



Chadsgrove Curriculum Long Term Planning: Pioneers Pathway - History and Geography

Curriculum Intent

History:

Chadsgrove's History curriculum is designed to develop pupils' curiosity about the past and to help them understand how it has shaped the world they live in today. Through engaging and meaningful learning experiences, we aim to support pupils to develop a sense of chronology, identity and belonging while equipping them with the knowledge and skills to explore historical events, significant individuals and changes over time.

Within the Pioneers Curriculum Pathway, the History curriculum is based on the programmes of study from the National Curriculum and provides pupils with access to key historical knowledge and enquiry skills. The curriculum is adapted to meet the diverse needs and abilities of our pupils so that all learners can access historical learning at an appropriate level while developing their confidence, independence and curiosity.

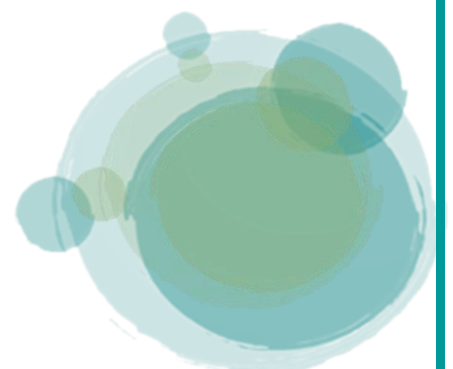
Our intention is for pupils to develop an understanding of the past through exploration of sources, discussion and enquiry. Opportunities to revisit and build upon prior learning enable pupils to make connections, develop their understanding of chronology and deepen their historical knowledge over time. Through this approach, we aim to foster enjoyment of History while supporting pupils to understand their place in the world and the experiences of others.

Geography:

Alongside their understanding of the past, Chadsgrove's Geography curriculum supports pupils to explore and make sense of the world around them. It encourages curiosity about places, people and environments, helping pupils to develop an awareness of their local area as well as the wider world.

The curriculum is informed by the Geography National Curriculum and introduces pupils to key geographical concepts such as place, space and environment. Pupils are supported to develop practical skills, including using maps, recognising features and engaging in simple fieldwork, in ways that are accessible and relevant to their experiences.

Our intention is for pupils to learn about the world through first-hand experiences, observation and exploration. By returning to important concepts and locations, pupils deepen their understanding of physical and human features and how they are connected. Through this approach, we aim to foster enjoyment of Geography and support pupils to develop a sense of place and awareness of the wider world around them.



Curriculum Implementation

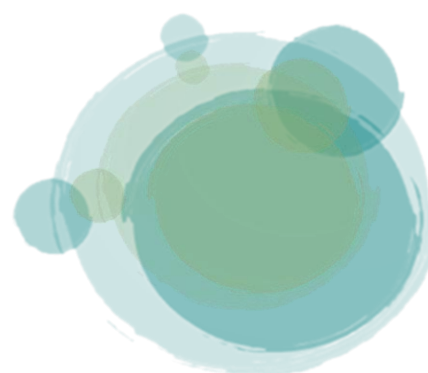
At Chadsgrove, pupils in the Pioneers Curriculum Pathways follow elements of the National Curriculum in History and Geography, incorporating a thematic approach. Teachers will use National Curriculum Learning Outcomes and further adapt these to create learning opportunities, based upon individual pupils' needs, as detailed in Medium Term Plans.

The Long Term Plan below outlines the distribution of Geography and History topics over the year and ensures this a balanced curriculum. The nature and organisation of these lessons depends upon the age and ability of the pupils. Lessons are adapted and personalised so that all pupils can access their lessons appropriately.

