources
Investigate: National Geographic Rainforest Resources
Explore: Fairtrade Schools Resources
Use: Chocolate tasting activities, rainforest models, biodiversity investigations, Fairtrade debates, Maya and Aztec creative projects.

The book we will be using as our literacy focus is:

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Humanities assessment exploring how trade and geography helped empires grow. Assessment activities include interpretation of trade routes and maps, analysis of artefacts and geographical barriers, and an extended written response evaluating why some empires became wealthy and influential.

Assessment tasks encourage students to explain connections between geography, movement, trade, and power whilst demonstrating secure understanding of how global interactions shaped civilisations. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, analysis, explanation, and evidence-based reasoning.

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Book: The Chocolate Tree: A Mayan Folktale by Linda Lowery *A brilliant literacy link connecting Maya civilisation, chocolate, rainforest environments, and cultural beliefs in an engaging way.*	The end point of the enquiry is for students to understand how trade networks connected different parts of the world and evaluate how geography influenced the growth and success of empires.

Topic 5
Enquiry

How did exploration change the world?

Big Picture
What are the main ideas and big questions in this topic?

The fifth enquiry takes students into The New World, where they investigate how Tudor exploration changed people's understanding of the world and transformed the lives of people across the Atlantic. Building directly on the previous enquiry into Central and South America, students now consider what happened when Europeans began travelling further across oceans and encountering societies that already existed in the Americas.

Students study the Tudor period as a time of religious, political and maritime change. They investigate why rulers, merchants and sailors wanted to explore, how ships and navigation improved, and how maps changed as Europeans learned more about the wider world. Through the study of ships such as the Mary Rose, students consider how naval technology, warfare and sea power helped England become increasingly outward looking.

The enquiry also explores the impact of European "discovery" on Central and South America. Students consider how the term "discovery" can be problematic because these lands were already home to complex societies, including the Maya and other indigenous peoples. They investigate how exploration brought trade, wealth and new knowledge to Europe, but also conquest, disease, exploitation and destruction for many communities in the Americas.

Geography plays a central role throughout the enquiry. Students develop map and navigation skills through the study of latitude, longitude, compass directions, ocean routes, scale and early world maps. They investigate why ports, coastlines and trade routes were so important and how settlements grew in strategic locations. Students also explore how oceans connected continents and allowed goods, people, ideas and power to move across the world.

The enquiry includes a strong local and national maritime connection through Chatham Dockyard and/or the Mary Rose. Chatham Dockyard can be used to explore how shipbuilding, naval power and Britain's coastal location helped the country become connected to global exploration and empire. The Mary Rose provides a vivid case study of Tudor naval ambition, maritime technology and life at sea.

This enquiry supports the History National Curriculum through the study of Tudor England, religious and political change, exploration, maritime power and Britain's developing connections with the wider world. It also encourages students to consider different historical perspectives by examining exploration from both European and indigenous viewpoints.

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The enquiry supports the Geography National Curriculum through the study of maps, navigation, oceans, trade, settlements, transport routes and global connections. Students use atlases, historical maps, compass directions, scale, GIS and geographical evidence to understand how exploration changed how people saw and used the world.

Throughout the enquiry, students continually return to one overarching question:
How did exploration change the world?

By the end of the unit, students understand that exploration changed more than maps. It changed trade, settlement, power, identity and the lives of people on both sides of the Atlantic. Students also recognise that exploration can be viewed very differently depending on whose perspective is being considered.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating the world's oceans, major sea routes, coastlines and ports. They explore latitude, longitude, compass directions, scale and map interpretation before investigating how navigation enabled increasingly ambitious voyages across the globe.

Students investigate how oceans connect continents through trade, migration and exploration whilst considering why ports became centres of wealth, settlement and power. Through local and national case studies including Chatham Historic Dockyard, students examine how Britain's geography supported maritime development.

Alongside this, students develop substantive historical knowledge by investigating Tudor exploration and the Age of Discovery. They explore the motivations behind exploration, the development of the Tudor navy and the significance of ships such as the Mary Rose before investigating how encounters between Europe and the Americas transformed societies on both sides of the Atlantic.

Students also investigate the experiences of indigenous peoples, considering how conquest, disease, colonisation and cultural change affected existing civilisations. Through the interpretation of historical evidence, they explore why the term "discovery" can be challenged and why different perspectives matter.

