



Curriculum map and rationale

History, Geography and Religion & Worldviews

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The curriculum plan

The following chart shows the substantive and disciplinary content of the Opening Worlds curriculum, in summary.

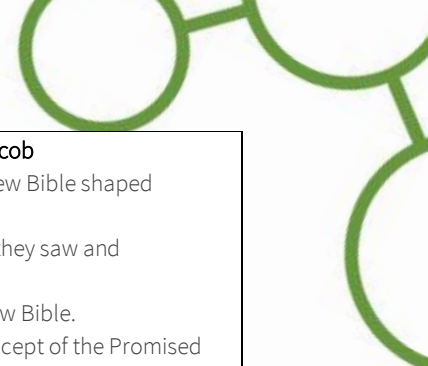
Substantive content is summarised in black.

Disciplinary content is threaded through all units, but the major disciplinary focus of each end-of-unit synoptic task is captured in the enquiry question shown in pink.

| Year | Term | History | Geography | Religion and Worldviews |
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| Year 3 | Autumn 1 | <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity In what ways did ancient Egypt change?</p> | <p>Rivers Depth focus: The River Indus - its source, course, human interactions with environment. How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn (prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p>Geographical skills: Using photographs</p> <p>Disciplinary focus: interaction How do rivers, people and land affect each other?</p> | <p>Hinduism 1: A Hindu story: Rama and Sita Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</p> <p>What does the story of Rama and Sita mean to Hindu peoples?</p> |



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| | Autumn 2 | <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p> | <p>Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people</p> <p>Geographical skills: Describing location using 4-point compass</p> <p>Disciplinary focus: interaction How do mountains and people affect each other?</p> | <p>Hinduism 2: More Hindu stories Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</p> <p>What do Hindus learn from Vishnu’s stories and symbols?</p> |
| | Spring 1 | <p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p> <p>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p> | <p>Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London.</p> <p>Disciplinary focus: diversity How are settlements similar and different?</p> | <p>Hinduism 3: Even more Hindu stories Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people</p> <p>How do Hindus show their devotion?</p> |



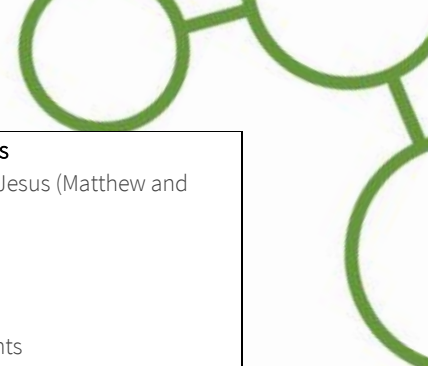
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| | Spring 2 | <p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p style="color: magenta;">Disciplinary focus: similarity and difference What did Greek city-states have in common?</p> | <p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales – Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Geographical skills: Optional local fieldwork on local shops – their sourcing, economic and ethical considerations.</p> <p style="color: magenta;">Disciplinary focus: interaction How are we connected to farmers?</p> | <p>Judaism 1 – Abraham, Isaac, Jacob How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.</p> <p>Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations.</p> <p style="color: magenta;">Why is the Promised Land so important in Judaism?</p> |
| | Summer 1 | <p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p style="color: magenta;">Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</p> | <p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p>Geographical skills: Using diagrams, describing distribution</p> <p style="color: magenta;">Disciplinary focus: interaction How do volcanoes affect a place?</p> | <p>Judaism 2 - Joseph, Moses and the Exodus Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land</p> <p>Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.</p> <p style="color: magenta;">Why do Jews celebrate the festival of Passover?</p> |