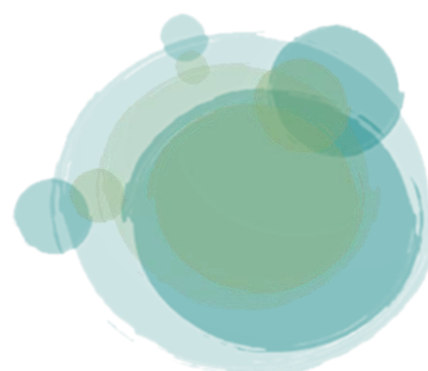
Pioneers 1

Term	Autumn 2025	Spring 2026	Summer 2026
Topic	People and Places	Amazing Animals	Out at Sea
National Curriculum Content	Geography: - use simple fieldwork and observational skills to study the geography of their school and its grounds - use aerial photographs and plan perspectives to recognise landmarks - use simple compass directions and locational language - use basic geographical vocabulary to refer to human and physical features <i>Topic suggestions: Local area study</i>	Geography: - name and locate the world's seven continents and five oceans - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes <i>Topic suggestions: Hot and cold places, habitats in different continents</i>	Geography: - name and locate the world's five oceans - use basic geographical vocabulary to refer to physical features including sea, ocean, beach and coast - use world maps and globes <i>Topic suggestions: Seas and Oceans of the world</i>
	History: Significant historical events, people and places in their own locality. <i>Topic suggestions: Explore the life of John Cadbury and the introduction of Cocoa Beans. How has chocolate changed over the years? Visit to Cadbury World.</i>	History: The lives of significant individuals in the past who have contributed to national and international achievements <i>Topic suggestions: Explore the lives and contributions of naturalists and scientists who have developed our understanding of animals e.g. Charles Darwin, David Attenborough, Steve Irwin</i>	History: The lives of significant individuals in the past who have contributed to national and international achievements <i>Topic suggestions: Explore the life of Christopher Columbus</i>

<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
<u>Topic</u>	<u>All About Me</u>	<u>Let's Build</u>	<u>Out and About</u>
National Curriculum Content	<u>Geography:</u> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use basic geographical vocabulary to refer to human features including city, town and village - use maps and globes <i>Topic suggestions: Where I live – UK, home, school and surroundings</i>	<u>Geography:</u> - use basic geographical vocabulary to refer to key physical and human features - understand geographical similarities and differences through studying a small area of the UK <i>Topic suggestions: Human and physical features (homes, towns, cities)</i>	<u>Geography:</u> ☐ use simple compass directions (North, South, East and West) ☐ use locational and directional language ☐ use simple fieldwork and observational skills ☐ use maps and aerial photographs <i>Topic suggestions: Maps, routes and simple navigation</i>
	<u>History:</u> Changes within living memory <i>Topic suggestions: Learn about toys and childhood in the past, school life long ago. Set up a toy museum. Visit to the Black Country Museum. Role play a day at school 100 years ago. Learn about how toys are made – compare and sort old and new toys</i>	<u>History:</u> Changes within living memory <i>Topic suggestions: Learn about houses and buildings in the past, castles and early homes</i>	<u>History:</u> Events beyond living memory that are significant nationally or globally <i>Topic suggestions: Learn about buses, cars and trains now and in the past. Explore the life of William Morris – founder of Morris Motors born in Worcester. Look at how cars have changes over the years. Look at how wheels work. Design and make a car.</i>



<u>Term</u>	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer 2028</u>
<u>Topic</u>	<u>Wonderful World</u>	<u>Perfect Plants</u>	<u>Journeys</u>
National Curriculum Content	<u>Geography:</u> - name and locate the world's seven continents and five oceans - use world maps, atlases and globes <i>Topic suggestions: Continents and countries of the world</i>	<u>Geography:</u> - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to physical features <i>Topic suggestions: Weather and seasons in the UK linked to helping things grow</i>	<u>Geography:</u> - understand geographical similarities and differences through studying a small area of the UK and a small area in a contrasting non-European country - use maps, atlases and globes <i>Topic suggestions: Comparing places – UK and contrasting non-European location</i>
	<u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements, <i>Topic suggestions: How we get in touch with people around the world. Use of messengers (human / birds), telegrams, post, postman. Look at the life of local man Sir Rowland Hill who invented the pre-paid postage stamp How this has changed now.</i>	<u>History:</u> Changes within living memory <i>Topic suggestions: Farming then and now</i>	<u>History:</u> The lives of significant individuals in the past who have contributed to national and international achievements <i>Topic suggestions: Wright Brothers first flight, Neil Armstrong</i>

