



# VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

## Geography curriculum map

“Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind.” Geographical Association

Curriculum text – *Gulliver’s Travels* by Jonathan Swift

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	To extend knowledge of the world’s major countries and their physical and human features. - To begin to understand how some of the physical and human features of The UK are created. -To build on knowledge of globes, maps and atlases, apply and develop this routinely in the classroom. - To use aspects of basic fieldwork to learn how to start to collect, analyse and draw conclusions from simple geographical data	Building Locational Knowledge Base Line Assessment Locational Knowledge [1] <u>Site &amp; Situation of Lincoln</u> Human Processes [1] Introduction to National Parks Mid Unit assessment	How do we use rural areas? National Parks – Location Conflict in rural areas Human Processes [2] Castleton End of Unit Assessment & Improvement Map skills Part 1	Map Skills Mid unit assessment <u>Map Skills Part 2</u> <u>Mt Etna cross section</u> Map Skills End of Assessment & Improvement	River Landforms River Landforms Physical Processes (1)  End of Unit Assessment & Improvement	River Flooding River Flooding Physical Processes (2) End of Unit Assessment & Improvement	<u>Fantastic Places</u> <u>Fantastic Places</u> <u>Locational knowledge [2]</u>  End of Unit Assessment & Improvement
8	-To develop understanding, through the use of place- based exemplars how processes in human and physical geography interact to influence, and change landscapes, environments and the climate in HICs and NEEs - To use individual fieldwork techniques to develop skills in the collection, analysis and drawing conclusions from geographical data	Brazil a NEE [Part 1] Introduction (Locational knowledge 3) Settlements Human Processes [3] Favelas Mid unit assessment	Brazil a NEE [Part 2] Ecosystems Physical Processes [3] TRF Issues DME: End of Unit Assessment & Improvement	Energy & Resources Classification of resources <u>Food Miles</u> <u>Plastics</u> <u>Biofuels</u> Human Processes [4] Mid unit assessment Renewable v non-renewable energy Greendale End of Unit Assessment & Improvement	Natural Hazards in Australasia Locational Knowledge [4] Physical Processes [4] (Tectonics) (Climate) Mid unit assessment End of Unit Assessment & Improvement	Crime <u>Crime</u> <u>Human Processes [5]</u> Mid unit assessment End of Unit Assessment & Improvement	Glacial Landforms Physical Processes (5) Erosional landforms Mid unit assessment Depositional landforms End of Unit Assessment & Improvement
9	--To consolidate and deepen understanding, through the use of detailed place-based exemplars how processes in physical & human geography interact to influence and change landscapes, environments and the climate in HICs and LICs. -To begin use sequenced fieldwork investigations to learn how to collect, analyse and draw conclusions from geographical data.	Global Development Human Processes [6] Development Indicators <u>Development Gap</u> <u>Sweat Shops</u> <u>Fairtrade</u> Mid unit assessment	Bhutan <u>Bhutan</u> <u>Introduction</u> Locational Knowledge [5] Changes Human processes [6] End of Unit Assessment & Improvement	Coasts Physical Processes [5] Erosional landforms Mid unit assessment Human Processes [7] Conflict in coastal areas Mid unit assessment DME End of Unit Assessment & Improvement	Population & Migration Human Processes [8] DTM Population pyramids Mid unit assessment Push / pull factors Case study End of Unit Assessment & Improvement	Settlement & Urbanisation Human Processes [9] Mid Unit assessment End of Unit Assessment & Improvement	<u>Geographical Issues</u> Geography in the news End of Unit Assessment & Improvement
10	--To understand more about the world, the challenges it faces and our place within it. -To focus on physical geography, further deepening the understanding of processes, and of complex people-environment interactions. - To understand the links and interrelationships between places and environments at different scales. - To be more confident using physical geography fieldwork to collect, analyse and draw conclusions from geographical data.	The Challenge of Natural Hazards  Natural Hazards (Tectonic Hazards)  End of Unit Assessment	Natural Hazards (Weather Hazards)  End of Unit Assessment	The Living World (Ecosystems – Deciduous / Tropical Rainforests)  End of Unit Assessment	The Living World (Cold Environments/ Climate Change)  End of Unit Assessment	The UK Physical Landscape (Coasts)  End of Unit Assessment	The UK Physical Landscapes (Rivers)  Fieldwork (Physical)  End of Unit Assessment
11	- To understand more about the world, the challenges it faces and our place within it. -To focus on human geography deepening understanding of human processes. -To understand the links and relationships between places at different scales. -To be more confident using human geography fieldwork to collect, analyse and draw conclusions from geographical data.	Urban Issues & Challenges (HIC/NEE) (Sheffield/ Lagos) End of Unit assessment	The Changing Economic World (HIC/NEE) (UK/ Nigeria)	Mock Examinations Fieldwork – Urban End of Unit Assessment	Resource Management End of Unit Assessment	Revision	Examinations
12	-To be increasingly confident in their geographical understanding, to engage critically with real world issues and places. -To develop the confidence to grow as independent and informed thinkers who understand the world’s changing peoples, places and environments. -To become confident and competent in selecting, using and evaluating a range of quantitative and qualitative techniques and applying them in their NEA	Coastal Systems & Landscapes Contemporary Urban Environments Sixth Form GA Conference Fieldwork Mid Unit Assessments	Coastal Systems & Landscapes Contemporary Urban Environments End of Unit Assessments	Ecosystems Under Stress Changing Places Mid Unit Assessments	Ecosystems Under Stress Changing Places End of Unit Assessments	Revision	Y12 Examination Fieldwork NEA
13	-To be confident in their geographical understanding, to engage critically with real world issues and places. -To continue to grow as independent and informed thinkers who understand the world’s changing peoples, places and environments. -To be confident and competent in selecting, using and evaluating a wide range of quantitative and qualitative techniques and applying them as an integral part of their final examinations.	NEA Sixth Form GA Conference Fieldwork Mid Unit Assessments	Water & Carbon Cycles Global Systems & Global Governance Revision Mid Unit Assessments	Mock Examination Water & Carbon Cycles Global Systems & Global Governance End of Unit Assessments	Revision  Sixth Form Revision Conference	Revision	Examination