The enquiry is structured around a sequence of focused questions:

- What did Europeans mean by the "New World"?
- Who were the Tudors and why did exploration increase?
- How did ships such as the Mary Rose change exploration?
- How did sailors navigate across the oceans?
- How did maps change during the Age of Exploration?
- Why were ports and dockyards, including Chatham, so important?
- What happened when Europeans reached the Americas?
- How did exploration affect indigenous peoples?

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- How did exploration transform trade and settlement?
- How did exploration change the world?
-

Alongside this, students strengthen disciplinary understanding by interpreting historical maps, artefacts, ship plans, diaries, paintings, archaeological evidence and historical accounts. They learn how historians investigate changing interpretations of the past whilst geographers explain movement, location and global connections.

Key vocabulary including exploration, navigation, longitude, latitude, compass, colony, indigenous, trade route, cartography, empire and maritime is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will already have encountered ideas linked to trade, empire, maps, and geographical connections through previous Humanities enquiries. They may also have some prior understanding of explorers and sea travel from primary History and Geography learning.

This enquiry develops those foundations further by introducing students to navigation, ocean geography, long distance travel, and the global impact of exploration during the Tudor period.

Pitch Up
How will we challenge ourselves?

Students experience this enquiry through exploration, practical navigation and historical investigation.

Students transform the classroom into an Age of Exploration map room where they navigate using compasses, coordinates and historical maps before planning their own ocean voyages. Through trade route challenges they investigate the dangers faced by explorers and merchants whilst making decisions about routes, supplies and survival.

Students explore the Mary Rose through virtual tours and historical evidence before investigating Chatham Historic Dockyard to understand how shipbuilding helped England become a maritime power. They compare Tudor exploration with modern space exploration, considering the similarities between historical voyages and humanity's continuing desire to explore the unknown.

Throughout the enquiry, students are encouraged to think like navigators, explorers and historians whilst recognising that exploration brought both opportunity and significant consequences.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry prepares students for later Humanities topics linked to empire, migration, globalisation, conflict, development, and international trade. Students begin understanding how exploration contributed to cultural exchange, economic expansion, and the growth of global connections.

The enquiry also strengthens practical Humanities skills including map reading, navigation, interpretation of sources, geographical reasoning, and understanding how environments influence human activity and decision making.

Students discover that exploration connected continents and permanently changed the world. By studying navigation, maritime technology and encounters between different societies, they recognise that globalisation did not begin in the modern world but has developed over centuries through exploration, trade and cultural exchange.

The enquiry encourages students to understand that historical events can be interpreted from multiple perspectives and that exploration created both opportunities and profound challenges for different communities.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring cultural encounters, migration and global connections. Moral understanding is developed through considering colonisation, fairness, exploitation and the consequences of exploration for indigenous peoples. Students experience spiritual development through reflecting on curiosity, courage and humanity's desire to explore. Cultural understanding is developed through investigating Tudor England, indigenous societies and the exchange of ideas, goods and beliefs across continents.

Cross curricular links are made with Mathematics through coordinates and navigation; English through explorers' journals and persuasive writing; Science through navigation and ship design; Design Technology through model ships; and Computing through GIS and digital mapping.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly communication, leadership, and adaptability.

Resources

What books, websites, videos and materials will support our learning?

Read: BBC Bitesize Tudor Exploration Resources
Explore: The Mary Rose Museum Learning Resources
Watch: BBC Teach Exploration and Oceans Resources
Investigate: Royal Museums Greenwich Exploration Resources
Explore: National Geographic Oceans Resources
Use: Compasses, exploration maps, navigation activities, ship models, voyage simulations.

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Humanities assessment exploring how environments shape civilisations and how humans should interact with nature. Assessment activities include interpretation of archaeological evidence, maps, climate data and environmental sources alongside an extended written judgement evaluating the relationship between civilisation, geography and sustainability.

Assessment is weighted equally between substantive knowledge and disciplinary knowledge, ensuring students develop secure understanding

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The book we will be using as our literacy focus is: The Explorer by Katherine Rundell *An adventurous and accessible novel exploring survival, mapping, exploration, and unfamiliar environments which links strongly to themes of discovery and global exploration.*	of both historical and geographical content alongside the ability to interpret evidence, analyse environmental data, evaluate sources and make supported Humanities judgements. The end point of the enquiry is for students to understand that the natural environment has always influenced civilisation whilst recognising that protecting rainforest ecosystems is one of the greatest global responsibilities facing humanity today.

