

## TCS KS3 Humanities Curriculum

### Geography

#### Year 7

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p><b>What is a geographer?</b></p> <ul style="list-style-type: none"> <li>• Being a geographer.</li> <li>• Asking geographical questions.</li> <li>• Conducting geographical enquiries.</li> <li>• Key aspects of studying people and places.</li> <li>• How to use geographical data including maps.</li> </ul>	<p>Baseline Assessment 1 (September)</p> <p>Weekly quiz.</p> <p>Key Term KO tests.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate and name the world's continents and oceans. Locate and name countries in Europe, North and South America.</li> <li>• Begin to identify human and physical features of localities.</li> <li>• Locate and describe places using latitude and longitude.</li> <li>• Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, direction; with aerial photos.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>

Autumn 2	<p><b>How do we use our planet as a natural resource?</b></p> <ul style="list-style-type: none"> <li>• The different elements that make up our planet and how they interact.</li> <li>• How rocks and soils form and their importance to life.</li> <li>• What a biome is and how the rainforest biome works.</li> <li>• How people use the Earth's natural resources such as water, oil and energy supplies.</li> <li>• The difference between renewable and non-renewable resources.</li> </ul>	<p>Weekly quiz.</p> <p>Key term KO tests.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Identify the Earth's spheres and how they are interconnected and understand the concept of geological time</li> <li>• Understand the three categories of rocks and how rocks are weathered</li> <li>• Understand the composition and formation of soils</li> <li>• Understand how biomes are formed by the interaction of the Earth's spheres – rainforest</li> <li>• Identify how people use the Earth's natural resources – rocks, soil, biomes, water, and oil.</li> <li>• Classify and evaluate sources of renewable and non-renewable forms of energy</li> <li>• Define a geographical concept – sustainability and communicate views about the need to use natural resources sustainably.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
Spring 1	<p><b>What is an economy?</b></p> <ul style="list-style-type: none"> <li>• Economic activities and what they are like at different scales, from local to global.</li> <li>• Ways in which jobs can be arranged into groups or sectors.</li> <li>• The range of jobs people do and how jobs have changed over time.</li> <li>• Trade and how it has become global.</li> <li>• The UK economy, how it has developed and how our links with the world have grown.</li> </ul>	<p>Weekly quiz.</p> <p>Key term KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Understand the growth of manufacturing in China.</li> <li>• Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors</li> <li>• Classify jobs into economic sectors</li> <li>• Understand economic systems at a variety of scales</li> <li>• Understand how economies evolve through time and how places are interconnected and interdependent through trade.</li> <li>• Consider the impact of economic activities on the environment.</li> <li>• Make decisions. Compare an OS map with an aerial photo to identify location factors for a car plant and a port.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>

<b>Spring 2 and Summer 1</b>	<p><b>What is weather and climate?</b></p> <ul style="list-style-type: none"> <li>• The concepts of weather and climate.</li> <li>• The elements that make up the weather and climate.</li> <li>• How the weather is measured.</li> <li>• How to read weather maps using the synoptic code.</li> <li>• How to distinguish between weather and climate.</li> </ul>	<p>Weekly quiz.</p> <p>Key term KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Understand the difference between weather and climate</li> <li>• Understand the basic principles, processes and patterns of weather and climate</li> <li>• Understand the characteristic features of depressions and anticyclones and how they affect the weather</li> <li>• Understand how weather is measured, recorded and forecast – role of the Met Office.</li> <li>• Use the synoptic code, weather charts and satellites to analyse weather patterns</li> <li>• Interpret and draw climate graphs for the UK</li> <li>• Interpret climate maps for the UK and the world</li> <li>• Describe and explain weather patterns and the climate of the UK.</li> <li>• Conduct a geographical enquiry to identify patterns of weather for a locality for a week.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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Summer 2	<p><b>Is the geography of Russia a curse or a benefit?</b></p> <ul style="list-style-type: none"> <li>• What Russia is like.</li> <li>• The physical landscape, climate and natural environment of Russia</li> <li>• How Russia's physical geography has influenced its human geography.</li> <li>• How important Russia is to the world.</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p> <p>Baseline assessment 2.</p>	<ul style="list-style-type: none"> <li>• Locate Russia and its surrounding countries</li> <li>• Identify key features of Russia's physical landscape, climate, environments, population distribution, and economy.</li> <li>• Understand the features and causes of a continental climate</li> <li>• Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra</li> <li>• Understand the distribution of natural resources and economic activities across Russia</li> <li>• Appreciate how cold temperatures impact on people's lives</li> <li>• Understand how size and physical geography affect the economic growth of Russia</li> <li>• Understand the population distribution pattern for Russia.</li> <li>• Interpret and draw climate graphs for Russia. Interpret climate maps for Russia</li> <li>• Use GiS/Google Earth to investigate Russia</li> <li>• Interpret and analyse a range of geographical data including different viewpoints about an issue.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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Year 8