The national curriculum frame work for geography is fully covered by the SRPA curriculum provision.



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## History curriculum map

*“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey*

Curriculum text – *A Skinful of Shadows* by Frances Hardinge

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<ul style="list-style-type: none"> <li>To select relevant details</li> <li>To make inferences about sources</li> <li>Use evidence to support a hypothesis</li> <li>Describe key features</li> <li>To develop subject specific vocabulary</li> </ul>	c.1000-1066: Anglo-Saxon England	1066-1215: Norman Britain	The Crusades and the Middle East	The Black Death and the Peasants Revolt	The Tudors	<u>American West, c.1865-1895</u>
8	<ul style="list-style-type: none"> <li>To apply relevant detail</li> <li>To explain why sources are useful</li> <li>To explain why you agree or disagree with an hypothesis</li> <li>To explain the importance of features</li> <li>To develop subject specific vocabulary</li> </ul>	Terrorism through time; what links the Gunpowder Plot and the Suffragettes? The causes, events and consequences	The English Civil War and the rise of witchcraft	Slavery: from the triangle trade to emancipation	<u>From emancipation to the Civil Rights Movement</u>	The Industrial revolution	Jack The Ripper
9	<ul style="list-style-type: none"> <li>To apply accurate and well selected detail</li> <li>To evaluate interpretations</li> <li>To evaluate an hypothesis</li> <li>To analyse key features for significance</li> <li>To develop subject specific vocabulary</li> </ul>	<u>The Titanic</u> and the causes of the First World War	What was it like to fight in the First World War? <u>Including the development of medicine</u>	Weimar Germany & the Rise of the Nazis	<u>The Holocaust</u>	1960s Britain	<u>The Russian Revolution</u>
10	<ul style="list-style-type: none"> <li>To apply well selected detail that is accurate and specific</li> <li>To analyse and evaluate sources</li> <li>To justify a judgement on the evaluation of an hypothesis</li> <li>To analyse for consequence, significance, similarity and causation</li> </ul>	American West: <i>The early settlement of the West</i> <i>Development of the Plains</i>	American West: <i>Development of the Plains</i> <i>Conflicts &amp; conquest</i>	Crime and Punishment <i>1000-1500</i> <i>1500-1700</i>	Crime and Punishment <i>1500-1700</i> <i>1700-1900</i>	Crime and Punishment <i>1700-1900</i> <i>1900-2000</i>	Crime and Punishment <i>Whitechapel: crime, policing and the inner city</i>
11	<ul style="list-style-type: none"> <li>To develop subject specific vocabulary</li> </ul>	Weimar & Nazi Germany <i>The Weimar Republic</i> <i>Hitler's rise to power</i>	Weimar & Nazi Germany <i>Nazi control and dictatorship</i> <i>Life in Nazi Germany</i>	Anglo-Saxon & Norman England <i>Anglo-Saxon and the Norman Conquest</i> <i>William I securing the kingdom</i>	Anglo-Saxon & Norman England <i>Norman England</i>		
12	<ul style="list-style-type: none"> <li>To apply well-selected and specific detail</li> <li>To analyse and evaluate primary and/or contemporary source material within its historical context</li> <li>To analyse an hypothesis creating a well justified substantiated judgement</li> <li>To analyse for consequence, significance, similarity and causation, creating substantiated judgements</li> </ul>	The affluent society: 1951-64	The affluent society: 1951-64 The Sixties: 1964-70	The Sixties: 1964-70	The end of the post-war consensus 1970-79	The end of the post-war consensus 1970-79 NEA	NEA
13	<ul style="list-style-type: none"> <li>To develop subject specific vocabulary</li> </ul>	The impact of Thatcherism: 1979-87	The impact of Thatcherism: 1979-87 Towards a new consensus: 1987-97	Towards a new consensus: 1987-97 The era of New Labour: 1997-2007	The era of New Labour: 1997-2007		