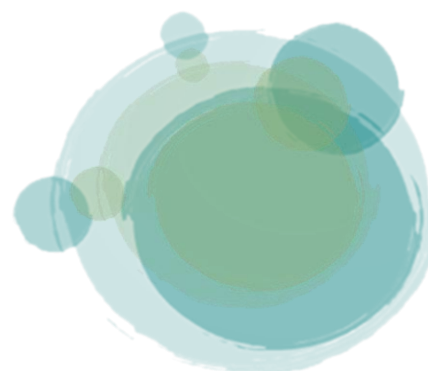


Pioneers 2

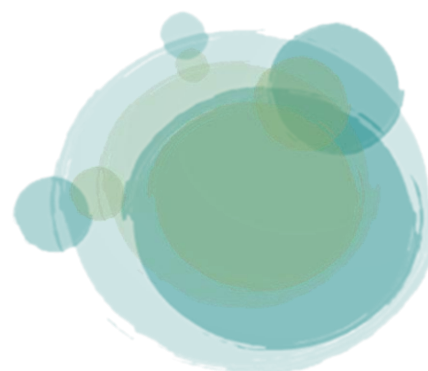
<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
<u>Topic</u>	Africa	Our Community / Britain	Celebrations / Food & Drink
National Curriculum Content	<u>Geography:</u> - locate the world's countries, using maps to focus on Africa - understand geographical similarities and differences through the study of a region within Africa - describe and understand key aspects of physical geography including climate zones - describe and understand key aspects of human geography including types of settlement and land use - use maps, atlases and globes <i>Topic suggestions: Contrasting non-European region – climate, land use and settlements</i>	<u>Geography:</u> - name and locate counties and cities of the United Kingdom and geographical regions - identify human and physical characteristics of the UK - use fieldwork to observe, measure, record and present the human and physical features of the local area - use maps, atlases and digital mapping <i>Topic suggestions: UK regions, counties and local fieldwork</i>	<u>Geography:</u> - describe and understand key aspects of human geography including trade links and the distribution of natural resources - use maps and atlases <i>Topic suggestions: Trade, food origins and global connections</i>
	<u>History:</u> A non-European society that provides contrasts with British history <i>Topic suggestions: Learn about the history of Africa</i>	<u>History:</u> A local history study <i>Topic suggestions: Learn about the local area</i>	<u>History:</u> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England <i>Topic suggestions: Anglo-Saxon festivals – e.g., midwinter celebrations, harvest festivals. Bonfires and feasts – relate to modern celebrations like Christmas or harvest festivals. Storytelling and songs – traditional ways communities celebrated.</i>



<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
<u>Topic</u>	Victorian Britain	The Human Body	Asia
National Curriculum Content	<u>Geography:</u> - name and locate counties and cities of the United Kingdom - describe and understand key aspects of human geography including land use and economic activity - use maps and atlases <i>Topic suggestions: Land use and industrial change in the UK</i>	<u>Geography:</u> - describe and understand key aspects of physical geography including climate zones and biomes - understand how geographical factors affect human activity <i>Topic suggestions: Climate zones and how environments affect people</i>	<u>Geography:</u> - locate the world's countries using maps, focusing on Asia - understand geographical similarities and differences through the study of a region within Asia - describe and understand key aspects of physical and human geography - use maps, atlases and globes <i>Topic suggestions: Study of India or China – physical and human geography</i>
	<u>History:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Topic suggestions: The Victorians</i>	<u>History:</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world <i>Topic suggestions: Hippocrates and medicine – introduce the idea of doctors and caring for the body. Olympic Games – link to movement, muscles, fitness, teamwork, and coordination. Greek diet – simple discussion about what helps the body stay healthy.</i>	<u>History:</u> A non-European society that provides contrasts with British history <i>Topic suggestions: Learn about early Islamic civilization</i>