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p><b>Why are rivers important?</b></p> <ul style="list-style-type: none"> <li>• What rivers are and how water flows into them.</li> <li>• How weathering, erosion and transportation create river landforms.</li> <li>• To identify river landforms on OS maps.</li> <li>• Why rivers are important to people.</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Identify human and physical features of a locality – River Tees</li> <li>• Locate the world’s major river basins.</li> <li>• Understand the water cycle and drainage basin processes</li> <li>• Understand river processes – erosion, transportation, deposition – to create landscapes</li> <li>• Identify river landscape features</li> <li>• Identify how people use rivers</li> <li>• Understand why people investigate drainage basin processes</li> <li>• Know how human and physical factors cause rivers to flood</li> <li>• Identify ways that people respond to river flooding</li> <li>• Identify how river flooding can be managed.</li> <li>• Compare an OS map with an aerial photo to identify river features and how people use rivers</li> <li>• Use an OS map to draw a cross-section of a river valley</li> <li>• Conduct a river fieldwork enquiry.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>

	<p><b>What is development?</b></p> <ul style="list-style-type: none"> <li>• To define development</li> <li>• To compare development around the world</li> <li>• To understand where and why inequality occurs</li> <li>• To understand the actions taken by individuals, governments and communities to aid development</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Understand global patterns of development, locating countries in different states of development</li> <li>• Identify development priorities for Bolivia</li> <li>• Consider the state of development in Nepal</li> <li>• Identify regional inequality in the UK.</li> <li>• Understand the concept of development and appreciate different definitions of development</li> <li>• Understand that development occurs at different rates and times in different countries</li> <li>• Understand that there are regional disparities of development within countries</li> <li>• Identify reasons for poverty, including gender inequality</li> <li>• Understand how organisations work to support development</li> <li>• Further develop understanding of the concept of sustainability, investigating sustainable development goals.</li> <li>• Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales</li> <li>• Communicate understanding of development and use new terminology.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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Spring 1 and 2	<p><b>One planet, many people: How are populations changing?</b></p> <ul style="list-style-type: none"> <li>About world population distribution and change.</li> <li>How countries attempt to control population change.</li> <li>About types of migration.</li> <li>To understand urbanisation and how cities evolve.</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>Know the global distribution of population, and location of the world's major cities</li> <li>Understand the population control strategies in Russia and China.</li> <li>Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation</li> <li>Understand that population change occurs at different rates and times in different countries</li> <li>Understand and apply the Demographic Transition Model and a migration model</li> <li>Understand how countries attempt to control population change</li> <li>Understand the decisions that people make to migrate</li> <li>Understand how migration changes settlements</li> <li>Identify the interconnections between population change, use of natural resources and development.</li> <li>Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population</li> <li>Identify and explain the world pattern of population distribution.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
Summer 1	<p><b>What happens where the land meets the sea?</b></p> <ul style="list-style-type: none"> <li>To understand how erosion, deposition and transportation create and change coastal landforms over time.</li> <li>To consider how the coast is used by people.</li> <li>To understand the need for, and impact of, different coastal management strategies.</li> <li>To identify coastal landforms on OS map and photos.</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>Identify human and physical features of a locality – Holderness coast, Yorkshire.</li> <li>Understand how erosion, deposition and transportation create and change coastal landforms</li> <li>Understand the importance of geology in shaping the coast</li> <li>Understand how cliffs are weathered</li> <li>Understand the need for, and impact of, coastal management strategies.</li> <li>Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast</li> <li>Consider different viewpoints and justify decisions about coastal management.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>