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## VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

### Ethics, faith and philosophy curriculum map

*“How wrong I had been. Friday was as loyal a friend as any man could want. With his many different skills he enriched my life on the island. We had found that two working together could do much more than working separately.” – Robinson Crusoe by Daniel Defoe*

Curriculum text – *My Sister’s Keeper* by Jodi Picoult

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	To begin to explain how beliefs and practices impact a believer. To make judgements about divergent views of belief, non-belief and philosophical concepts. To develop a subject specific vocabulary.	Intro to EFP The Island – experiential RE	Judaism – beliefs and practices	The Bible – how and why is it used	Islam – beliefs and practices	Eschatology - An exploration of Christian themes of life after death in “The Lion, the Witch and the Wardrobe”	Philosophy – What is truth?
8	To explain and analyse how beliefs and practices impact a believer. To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with evidence and examples. To build a good subject specific vocabulary and develop discursive writing skills.	Philosophy – What is God?	Buddhism - teachings	Christianity – The teachings of Jesus	Islam – A deeper exploration of misconceptions	Intro to Ethics – an introduction to views about what is right and wrong.	Conversion experiences (St Paul, St Peter, Malcom X, Nicky Cruz)
9	To extend explanation with detailed analysis on how beliefs and practices impact a believer. To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with sophisticated critical analysis. To show a good subject specific vocabulary in extended discursive writing and application to real life scenarios.	Ethics – Whose life is important?	Philosophy – Who is to blame for evil and suffering?	War and Peace in our world	Crime and Punishment	Religion and Science	(These themes are quite large and over run one term – Y9 will only study 5 themes)
10	To demonstrate a knowledge of religion, belief and non-belief including: <ul style="list-style-type: none"> <li>Beliefs, practices and sources of authority</li> <li>Influences on individuals, communities and societies</li> <li>Similarities and differences within and between religions and beliefs</li> </ul>	Issues in Relationships - relationships, sex and gender	Issues in life and death – The world, human life, death and the afterlife	(2 themes will over run into this term)	Issues of Good and Evil – crime and punishment, forgiveness, evil and suffering	Issues in Human Rights – human rights, discrimination, poverty and wealth	(2 themes will over run into this term)
11	To analyse and evaluate aspects of religion, belief and non-belief including their significance and influence in the world today. To use a wide range of subject specific knowledge and vocabulary developed over KS3/4 in a variety of writing styles. To apply demonstrated knowledge and understanding to a variety of current issues locally, nationally and worldwide.	Christianity – Beliefs and teachings	Christianity – Practices	Islam – beliefs and teachings	Islam - Practices	Revision and examination	

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## Sociology curriculum map

**“We are social creatures to the inmost centre of our being. The notion that one can begin anything at all from scratch, free from the past, or unindebted to others, could not conceivably be more wrong.” – Karl Popper**

**Curriculum text – *Lord of the Flies* by William Golding**

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The study of Sociology focuses on contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. It provides an awareness of the importance of social structure and social action in explaining social issues. Students will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>The intent is that students will:</p> <p>Acquire knowledge and a critical understanding of contemporary social processes and social changes</p>	The sociological context of Families and Households		The sociological context of education and education policy		Theory and Research Methods	Exam technique and consolidation of Y1
13	<p>Appreciate the significance of theoretical and conceptual issues in sociological debate</p> <p>Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</p> <p>Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society</p> <p>Develop a lifelong interest in social issues.</p>	Beliefs in society		Crime and deviance	Crime and deviance Revisit Theory and research methods	Exam technique and revision	