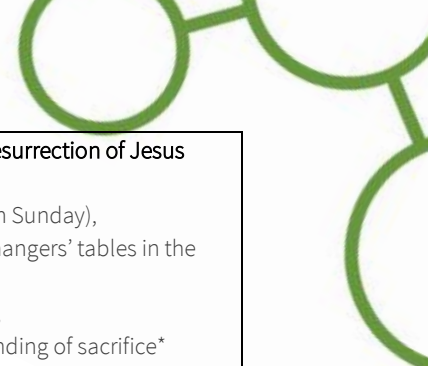
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| | Summer 2 | <p>Alexander the Great Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? Disciplinary focus: causation How did Alexander the Great conquer so much land?</p> | <p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude Disciplinary focus: interaction How does the climate affect the way people live?</p> | <p>Judaism 3 - Samuel, Saul, David and the Kingdom Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions' den, King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History) Note on Judaism units: Stories are framed through questions about Judaism, keeping a sense of it as the <u>Hebrew Bible</u> rather than a Christian ("Old Testament") lens. Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover "this food represents bitterness of tears...") How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</p> |
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| <p style="font-size: 2em; color: #4CAF50;">Year 4</p> | <p style="font-size: 1.2em; color: #4CAF50;">Autumn 1</p> | <p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p style="color: #E91E63;">Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</p> | <p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p>Geographical skills: Extending use of maps and photographs</p> <p style="color: #E91E63;">Disciplinary focus: diversity How are different parts of the Rhine and the Mediterranean used by people?</p> | <p>Christianity 1 – The family of Jesus The Roman province of Judea in first century BC. New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’) Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel Gabriel (the Annunciation). Mary and the visit to Elizabeth (the Visitation).</p> <p>Why are these stories important to Christians? Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions).</p> <p style="color: #E91E63;">Disciplinary focus: history and theology Why is the idea of ‘Messiah’ so important to Christians?</p> |
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| | Autumn 2 | <p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea). Persecutions of Christians in Rome (links to Christianity 1 and 2) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Roman ways of life?</i></p> | <p>Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p>Geographical skills: Thematic maps and using census data</p> <p><i>Disciplinary focus: diversity</i> <i>How and why does population distribution vary across Great Britain?</i></p> | <p>Christianity 2 – The birth of Jesus New Testament stories: birth of Jesus (Matthew and Luke’s Gospels) The nativity story The shepherds’ story The Wise Men (the Epiphany) Herod and the killing of the infants</p> <p>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p><i>How do Christians express their beliefs about Jesus at Christmas time?</i></p> |
| | Spring 1 | <p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p> | <p>Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p><i>Disciplinary focus: interaction</i> <i>How does the location of west Wales affect its coast?</i></p> | <p>Christianity 3 – Life and teachings of Jesus New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p><i>How does the life and teaching of Jesus affect the way in which Christians live?</i></p> |



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| | Spring 2 | <p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>What made each early Christian state special?</i></p> | <p>Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p>Geographical skills: Interpreting climate data</p> <p><i>Disciplinary focus: interaction</i> <i>How do tourists interact with a place?</i></p> | <p>Christianity 4 – The death and resurrection of Jesus New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers’ tables in the Temple, Last Supper (Maundy Thursday), Crucifixion & Christian understanding of sacrifice* (Good Friday), The Resurrection (Easter Day). *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</p> <p>Why are these stories important to Christians?</p> <p><i>What do the death and resurrection of Jesus mean in Christian traditions?</i></p> |
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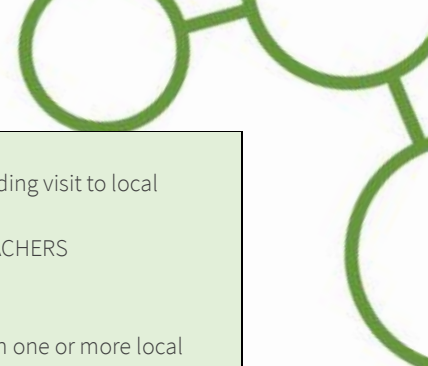


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| | Summer 1 | <p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p style="color: #e91e63;">Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</p> | <p>Earthquakes Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p>Geographical skills: Thematic maps</p> <p style="color: #e91e63;">Disciplinary focus: interaction How do earthquakes affect people and environments?</p> | <p>Christianity 5 – The message of Jesus spreads Stories from Acts of the Apostles and Paul’s epistles: The Ascension of Jesus and the apostles The Day of Pentecost Paul’s conversion and missionary journeys Gentile Christians, the Council of Jerusalem and multi-ethnic nature of the early Church Letters of Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. Early Christian Church including beliefs, worship and practices.</p> <p style="color: #e91e63;">How did Christianity develop in the early Church and how do we know?</p> |
| | Summer 2 | <p>Islamic civilisations (2) Muslim Cordoba Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p style="color: #e91e63;">Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?</p> | <p>Deserts Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p style="color: #e91e63;">Disciplinary focus: diversity Why are deserts located where they are?</p> | <p>Islam 1 - Ramadan Muhammad’s teachings about Sawm and Ramadan Ramadan and the Muslim calendar The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions</p> <p style="color: #e91e63;">What does Ramadan mean to Muslims today?</p> |

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| <p>Autumn 1</p> | <p>Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p>Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?</p> | <p>Why is California so thirsty? Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. Geographical skills: Interpreting a range of thematic maps</p> <p>Disciplinary focus: change How have the actions of people affected the drought in California?</p> | <p>Islam 2 – The stories of the prophets Stories from the Qur’an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud The Valley of the Ants What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on Continuities and contrasts in stories within different faiths in the Abrahamic tradition</p> <p>What do Muslims learn from the prophets as role models?</p> |
| <p>Autumn 2</p> | <p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cynethryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p>Disciplinary focus: evidence How have historians learned about Anglo-Saxon Britain?</p> | <p>Oceans Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps</p> <p>Disciplinary focus: change How can oceans affect human behaviour and settlements?</p> | <p>Islam 3 – Living Muslim traditions Living as a Muslim in contrasting traditions: Five pillars of Islam (Sunni) The ten obligatory acts (Shia) Living as a Muslim in places beyond Britain (spotlight: Lebanon). Focus on Salah Focus on Hajj and its relationship with stories from the prophets learned in Islam 2</p> <p>What lies behind the traditions of hajj?</p> |