<p><b>How is Asia being transformed?</b></p> <ul style="list-style-type: none"> <li>• Asia’s diverse physical and human geography</li> <li>• How Asia is a continent of dynamic change.</li> <li>• The changing relationship between Asia and the rest of the world</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate Asia and its countries</li> <li>• Identify key features of Asia’s physical landscape, climate, environments, population distribution and economy</li> <li>• Understand aspects of the physical and human geography of India, China and Nepal.</li> <li>• Understand the features and reasons for a monsoon climate</li> <li>• Understand the cause of flooding in Asia</li> <li>• Understand how biomes are formed by the interaction of the Earth’s spheres – mountains</li> <li>• Understand population distribution and change in Asia</li> <li>• Compare the population structure of two Asian countries</li> <li>• Understand how urbanisation is changing a region – Karnataka, India</li> <li>• Identify reasons for economic growth in China</li> <li>• Understand the growing economic importance of Asia</li> <li>• Appreciate the changing balance of world trade</li> <li>• Understand the impact of climate and flooding on people in Asia</li> <li>• Compare the causes and impact of flooding in Asia with York</li> <li>• Understand how deforestation in Nepal is affected by a mountain biome.</li> <li>• Interpret statistics, graphs, population density maps and population pyramids to investigate population change</li> <li>• Consider different points of view and decisions that people make.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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	Outline of Course/	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p><b>Will we ever know enough about earthquakes and volcanoes to live safely?</b></p> <ul style="list-style-type: none"> <li>• The theory of plate tectonics</li> <li>• How volcanoes and earthquakes are linked to plate tectonics</li> <li>• The hazards for people associated with these events.</li> <li>• How scientists attempt to predict, manage and prevent these hazards</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries</li> <li>• Locate and investigate natural disasters in Guatemala, Turkey and Nepal.</li> <li>• Understand the theory of continental drift and recognise the patterns of earthquake, volcano and mountain belts as plate boundaries</li> <li>• Understand the theory of plate tectonics and scientists' evolving understanding of how plates move</li> <li>• Understand the types of plate boundary</li> <li>• Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries</li> <li>• Understand how people respond to an earthquake</li> <li>• Understand how people manage risk in areas prone to earthquakes and volcanoes</li> <li>• Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes.</li> <li>• Interpret atlas maps, eye witness accounts, scientific evidence and public information material to investigate plate tectonics</li> <li>• Describe and explain the theory of plate tectonics.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>