***The national curriculum frame work for sociology is fully covered by the SRPA curriculum provision.***



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## Travel & Tourism curriculum map

*“Travel makes one modest, you see what a tiny place you occupy in the world.” – Gustave Flaubert*

Curriculum text – *The Travels* by Marco Polo

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
12	<p>The travel and tourism industry is one of the fastest growing industries in the UK. The value of tourism to the UK economy is approximately £209 billion, and the sector employs around 4 million people.</p> <p>The first year of this qualification provides students with the knowledge, understanding and skills that will prepare students for further study in Y13.</p>	<p>Unit 1 The World of Travel &amp; Tourism</p> <p>Learning Aim A: Types of travel &amp; tourism</p> <p>Pause Point – Review &amp; Reflect Assessment Activity 1.1</p> <p>Learning Aim B: The types of travel &amp; tourism organisation, their roles and the products and services they offer to customers</p> <p>Pause Point – Review &amp; Reflect Assessment Activity 1.2</p>	<p>Learning Aim C: The scale of the travel &amp; tourism industry</p> <p>Pause Point – Review &amp; Reflect Assessment Activity 1.3</p> <p>Learning Aim D: Factors affecting the travel &amp; tourism industry</p> <p>Pause Point – Review &amp; Reflect Assessment Activity 1.4</p> <p>End of Unit Assessment</p>	<p>Unit 9 Visitor Attractions</p> <p>Learning Aim A Investigate the nature, role and appeal of visitor attractions.</p> <p>Assignment 1: What’s the attraction?</p> <p>Mock Examination Work Experience</p>	<p>Learning Aim B: Examine how visitor attractions meet diverse expectations of visitors.</p> <p>Assignment 2: Meeting diverse expectations</p> <p>Learning Aim C: Explore how visitor attractions respond to competition and measure their success and appeal.</p> <p>Assignment 3: Competitive Advantage</p> <p>Revision – Unit 1: The World of Travel &amp; Tourism</p>	<p>Revision – Unit 1: The World of Travel &amp; Tourism</p> <p>External Examination: Unit 1: The World of Travel &amp; Tourism</p> <p>Unit 9: Visitor Attractions</p>	<p>Unit 2 Global Destinations</p> <p>Learning Aim A: Geographical awareness, locations and features giving appeal to global destinations</p> <p>Pause Point – Review &amp; Reflect</p>
13	<p>During the second year of this qualification the focus changes from being predominantly a local and national focus to a global focus.</p> <p>The mandatory synoptic unit covers all of the work from Y12 and Y13.</p> <p>We continue to learn the knowledge, understanding and skills that will prepare students for further study or employment.</p>	<p>Unit 2 Global Destinations</p> <p>Learning Aim B: Potential advantages and disadvantages of travel options to access global destinations</p> <p>Pause Point – Review &amp; Reflect</p> <p>Learning Aim C: Travel planning, itineraries, costs and suitability matched to customer needs</p> <p>Pause Point – Review &amp; Reflect</p>	<p>Learning Aim D: Consumer trends, motivating and enabling factors and their potential effect on the popularity and appeal of global destinations</p> <p>Pause Point – Review &amp; Reflect</p> <p>Learning Aim E: Factors affecting the changing popularity and appeal of destinations</p> <p>Pause Point – Review &amp; Reflect End of unit assessment (Internal Mock)</p>	<p>External Examination Unit 2 Global Destinations</p> <p>Unit 1 Retake available</p> <p>Unit 3 Principals of Marketing in Travel &amp; Tourism</p> <p>Learning Aim A: Explore the importance of focusing on meeting customer needs to the success of marketing activities in travel and tourism organisations</p> <p>Assignment 1</p>	<p>Unit 3</p> <p>Learning Aim B: Examine the impact that marketing activities have on the success of different travel and tourism organisations</p> <p>Assignment 2</p> <p>Unit 3 Principals of Marketing in Travel &amp; Tourism</p> <p>Learning Aim C: Develop a marketing plan using research data that provides a viable business case</p> <p>Assignment 3</p>	<p>Unit 2: Global Destinations Retake available</p> <p>Unit 3 Principals of Marketing in Travel &amp; Tourism</p> <p>Learning Aim D: Investigate how the marketing plan meets industry and customer needs.</p> <p>Assignment 4</p>	

*The national curriculum frame work for travel & tourism is fully covered by the SRPA curriculum provision.*