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| | <p>Spring 1</p> | <p>Vikings in Britain (1) Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney, his victory over Guthrun, Guthrun's baptism and the Danelaw Scandinavian settlements in Britain. Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>Disciplinary focus: causation? Why did Vikings dominate large parts of Britain by 910?</p> | <p>Migration Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p>Geographical skills: Asking questions, eight-point compass</p> <p>Disciplinary focus: change Why do people migrate?</p> | <p>Christianity 6 - Living Christian traditions Christianity around the world: Britain, Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography). The evolution of Christianity within Muslim worlds (focus on Baghdad and Cairo). Visits to churches: how to 'read' a church Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox) How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?</p> <p>NB, see below, for potential to extend this unit into Spring 2. Schools might even merge Christianity 6 and 7, doing their visit to a church in the middle of Christianity 6.</p> <p>How are Christian beliefs and practices around the world similar and different?</p> |
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| | Spring 2 | <p>Norse culture including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p>Disciplinary focus: similarity and difference How were the Norse connected with other lands and peoples? *(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</p> | <p>North and South America Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas.</p> <p>Geographical skills: 4-figure references, thematic maps</p> <p>Disciplinary focus: diversity What are the pros and cons of living in a megacity?</p> | <p>Christianity 7 Christian sites and spaces, including visit to local church – school designed unit GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET</p> <p>School-designed unit to focus on one or more local Christian places of worship and communities, integrating a visit to a local church or cathedral. Schools will design this unit to suit their local church or cathedral of choice. Detailed guidance will be provided, just as with local history and geographical fieldwork.</p> <p>The aim is for schools to draw heavily on and revisit the content in the previous 6 units on Christianity, and especially Christianity 6, Living Christian Traditions.</p> <p>Given the richness of the material in Christianity 6, and the feedback that teachers and pupils would have welcomed more time to linger on it, schools might choose to use this half term to extend Christianity 6 into this term, perhaps stretching it over 8 or 9 lessons. They then might spend just 3 or 4 lessons preparing for, carrying out, and following up the visit to their local place of Christian worship, either embedded into the middle of Christianity 6 or following on from it.</p> |
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| | Summer 1 | <p>Vikings in Britain (2) Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p style="color: magenta;">Disciplinary focus: change/continuity How did the Vikings shape Britain?</p> | <p>The Amazon A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p>Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p style="color: magenta;">Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon?</p> | <p>Buddhism 1 – The prince who became the Buddha Geographical and historical setting incl story of Siddhartha Gautama The three great sights: illness, old age, death Suffering and human desire Enlightenment The never-ending cycle of samsara</p> <p>Links to ancient civilisations</p> <p style="color: magenta;">How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?</p> |
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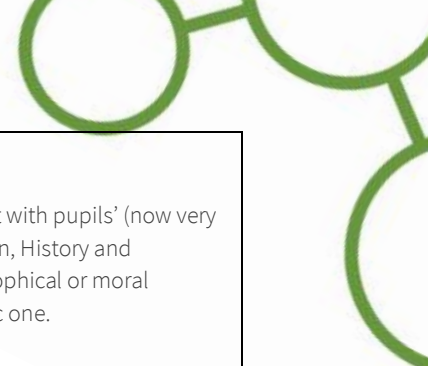


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| | Summer 2 | <p>Local history study – school-designed unit GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET</p> <p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p>Enquiry question developed by school to suit school-planned local study</p> | <p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</p> <p>The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation.</p> <p>Social connections, globalisation.</p> <p>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p>Disciplinary focus: interaction and change How does agriculture in the Amazon interact with other parts of the world?</p> | <p>Buddhism 2 – Buddhist stories and traditions</p> <p>Stories of the spread of Buddhism</p> <p>More Buddhist stories incl: Kisa and the mustard seeds Angulimala The monkey king</p> <p>Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path</p> <p>Buddhist practices including meditation, Tibetan, prayer flags</p> <p>Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion)</p> <p>Buddhism today in the UK, India, Tibet.</p> <p>What do Buddhist stories teach Buddhists about enlightenment?</p> |
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| <p>Autumn 1</p> | <p>The Maya Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians’ explanations for what happened to the Maya civilisation.</p> <p>Disciplinary focus: evidential thinking How do historians know about the Maya?</p> | <p>Energy and climate change How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global</p> <p>Geographical skills focus: Interpreting line graphs</p> <p>Disciplinary focus: Interaction How do local actions in the UK affect global climate?</p> | <p>Sikhism 1 – The teaching of the gurus Key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death The story of Nanak and the cobra Connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion) The importance of eating together: langar The ten human gurus The making of the Khalsa and Guru Gobind Singh The Guru Granth Sahib: the eternal living guru Sikh stories incl the milk and the blood from the chapatis Sikhism today incl London</p> <p>How do Sikhs use their stories and sayings in their everyday lives?</p> |
| <p>Autumn 2</p> | <p>Medieval African kingdoms This half-term’s unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils’ earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.</p> <p>Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?</p> | <p>Ethiopia An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p>Geographical skills focus: Population pyramids, longitude and time zones</p> <p>Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?</p> | <p>Sikhism 2 – Living Sikh traditions Sikhism in practice (referred to as Sikhi by Sikhs) Modern day Khalsa, incl the five Ks, as well as amrit Dhari, kesa Dhari, seha Dhari The gurdwara A typical langar meal in a gurdwara The importance of seva (service) in Sikhi Amritsar The festival of Vaisakhi Sikh identity in modern Britain</p> <p>How do Sikh traditions show Sikh beliefs?</p> |