Topic 6 Topic/Theme/Enquiry	**How did trade connect the world?**

Big Picture
What are the main ideas and big questions in this topic?

The final Humanities enquiry takes students to **Asia and the Middle East**, where they investigate how the Silk Roads connected continents, cultures and civilisations across the ancient and medieval world. Completing their journey around the world, students discover that global connections existed long before European exploration and that trade shaped societies across Asia, Africa and Europe for thousands of years.

Students begin by locating the Silk Roads and investigating why Asia and the Middle East became the centre of one of history's greatest trading networks. Through maps and geographical enquiry, they explore how deserts, mountains, rivers, grasslands and seas shaped where merchants travelled and why some routes were more successful than others.

Geography sits at the heart of the enquiry. Students investigate how merchants adapted to some of the world's most challenging environments, including the Taklamakan and Gobi Deserts, mountain passes and vast open landscapes. They discover why oases and caravanserais became vital stopping places, providing water, shelter and opportunities for trade across otherwise inhospitable environments.

The enquiry also explores the importance of the Islamic Golden Age, with a focused study of medieval Baghdad. Students investigate why Baghdad became one of the world's greatest centres of trade, learning, science and culture, discovering how ideas, technologies, mathematics, medicine and religion travelled alongside valuable goods across the Silk Roads.

History and Geography work closely together throughout the enquiry. Students investigate merchants, travellers and Asian empires whilst also exploring how physical geography influenced movement, settlement, trade and communication. They discover that goods such as silk, spices, porcelain, tea and precious metals travelled alongside religions, languages, scientific discoveries and cultural ideas, creating one of history's earliest examples of globalisation.

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The enquiry is designed to feel adventurous, global and immersive. Students become merchants, explorers and route planners as they travel across giant Silk Road maps, solve desert survival challenges, negotiate trade, investigate mystery artefacts and experience the rich diversity of cultures connected by the Silk Roads.

This enquiry explicitly supports the History National Curriculum through the study of a significant non-European society, the Islamic Golden Age, medieval Baghdad, Asian empires, trade, cultural exchange and historical significance. Students investigate how ideas and innovation spread across continents and explore the importance of Asia and the Middle East in shaping the wider world.

The enquiry also supports the Geography National Curriculum through the study of locational knowledge, deserts, climate, ecosystems, adaptation, human geography, trade, transport, resources and global connections. Students strengthen geographical skills through the interpretation of maps, atlases, GIS, satellite imagery, scale, distance and route planning.

By the end of the enquiry, students understand that geography both connected and divided civilisations. They recognise that successful trade depended upon people adapting to challenging environments and that the Silk Roads helped lay the foundations for today's interconnected world.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating the location of Asia, the Middle East and the Silk Roads. They explore deserts, mountain ranges, rivers, grasslands and oases before investigating how these physical environments influenced movement, trade and settlement.
Students investigate how merchants adapted to harsh desert environments, learning about climate, water scarcity, camel caravans, navigation and survival. They examine why caravanserais and oasis settlements became essential stopping points, allowing merchants to rest, trade and continue their journeys across vast distances.

Alongside this, students develop substantive historical knowledge by investigating the Silk Roads, powerful Asian empires and the Islamic Golden Age. They explore why medieval Baghdad became one of the world's greatest trading cities and centres of learning before investigating how goods, religions, scientific discoveries and technologies spread between continents.

Students compare the Silk Roads with modern global trade, recognising that many of today's international connections have deep historical roots.

The enquiry is structured around a sequence of focused questions:

- What were the Silk Roads?
- Why was Asia and the Middle East important for trade?
- How did deserts shape Silk Road journeys?
- How did merchants survive crossing deserts and mountains?
- Why did oases and caravanserais matter?
- Why was medieval Baghdad so important?

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- What goods travelled along the Silk Roads?
- How did religion, science and ideas spread through trade?
- How are the Silk Roads similar to global trade today?
- How did trade connect the world?