	<p><b>What are the opportunities and challenges facing Africa?</b></p> <ul style="list-style-type: none"> <li>• The physical and human geography of Africa</li> <li>• Africa's colonial history</li> <li>• Some of the challenges facing the continent.</li> <li>• Some of the opportunities to develop and change</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate Africa and its countries</li> <li>• Identify key features of Africa's physical landscape, climate, environments, population distribution and economy</li> <li>• Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia.</li> <li>• Know the physical landscape of Africa</li> <li>• Understand the pattern of climate zones and biomes across Africa</li> <li>• Identify the causes and consequences of desertification in the Sahel</li> <li>• Understand how biomes are formed by the interaction of the Earth's spheres – savanna</li> <li>• Challenge stereotypical views about the continent of Africa</li> <li>• Appreciate the effects of colonialism on present-day Africa</li> <li>• Understand the changing state of development across African countries</li> <li>• Understand population distribution and change in Africa</li> <li>• Understand how urbanisation is changing Africa</li> <li>• Compare urbanisation in a region of India to a region of Africa</li> <li>• Identify reasons for economic growth in Africa</li> <li>• Understand and consider the reasons for China investing in and trading with countries in Africa</li> <li>• Identify solutions to desertification in the Sahel.</li> <li>• Interpret climate maps and graphs for Africa</li> <li>• Interpret statistics, graphs, population density maps and population pyramids to investigate population change</li> <li>• Consider different points of view and decisions that people make to change</li> <li>• Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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			<ul style="list-style-type: none"> <li>• Apply understanding of development and Sustainable Development Goals to Africa</li> <li>• Use enquiry questions to describe places in Africa</li> </ul>	
<b>Spring 1</b>	<p><b>How does ice change the world?</b></p> <ul style="list-style-type: none"> <li>• How ice changes the world</li> <li>• How erosion and transportation create glacial landforms</li> <li>• Identifying glacial landforms on OS maps</li> <li>• How the distribution of ice around the world changes through time</li> </ul>	<p>Weekly quiz.</p> <p>Key word KOK test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate the changing global distribution of ice sheets and glaciers</li> <li>• Identify human and physical features of a locality</li> <li>• Understand that the world's distribution of glaciers varies through time</li> <li>• Understand how erosion, deposition and transportation create and change landforms</li> <li>• Identify and understand how people use glacial landforms</li> <li>• Understand how scientists investigate how glaciers are changing.</li> <li>• Compare OS maps with aerial and ground-level photos to identify glacial landforms</li> <li>• Use OS maps to draw cross-sections to show glacial features</li> <li>• Describe and explain how people use glacial landforms</li> <li>• Use evidence to describe how the world's glaciers are changing.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
<b>Spring 2</b>	<p>Extreme weather/topical focus/fieldwork</p>	<p>Decision Making Exercise (DME) assessment.</p>		

	<p><b>Why is the Middle East an important world region?</b></p> <ul style="list-style-type: none"> <li>• Where the Middle East region is located</li> <li>• What countries make up the region</li> <li>• The physical landscape of the Middle East</li> <li>• The human geography of the region</li> <li>• Examples of conflict and controversy in the Middle East.</li> <li>• How important the region is to the world</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Locate the Middle East and its countries and identify key features of the Middle East's physical landscape, climate, environments, population distribution and economy</li> <li>• Consider the importance of the region to the world.</li> <li>• Identify the impact of plate tectonics on the Middle East</li> <li>• Understand the pattern of climate zones in the Middle East</li> <li>• Compare a desert and a Mediterranean climate</li> <li>• Understand the distribution of population and ethnic groups across the Middle East</li> <li>• Understand the importance of oil to the economies of the Middle East and the world</li> <li>• Understand the changing state of development across the countries of the Middle East</li> <li>• Compare and understand the reasons for different levels of development and population change for UAE and Yemen</li> <li>• Understand the reasons for conflict in the Middle East</li> <li>• Identify issues of water scarcity created by the climate of the region.</li> <li>• Use atlas maps and photographs to investigate the Middle East</li> <li>• Interpret statistics, graphs, population density maps and population pyramids to investigate population change</li> <li>• Consider different points of view and decisions that people make to change</li> <li>• Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data</li> <li>• Apply understanding of the Middle East and migration to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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	<p><b>What is the future for the planet?</b></p> <ul style="list-style-type: none"> <li>• That climate change is a controversial issue affecting the future of the planet</li> <li>• About the evidence of climate change</li> <li>• The causes and consequences of climate change.</li> <li>• About the options for the planet's future.</li> </ul>	<p>Weekly quiz.</p> <p>Key word KO test.</p> <p>End of topic assessment.</p>	<ul style="list-style-type: none"> <li>• Understand global patterns of climate change and greenhouse gas emissions</li> <li>• Understand the consequences of climate change in the UK.</li> <li>• Understand the concept of climate change and the role of greenhouse gases</li> <li>• Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers</li> <li>• Understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate</li> <li>• Consider how the UK government is managing the risks of climate change</li> <li>• Identify and classify the causes of climate change</li> <li>• Apply understanding of the geographical concepts – economy, development, Earth's spheres, weather and climate, population change and melting glacier to investigate the causes and consequences of climate change .</li> <li>• Understand that action to face climate change requires international agreement and collaboration.</li> <li>• Investigate controversial issues</li> <li>• Consider a range of evidence of climate change</li> <li>• Consider and critically reflect on different viewpoints, detecting bias</li> <li>• Use GIS with OS maps to identify flood risk in the UK.</li> </ul>	<p>Link to key term Knowledge Organiser booklet.</p>
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# History