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| | Spring 1 | <p>Cities in time 1 Shock cities</p> <p>The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall.</p> <p>Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).</p> <p><i>Disciplinary focus: historical significance</i> <i>What can one man's story reveal about a city?</i></p> | <p>Changing Birmingham</p> <p>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</p> <p>Where is Birmingham?</p> <p>How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment</p> <p>How is it changing now? Current issues, link to UN sustainable development goals, climate change</p> <p>What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <p>Geographical skills: Interpretation and presentation of data</p> <p><i>Disciplinary focus: change</i> <i>How much did Birmingham change between 1750 and the present day?</i></p> | <p>Holy spaces and places</p> <p>School designed unit</p> <p>A study of a religious site: To enrich and consolidate any of the world religions already studied; To deepen understanding of the idea of a sacred space To develop understanding of the nature of a worshipping community.</p> <p>One site from any other world religion.</p> |
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| | Spring 2 | <p>Britain in the era of the Second World War This unit includes the impact of war and post-war developments, including evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people; the involvement of diverse peoples in a global war; the causes and effects of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How diverse were experiences of British people in the era of the Second World War?</i></p> | <p>Jamaica An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward</p> <p>Geographical skills: tbc</p> <p><i>Disciplinary focus: change</i> <i>What is a preferable future for Jamaica’s tourist industry?</i></p> | <p>Stories which point to truth</p> <p>A series of stories which connect with pupils’ (now very wide) reference points in Religion, History and Geography which have a philosophical or moral framework, rather than a theistic one. For example, Aesop’s fables (from sixth-century Greece)</p> <p>These stories will be ideal for SATs warm-up. Focus is chiefly on simply reading, enjoying and talking about the stories. Each will use a vast range of vocabulary from numerous earlier units.</p> <p>This is also preparation for Summer 2 where pupils will examine non-religious worldviews</p> <p><i>What can we learn from Aesop’s fables about living a moral life?</i></p> |
| | Summer 1 | <p>Cities in time 2 Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</p> <p><i>Disciplinary focus: continuity</i> <i>What have cities across time held in common?</i></p> <p><i>if you prefer to do this unit in Summer 2, and your local history study in Summer 1, it is fine to swap them.</i></p> | <p>Local area enquiry – a double, school-designed unit</p> <p>GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET</p> <p>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p> | <p>Reason and Revelation</p> <p>How have philosophers asked questions such as: e.g. How can I live a good life? What is good? What happened before birth? What different kinds of arguments exist for a god or higher power? Why do these differ? Why are human beings interested in what will happen after death?</p> <p><i>What questions have people asked about what we can and cannot know?</i></p> |



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| | Summer 2 | <p>Local history study – school designed unit</p> <p>GUIDANCE DOCUMENT FOR TEACHERS NO PUPIL BOOKLET</p> <p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p>For this unit, guidance will be developed for those schools wishing to do local history specifically related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history.</p> | <p>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p> <p>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</p> <p>Disciplinary focus: How geographers investigate a place</p> <p>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</p> | <p>Christianity 8 Sacred places and spaces</p> <p>How have stories made places sacred?</p> <p>This unit will examine places in various parts of the world which have been special or sacred for Christian believers. The unit will also make connection between the three Abrahamic faiths of Judaism, Christianity and Islam, showing how the same place can be sacred to different believers and believers from different faiths, in different ways.</p> <p>This unit is under construction and will be ready for teaching in the academic year 2026-7.</p> |
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Note re Key Stage 1

- By way of preparation for the programme, during the Implementation Phase, schools do a full Opening Worlds preparatory unit on the Stone Age. This Stone Age unit culminates in a study of some Neolithic (which means ‘New Stone Age’) and Bronze Age sites in Britain. It is available to all schools who are subscribing to Opening Worlds. It therefore pulls a little of the National Curriculum Key Stage 2 content back into the end of Key Stage 1.
- This Stone Age unit is pitched for pupils at the end of Year 2. Schools who are about to adopt Opening Worlds normally teach it to all pupils who are about to begin the Year 3 programme in the following term (i.e. in Summer 2, before full roll out in the autumn, or in Autumn 2, before full roll out in the spring).
- Opening Worlds does not currently resource the rest of Key Stage 1, but following many requests from Opening Worlds communities, we have recently taken the decision to do so. We expect to have the first Year 1 units ready in time for roll-out in September 2027.
- Meanwhile, we have produced an indicative plan and guidance for teaching Key Stage 1 for both history and geography. These indicative plans act as a guide to schools for what a strong Key Stage 1 could look like. Each is available on request from your community’s Opening Worlds Cluster Lead.