<u>Term</u>	<u>Autumn 2027</u>	<u>Spring 2028</u>	<u>Summer2028</u>
<u>Topic</u>	How Things Move and Work	Mysteries / Time Travel	Rivers and Coasts
National Curriculum Content	<u>Geography:</u> - describe and understand key aspects of human geography including trade links and economic activity - use maps, atlases and digital mapping <i>Topic suggestions: Transport, trade and economic activity</i>	<u>Geography:</u> - describe and understand key aspects of physical geography including volcanoes and earthquakes - use maps and atlases <i>Topic suggestions: Physical geography – mountains, volcanoes or earthquakes, focus on Italy</i>	<u>Geography:</u> - describe and understand key aspects of physical geography including rivers and the water cycle - use maps, atlases and globes - use the eight points of a compass, grid references, symbols and keys <i>Topic suggestions: Rivers, coasts and the water cycle including coastal regions of a European country e.g. France or Spain, and the journey of a European river e.g. Rhine or Danube with focus on how human and physical processes interact</i>
	<u>History:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Topic suggestions: Learn about the Industrial Revolution and technological change</i>	<u>History:</u> Changes in Britain from the Stone Age to the Iron Age <i>Topic suggestions: Travel back in time to prehistoric times</i>	<u>History:</u> The Roman Empire and its impact on Britain <i>Topic suggestions: Learn about how Romans changed landscape of Britain: Roman roads, towns etc.</i>



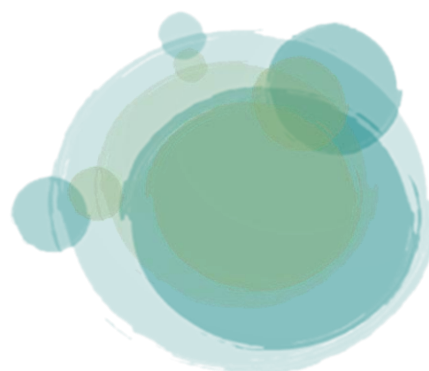
Pioneers 3

The Pioneers 3 Humanities curriculum is designed to support pupils in working towards accredited outcomes through the WJEC Entry Pathways Humanities qualification. Learning is structured to provide a broad and balanced experience across History, Geography and Religious Education, with units carefully selected to reflect pupils' interests, needs and future aspirations.

Pupils will develop knowledge and understanding of the world around them, including past events, communities, environments and belief systems. Through engaging and relevant themes, pupils build subject-specific skills such as enquiry, interpretation, comparison and communication, while also strengthening literacy, independence and critical thinking.

Units are chosen from the WJEC framework to enable pupils to progressively build evidence towards their Entry Level accreditation, ensuring that learning is purposeful and clearly linked to assessment outcomes. Opportunities for revisiting and consolidating knowledge are embedded throughout, allowing pupils to demonstrate competence and confidence across a range of contexts.

In line with the Pioneers pathway, the curriculum promotes increasing independence, personal reflection and real-world application, preparing pupils for adulthood by developing awareness of society, culture and diversity. The Humanities curriculum therefore contributes not only to academic achievement, but also to pupils' wider personal development and readiness for future pathways.



Curriculum Impact

In Pioneers 1 and 2, Chadsgrove P Steps are used to measure pupils' progress in History and Geography. Progress is monitored through ongoing formative assessment. Evidence of learning and progress can be found in pupils' work folders. These include teacher marking and annotations, annotated photographs of pupils engaged in activities where appropriate and Assessment Trackers showing progress towards individual targets. Pupils are also encouraged to reflect on their own learning and, where appropriate, use RAG-rated self-evaluation to consider their progress and achievements.

Pupils' progress towards their P Steps is recorded using our digital assessment system, SOLAR, which breaks learning into small developmental steps and allows staff to track pupil progress over time. Assessment information is reviewed regularly and recorded termly on the whole school tracking system to ensure progress is monitored and appropriate support or interventions can be implemented where needed.

Pupils work towards individual targets linked to their EHCP outcomes. These targets are incorporated into teachers' Medium Term Plans and reviewed regularly to ensure continued development of knowledge, understanding and skills.

Pioneers 3 pupils follow the accredited WJEC Pathways Humanities qualification and will be assessed according to the criteria set out in this course. Pupils work towards either Entry 2 or Entry 3 assessment criteria, which develops their key skills.

As well as the Learning Outcomes outlined in this Long Term Plan, pupils will also be working towards their personalised targets, relating to their EHCP outcomes. Pupils' targets are regularly reviewed and monitored to ensure continued progression of both knowledge and skills.

Through the curriculum as a whole, pupils develop subject knowledge and skills alongside communication, independence and methods of recording their learning, including handwriting, typing or the use of AAC where appropriate. Learning experiences aim to be engaging, practical and accessible so that pupils can apply their understanding, communicate their ideas and build foundations for future learning both within school and beyond.