## Year 7

	Outline of Course/ SOW delivery	Key Assessments	Skill Development
Autumn 1	<p>Invasions: Invasions were necessary for world improvement. How far do you agree?</p> <ul style="list-style-type: none"> <li>• Rome</li> <li>• The Battle of Hastings</li> <li>• The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessment: Factual recall, identifying evidence and making inferences</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence</li> <li>• Making inferences</li> <li>• Explanation, Analysis and Evaluation</li> <li>• Chronology</li> </ul>
Autumn 2	<p>Authority: Monarchy made Britain. How far do you agree?</p> <ul style="list-style-type: none"> <li>• William I</li> <li>• The Tudor monarchy</li> <li>• Charles I</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Consequences</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and explaining consequences</li> <li>• Identifying evidence</li> <li>• Explanation, Analysis and Evaluation</li> <li>• Chronology</li> </ul>
Spring 1	<p>Rebellions and Revolutions: To what extent does poverty lead to Revolution?</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon rebellions</li> <li>• The French Revolution</li> <li>• The Russian Revolutions 1917</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Continuity and change</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence, continuity and changes.</li> <li>• Explanation, Analysis and Evaluation</li> <li>• Chronology</li> </ul>
Spring 2	<p>Justice: How has the Justice system changed that much?</p> <ul style="list-style-type: none"> <li>• Anglo-Saxons</li> <li>• Medieval</li> <li>• Early Modern period</li> <li>• Modern day</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, similarity and difference.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence, similarity and difference.</li> <li>• Explanation, Analysis and Evaluation</li> <li>• Chronology</li> </ul>
Summer 1	<p>Emancipation – What methods have been used to achieve emancipation if at all over time?</p> <ul style="list-style-type: none"> <li>• Romans</li> <li>• Suffragettes</li> <li>• Slavery</li> <li>• Civil Rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Significance</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence</li> <li>• Explanation, Analysis and Evaluation of significance.</li> <li>• Chronology</li> </ul>
Summer 2	<p>Empires: Should Empires be something to be proud of?</p>	<ul style="list-style-type: none"> <li>• Key word tests</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence and continuity and changes.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Slave Trade</li> <li>• India</li> <li>• French Empire</li> <li>• Chinese Empire</li> </ul>	<ul style="list-style-type: none"> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation, Analysis and Evaluation</li> <li>• Chronology</li> </ul>
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### Year 8

	Outline of Course/SOW delivery	Key Assessments	Skill Development
Autumn 1	Discrimination and minorities: Are stereotypes crucial in forming governmental policy? <ul style="list-style-type: none"> <li>• Suffragettes</li> <li>• Civil Rights Movement</li> <li>• The Ku Klux Klan</li> <li>• Hitler's rise to power</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Significance, continuity and change.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of significance, continuity and change.</li> </ul>
Autumn 2	Terrorist/Freedom fighter: Can one person's terrorist ever be another's freedom fighter? <ul style="list-style-type: none"> <li>• Assassination of Franz Ferdinand</li> <li>• Suffragettes</li> <li>• Bombing of Dresden</li> <li>• Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Cause and consequence.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> </ul>
Spring 1	Technology: Did technology advance the world for the better? <ul style="list-style-type: none"> <li>• Titanic and the Industrial Revolution</li> <li>• Weapons of WWI</li> <li>• Weapons of WWII</li> <li>• The Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, similarity and difference.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of similarity and differences.</li> </ul>
Spring 2	Emigration: The 18 <sup>th</sup> and 19 <sup>th</sup> centuries gave more opportunity for movement than ever before? <ul style="list-style-type: none"> <li>• Titanic and the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Significance</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of significance.</li> </ul>