The curriculum rationale

Why are scope, rigour, coherence and sequencing the drivers of the Opening Worlds humanities curriculum?

Each subject curriculum and its associated teaching approaches needs to secure the highest possible quality of education for pupils. Four closely related curricular attributes – scope, rigour, coherence and sequencing – are our measures of quality. These four curriculum attributes are the means and measure of strong curricula.

Rich, wide, varied content scope and academic rigour in content matter because a school subject must properly reflect the disciplines outside of school, to which the subject refers. Each school subject is made up of substantive content which must provide an adequate introduction to and representation of the full domain of the discipline. So a bitty, disconnected history curriculum that missed out major and influential features of the ancient world (e.g. Mesopotamia and the emergence of cities; or the origins of Islam) would be poor in scope. A tokenistic curriculum that did not show pupils how political structures came about or changed or was not representative of diverse peoples or only addressed women's history in tokenistic, random ways would be poor in scope.

Attention to academic rigour, means not only ensuring accuracy, but doing our best to reflect recent, well-warranted claims of scholarship. Opening Worlds units are written only after very careful reading of extensive scholarship old and new. A school history, geography or RE curriculum that was full of outdated claims would be poor in rigour. Rigour also means ensuring that pupils understand how scholars reach and test their claims, for example by enquiry, argument, interpretation of sources and establishing evidence. This is the disciplinary dimension which we explain further below.

Careful, deliberate sequencing ensures that the material is organised so that pupils' knowledge of *earlier* material enables them to access *later* material. Prior knowledge from earlier units in say Year 3 transform pupils' ability to make sense of related content or recurring terms that they meet in Years 4, 5 or 6.

As well as sequential order, the curriculum must also cohere in many other ways, with threads connecting topics such as ideas about settlement or land use which keep recurring in geography, the concept of holiness or sacrifice which appears in different guises across world religions or the role of ancient Greek ideas in understanding multiple reference points and developments in nearly all later history units. Coherence is multi-dimensional and you can see numerous examples of this spelled out in our subject progression documents which you will find here: <https://openingworlds.uk/planning-and-progression/>

For these reasons, since 2019, scope, rigour, coherence and sequencing have been Ofsted's expectations too. In their pursuit of the 'quality of education', these four ideas drive inspectors' questioning about content in all subjects. In the 2025 framework, this strong emphasis on curriculum remains. As the sections below explain, it is by ensuring that sequencing does its work in giving all pupils access to demanding knowledge, ideas and vocabulary, that inclusion is secured. There is a profound relationship between common, secure, wide knowledge, and inclusion.

Let's now see how these ideas play out in more detail within the programme. We will start by thinking about two types of content: substantive and disciplinary.

What is the difference between substantive and disciplinary content?

How do these two types of content structure each subject in the Opening Worlds humanities curriculum?

Just as in the sciences, when pupils learn the humanities, they tackle two closely linked types of content. In school curricula, these types of content are known as substantive and disciplinary. Any inadequacy in one will weaken the other, and each plays a vital part in securing scope, coherence, rigour and sequencing.

Substantive content

This is the substance that pupils learn in each subject – the building blocks of factual content expressed through accounts (stories, descriptions, representations, reports, statistics, source material, commentaries, explanations and analyses) and the vocabulary (concepts, terms, technical language) that enable pupils to move about within their own knowledge, to read and to communicate. Thus pupils gain the internal reference points that allow them to recognise the patterns, notice the contrasts, ask the questions and discuss the options that the disciplinary content will demand.

The substantive content for Opening Worlds humanities is shown above in the first part of this document. If you study the detailed map, you will notice that it is:

- ambitiously broad in **scope** (meeting and exceeding the demands of the National Curriculum in cultural, geographical and religious breadth and representation,
 - *for example*: the KS2 Geography NC requirement to gain place and locational knowledge across the UK, Europe and the Americas is served not in a minimal or tokenistic way, but by ensuring that pupils gain, over the four years, an in-depth knowledge of diverse reference points on

which to draw from across the world, from California, Jamaica and the Amazon Basin, to the Rhine, the Mediterranean and the Alps, to Wales, Birmingham and London, to the Indus Valley and the coastal communities of the Indian Ocean, with further underpinning from the historical and religious dimensions of these places);