Alongside this, students strengthen disciplinary understanding by interpreting maps, trade routes, historical accounts, artefacts, satellite imagery and geographical evidence. They learn how historians investigate cultural exchange and historical significance whilst geographers explain movement, adaptation, economic activity and the influence of physical landscapes on human decisions.

Key vocabulary including Silk Roads, merchant, caravan, oasis, caravanserai, desert, adaptation, trade, Baghdad, empire, globalisation and cultural exchange is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students build upon their understanding of exploration, navigation, settlements and global connections developed throughout earlier enquiries. They also draw upon previous learning about rivers, empires and physical geography before developing a deeper understanding of deserts, adaptation, trade and cultural exchange.	Students experience this enquiry through exploration, simulation and collaborative problem solving. Students physically travel across giant Silk Road floor maps, taking on the role of merchants transporting valuable goods between empires. Through route planning challenges they must decide how to cross deserts, mountain ranges and rivers whilst managing supplies, protecting valuable cargo and identifying the safest stopping places. Students investigate the geography of deserts by comparing the Taklamakan and Gobi with other deserts around the world, exploring how climate and physical landscapes influenced trade. Survival challenges encourage students to decide what equipment, animals and supplies would be needed to complete successful journeys across extreme environments. Students explore medieval Baghdad through maps, artefacts and virtual reconstructions, discovering why it became one of the world's greatest centres of learning during the Islamic Golden Age. Sensory activities involving silk, spices, tea and porcelain help students understand why luxury goods became so valuable, while trade simulations allow them to negotiate prices and exchange goods across different regions.

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	Throughout the enquiry, students are encouraged to think like merchants, geographers and historians whilst recognising that successful trade depended upon both human ingenuity and an understanding of the environment.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides an excellent bridge into Year 8, where students investigate industrialisation, empire, global trade, migration, development and global inequality. Students leave Year 7 with a secure understanding that people, places, environments and ideas have been connected for thousands of years. Students also strengthen disciplinary skills including map interpretation, route planning, historical interpretation, geographical reasoning, explanation and supported judgement.	Students discover that the medieval world was far more connected than is often imagined. By studying the Silk Roads, they recognise that Asia and the Middle East were home to powerful empires, thriving cities and remarkable centres of learning that influenced societies across Europe, Africa and beyond. The enquiry encourages students to understand that geography can create both opportunities and barriers. Throughout history, people have adapted to some of the world's most challenging environments in order to travel, trade and exchange ideas, shaping the interconnected world we know today.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring cooperation, cultural exchange and global interdependence. Moral understanding is developed through considering fairness in trade, the sharing of knowledge and the responsibilities that come with global connections. Students experience spiritual development through exploring the spread of religions, beliefs and ideas across continents. Cultural understanding is developed through investigating the achievements of Asian and Islamic civilisations and recognising their lasting contributions to science, mathematics, medicine and culture.

Cross curricular links are made with Mathematics through scale, distance and route planning; English through travel writing and historical narratives; Science through the achievements of the Islamic Golden Age; and Computing through GIS, satellite imagery and digital mapping.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly creativity, teamwork and communication.

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
Read: BBC Bitesize Silk Roads and Trade Resources Explore: British Museum Silk Roads Resources Watch: BBC Teach Trade and Exploration Resources Investigate: National Geographic Mapping Resources Explore: Royal Geographical Society Map Skills Resources Use: Giant Silk Road maps, merchant missions, trade simulations, artefact investigations, route planning activities. **The book we will be using as our literacy focus is:** Explore the Extraordinary History of the Silk Road by Christopher Steer *A visually engaging and accessible introduction to trade routes, empires, maps, and cultural exchange*.	Students complete a combined Humanities assessment exploring how trade connected the medieval world. Assessment activities include interpretation of maps, trade routes, historical sources, artefacts and geographical evidence alongside an extended written judgement evaluating how physical geography influenced trade, cultural exchange and the development of global connections. Assessment is weighted equally 50% between substantive knowledge and disciplinary knowledge, ensuring students develop secure understanding of both historical and geographical content alongside the ability to interpret evidence, analyse maps, explain geographical processes and make supported Humanities judgements. The end point of the enquiry is for students to understand that the Silk Roads were shaped as much by geography as by people, connecting continents through trade, adaptation and the exchange of ideas whilst laying the foundations for the modern interconnected world.