- *for example*: pupils will gain a multi-faceted understanding of empires, conquest, political processes, governmental structures and functions, and their links with migration and the diverse cultural experiences of those caught up in migration, settlement and conquest, through revisiting these issues over and over again. This will lay solid foundations for understanding that Britain has been shaped by migrations over millennia, that this has always included diverse ethnicities, and that stories of different kinds, whether everyday lives and culture or struggles against injustice, are often silenced, so we must therefore keep asking good *questions* to uncover new layers or wider angles, which brings us to rigour....
- meticulous in **rigour** (responsive to up-date scholarship in history, geography, culture, religion and worldviews, and related fields such as philosophy and social science; current questions being pursued and the insights of scholars in these fields,
 - *for example*: the texts on (say) Islamic civilisations, the Byzantine Empire, the Maya, the arrival of Christianity in Africa, the ancient Mesopotamians, are scrupulously worded to ensure that claims are worded cautiously, with due regard for what scholars can be certain about and what remains informed conjecture and imaginative reconstruction from the relics and records the past leaves behind).
- highly **coherent** (intricate links have been built within and across subjects so that nothing sits in isolation but rather is supported and enriched both horizontally and vertically,
 - *for example*, by Year 6, when pupils are examining the arts within religion, they will not be loosely speculating on the bases of vague themes and the stimulus of a few examples; they will know enough about (say) the history of Christianity in Britain and the world, and its many manifestations, to appreciate, interpret and reflect on poetry, music and art in context; they will be able to relate ancient stories to each other, across civilisations, for example Beowulf, the epic of Gilgamesh and the Ramayana, understanding common features of stories that reflect and shape the various civilisations and their evolving beliefs about how to solve problems or how live together justly and peacefully).
- very carefully **sequenced** so that pupils' ability to understand new content, arrive with curiosity about a difficult new topic, instantly recognise a wide range of technical vocabulary, build a comparison and reach a critical judgement is systematically planned,

- o *for example:* pupils' study of the unit 'Interconnected Amazon' in Year 5 will be informed by extensive geographical vocabulary, geographical concepts, geographical ideas, approaches to geography in Years 3, 4 and early 5, such as understanding the water cycle, the nutrient cycle, processes of erosion and desertification, the importance of listening to indigenous voice, the ethical challenges of representing a distant place, ways of describing demographics, relevant locational knowledge, patterns and causes of migration, global connections in food supplies and the technical language of types of farming. They will arrive at 'Interconnected Amazon' with all this as a strong foundation.

For the scope, coherence, rigour and sequencing to achieve its full benefit for pupils, the substantive content must be taught with 'high-leverage' activities, so that pupils think hard about the substance itself, so that they assimilate and retain material efficiently and so that they gain confidence from their fluency in foundational concepts, terms and reference points. In this way vocabulary will become extremely secure, with the range of vocabulary that pupils recognise growing all the time and creating resonance as pupils' encounter it again and again, both consolidating that vocabulary and freeing up memory space for pupils to make sense of new material.

Knowledge is highly 'sticky'. The cumulative effect of being secure in rich stories, a detailed 'sense of place' and a profound 'sense of period' is that pupils' curiosity is on fire. Their hunger for yet more knowledge, as connections and relationships multiply, soon grows very naturally.

Disciplinary content

This is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by its practitioners (historians, geographers, philosophers, theologians, artists). It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and renewed, that there are standards of truth for such renewal. This constant quest for better and better understandings of our world inspires both awe and humility in all of us.

Every time pupils are reminded of how geographers are collaborating to establish the serious extent of climate change, both teachers and pupils are humbled and challenged. Every time pupils are reminded how historians are making us view the past differently or foregrounding the voices of the disadvantaged, oppressed and marginalised, both teachers and pupils are inspired and spurred to new curiosity for unearthing hidden voices. Every time pupils are shown how scientists and geographers have worked together to reach a particular finding or how religious communities have built great art, architecture and music and changed our standards of artistic achievement, we are all inspired.

The disciplined pursuit of truth, in itself, is also all about values – it depends on values and it fosters them. Society must trust the products of scholarship and scholars must work collaboratively with mutual respect and confidence in shared values such as being honest in all claims, analysing data rigorously and avoiding all forms of exploitation in the pursuit of their goals.



The disciplinary aspect of the subject therefore directly fosters the critical and creative aspects of learning, and these are strengthened by the distinctive demands of the subject. Pupils must learn how to shape good geographical enquiries, how to build or judge an historical argument from evidence and how to recognise different kinds of philosophical and theological questions and understand why these matter for themselves and others. In doing these things, pupils are being introduced to the subject as a long tradition of enquiry, argument, debate. They are being introduced to a disciplined and relentless quest for truth that forms an endless conversation between human beings over time. Armed with growing substantive knowledge and increasingly understanding the subject as a living, breathing, vibrant discipline, pupils are being taught how to take their future place in that ongoing conversation: joining in the arguments, pursuing the enquiries, respecting the efforts of others and judging the results.

More specifically, this works in the three humanities subjects as follows. It results in the constant practice of various subject-specific skills, each of which interacts with some aspect of disciplinary knowledge (for history and geography these are consistent with the requirements for subject skills which are found in the 'Aims' of each National Curriculum):

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity and difference, and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, gain familiarity with diverse primary sources that the past leaves behind and discern how and why subsequent arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- engage in geographical reasoning about change (including past, present and future change), diversity across space, and interaction between places, phenomena and processes in the world;
- collect, analyse, record and interpret geographical data, gaining skills of geographical enquiry, including fieldwork;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



In studying religions through multiple disciplines, pupils will:

- learn about and learn from the different kinds of question human beings can ask about religious origins, beliefs and practices, namely questions that derive from philosophy, theology, social sciences and history, *for example*, when studying a particular religion in a particular place, asking the following different kinds of question: how does this story from the Quran help Muslims to understand this precept from the hadith? What does this New Testament story mean to Christians? What are the big ideas that this Hindu story reflects (eg dharma)? How are these ideas expressed in other stories and in diverse religious practices across time and space? Or, how does this religious community perceive matters of justice? How has this religious tradition tackled the challenge of injustice to one another? How does this community's beliefs shape its approach to injustice? What does this community teach about injustice and why? What insights about injustice can we gain from this religious communities' texts, art, traditions and practices?

While we are not expecting pupils of primary age to distinguish explicitly between these four disciplines, the programme will always be clear to teachers about whether the question being pursued is being examined as philosophy, theology, social sciences and history, so that the conditions under which valid claims can be made are very clear.

How does the study of history, geography and religion support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that, *if thoroughly and securely taught*, builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. We know that pupils only read with the speed necessary for fluency when they have adequate prototypes for abstract words and phrases, and when their densely structured schemata allow them to 'chunk' the incoming text for meaning. Vocabulary size is the outward sign of the inward acquisition of knowledge.

Moreover, the types of account that form each subject's processes and products – its narratives, analyses, arguments – give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Pupils' reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.

Every history, geography and religion lesson is therefore a lesson playing a central part in improving reading, even when a text is not actually being read! And the range of reading pupils do in these lessons will be extensive. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned that vocabulary acquisition.

How does the study of knowledge-rich humanities support the development of wider capabilities, such as formation of moral values, the disposition to value or challenge the world as we find it or knowing how to engage constructively with the shared challenges of today?

The material relevant to values that threads through the Opening Worlds humanities curriculum will be clear already from the above. But let us look more closely at how this works by considering what the humanities uniquely offer certain capabilities in our young people: the development of values, attitudes dispositions and capabilities, and some specific examples of particularly strong threads within the Opening Worlds humanities programmes. (You can track these further and find many more threads in the detailed outline of substantive content above.)

Given that they uniquely address the study of humans in society through time and their interaction with the planet, the humanities subjects provide distinctive contributions to pupils' overall education. If scope, rigour, coherence and sequencing are properly configured, these subjects foster the knowledge, skills and dispositions which allow pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;


- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

It is through a rigorous focus on scope, rigour, coherence and sequencing that these are secured for all pupils.

Let us cut across the subjects and examine how this works for three major themes whose threads you can easily see in the detailed substantive content outline above. We will just take the examples here of climate change, multiculturalism and diversity, and social injustices.

Climate change (understanding it and being prompted to informed, responsible action on various scales)

- scope: the overall geography programme builds a comprehensive knowledge base for ensuring that pupils are in a position to understand the problem geographically and scientifically (and in future this can draw directly on specific science knowledge in a good science curriculum). In each year pupils come at this issue from many angles – rain forests, oceans, climate, land use, human interaction with resources and sustainability are addressed again and again, in contrasting regions of the globe, until the more sophisticated problem-solving and enquiries pupils will undertake in Year 6 are based on very firm foundations of pupil knowledge, interest and motivation.
- coherence: the overall geography programme ensures that pupils' encounters with themes pertinent to climate change are not random and complement each other explicitly; moreover, the additional knowledge pupils gain about human action, human exploitation of other humans and the land, beliefs associated with resources and the land, ensures that pupils gain a rich sense of period and sense of place that makes the study of those regions of the globe where climate change is most visible or being accelerated is not superficial, forgettable and abstract, but richly memorable in its visual colour and stories of human interaction (eg Antarctic, Amazon basin, various tourist areas, immediate local references in community procurement of food in local areas)
- rigour: understanding climate change demands proper geography and proper science; instead of superficial arguments reliant only on the moral case, pupils will understand how geographical data has shown us climate change at work, how specifically *geographical* questions have shaped



enquiries which help geographers to gain the new knowledge that they need to establish the causes, pace and effects of climate change, how patterns of interaction and interdependence make bad habits hard to break and what geographical thinking can do to help us tackle this.

- sequencing: simply parking lots of references to climate change or lots of topics on climate change all over the curriculum would be a woefully inadequate and inefficient way to build a curriculum. Instead, each new geographical issue or topic builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to act for climate change is powerful. By the time pupils reach the unit, **Energy and climate change**, in Year 6, a vast amount of preparation has been done for it in multiple ways in previous geographical units.

Multi-culturalism and diversity (understanding the origins of diversity, valuing varied contributions to human and social thriving by diverse peoples, contributing positively to harmonious diverse communities, challenging racist assumptions wherever we find them)

- scope: multi-culturalism, across the globe, and especially in Britain is probably the most salient and constant theme of the whole programme. The study of ancient civilisations, each taken seriously (as the NC requires) is fundamental to understanding what unites rather than divides us, while also celebrating its diverse manifestations. The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. On this foundation, the stories and settings chosen for history repeatedly show examples (e.g. depth on Cordoba in Southern Spain) of contrasting faith communities collaborating in life and work, and displaying mutual respect, or failing to collaborate, failing to comprehend one another, initiating fear and suffering the consequences. The very strong central thread of multi-cultural Britain is woven throughout the history programmes, so that by Year 6, in history, geography and RE, sophisticated studies of the diversity of London, especially the rich contributions of diverse communities to the arts, is possible.
- coherence: in this programme – multi-cultural settings and multi-cultural Britain never just surface from nowhere. The temporal, geographical and religious dimensions are carefully taught so that pupils can see the bigger picture and respect complexity in their enquiries.
- rigour: understanding that even the questions we ask are affected by our assumptions. How do we make sure we are listening to the ways in which certain stories have been silenced? Are we asking better and better questions in order to tackle issues in how silent voices are heard, how certain peoples have been (and still are) oppressed, how our own values might be shaped by narrow assumptions? Across the programme, pupils will learn how historical questions, geographical questions, religious and philosophical questions, and so forth, can help us to do justice to our study of the past, our study of place and our study of cultures and beliefs.

- sequencing: simply parking lots of references to multi-culturalism or topics on multi-culturalism all over the curriculum would be an inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to protect, nurture and value diverse societies has very strong roots in knowledge and in disciplinary thinking. By the time pupils reach the unit, **Medieval African kingdoms**, in Year 6, a vast amount of preparation has been done for it in multiple ways in previous history units, such as Year 4's **Christianity in three empires** which will have transformed any narrow understandings of Christianity through a study of the African Christian empire of Aksum. The sequencing ensures that the Year 6 unit builds on this and pupils' prior knowledge of Aksum, if properly taught and learned, will be transformative in inclusion: in including all pupils in the many references back to that Year 4 work which, thanks to the sequence of units, the pupils have the vocabulary and narrative frameworks to understand.

Social injustice (e.g. hearing the voices or studying the agency of disadvantaged or marginalised peoples; discerning and analysing exploitation and injustice)

- scope: the history topics are socially broad, going way beyond the high political narratives one might have seen in history courses 50 years ago; instead, all types of people are giving voice, made visible and understood in the context of the wider situations that affected how they lived. Examples of the disadvantaged and oppressed are extensive in the Opening Worlds humanities programme with very particular case studies used to deepen knowledge, combat stereotypes, highlight agency, stimulate ethical enquiry and think through problem-solving solutions in the past and possibilities for the future. For example, in geography, the study of indigenous people in the Amazon and the dynamics of power in their interactions with communities on a global scale, the favelas in Bolivia, in history the study of the poor in all the societies covered, the treatment of the poor and attitudes towards the poor (positive and negative) in various religious communities. Notice the constant return to cities so that the local impact of global trends and shifts is surfaced, with its consequences for diverse peoples.
- coherence: the above links up profoundly within and across subjects. By understanding the context of South America, the reasons why settlements grow, the patterns of power and land-use, pupils have a huge amount of knowledge to draw on when they reach their study of how and why the favelas emerged, why stereotypes emerge and why they are damaging and how possibilities arise for improvement through empowerment.
- rigour: good historical and geographical questions will foreground the causes, consequences, patterns of change, significance and diversity within communities whose stories might previously have been underrepresented in study of the past or the world today. Pupils will learn how to interrogate diverse sources of evidence and to understand that a central challenge for historians is to render more communities visible, when very often the poor leave far fewer traces behind them in buildings, art and writings, than the wealthy. Notice how pupils are increasingly enabled and challenged, in

geography, to think about the complexity of future planning problems (such as in the Year 6 unit on Birmingham) where they learn that the solution to one problem for one community might negatively affect another community. Through learning how to conduct rigorous geographical enquiries, ones which are greatly enriched by solid prior knowledge, they learn how solving (say) a town planning problem requires negotiation, compromise and careful accounting of diverse peoples' needs.

- sequencing: while the incidence of stories about and problems concerning disadvantage will be extensive in all three subjects, simply parking lots of references to poverty or oppression all over the curriculum would be an inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about (say) the agency and contributions of marginalised groups, and ways of making claims about these things with rigour, leaves pupils with better questions, more curiosity and more intellectual tools with which to construe, assess or act.