	<ul style="list-style-type: none"> <li>• The American West</li> <li>• 19<sup>th</sup> century Whitechapel</li> </ul>		
Summer 1	<p>Equalities: To what extent are the rich always prioritised at times of crisis or change?</p> <ul style="list-style-type: none"> <li>• The Chartists</li> <li>• Titanic</li> <li>• The Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Similarity and difference.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of significance.</li> </ul>
Summer 2	<p>Tolerance and Intolerance: Has the world done enough to tackle intolerance throughout History?</p> <ul style="list-style-type: none"> <li>• Witchcraft</li> <li>• Plains Indians</li> <li>• Rwanda</li> <li>• The Holocaust</li> <li>• Civil Rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> <li>• No final assessment due to the nature of topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of significance and consequences.</li> </ul>

### Year 9

	Outline of Course/SOW delivery	Key Assessments	Skill Development
Autumn 1	<p>Catastrophes and Disasters: Catastrophes and Disasters are inevitable for the greater good. How far do you agree?</p> <ul style="list-style-type: none"> <li>• The Battle of the Somme</li> <li>• The Great Depression</li> <li>• Hiroshima</li> <li>• The Holocaust</li> <li>• Chernobyl</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Significance and consequences.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence</li> <li>• Explanation, Analysis and Evaluation of significance and consequences.</li> </ul>
Autumn 2	<p>Special relationships: Have special relationships meant that individuals have made the wrong decisions?</p> <ul style="list-style-type: none"> <li>• Henry VIII and the Church</li> <li>• The Treaty of Versailles</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Continuity and change.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of continuity and change.</li> </ul>



	<ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Conflicts in the Middle East</li> <li>• Gorbymania and the Cold War</li> </ul>		
Spring 1	<p>Perceptions of women: Conforming as a woman. How far did these women go against societal trend?</p> <ul style="list-style-type: none"> <li>• Boudica</li> <li>• Joanna the mad</li> <li>• Elizabeth I</li> <li>• Elizabeth Fry</li> <li>• Hysteria</li> <li>• Margaret Thatcher</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Significance</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of significance.</li> </ul>
Spring 2	<p>Law and Order: How are the police represented throughout History?</p> <ul style="list-style-type: none"> <li>• Creation of the police force.</li> <li>• Jack the Ripper</li> <li>• Organised crime: The Krays</li> <li>• The Miner's strike</li> <li>• Hillsborough</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, Similarity and difference.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation of similarity and difference.</li> </ul>
Summer 1	<p>Welfare and Medicine: To what extent did Medicine cause more harm than good?</p> <ul style="list-style-type: none"> <li>• The Black Death</li> <li>• Quest for vaccinations</li> <li>• Public Health Act</li> <li>• Creation of the NHS</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: Factual recall, continuity and change.</li> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, analysis and Evaluation of continuity and change.</li> </ul>
Summer 2	<p>Political tensions: How dangerous was the Cold War?</p> <ul style="list-style-type: none"> <li>• Communism v Capitalism</li> <li>• Nuclear Warfare</li> <li>• President Kennedy's assassination</li> </ul>	<ul style="list-style-type: none"> <li>• Key word tests</li> <li>• Factual recall – flip learning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, analysis and Evaluation of causation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Living through the Cold War</li> </ul>		
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## Religious Studies

Yr 7

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	<b>Minorities, sects and cults</b> <ul style="list-style-type: none"> <li>• Wiccan beliefs</li> <li>• Amish</li> <li>• African religions</li> <li>• Zoroastrianism</li> <li>• Jainism</li> <li>• Australian Aboriginal beliefs</li> <li>• Aztec beliefs</li> </ul>	To be able to describe main religious beliefs and practices in a minority religion. To be able to explain how these beliefs impact on the lives of the adherents. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand lesser known religions</li> <li>• Supplement/ fill/plugs in gaps in prior knowledge of major world religions – this will be supported by religion portfolio home learning.</li> </ul>	Link to key term Knowledge Organiser booklet.
Spring Term	<b>Nature and existence of the Divine</b> <ul style="list-style-type: none"> <li>• Nature of God in Christianity</li> <li>• Ontological and Cosmological arguments for the existence of God</li> <li>• William Paley and design</li> <li>• Allah</li> <li>• Animism</li> <li>• Shekhinah – God in the feminine</li> <li>• Humanism</li> </ul>	To be able to explain and evaluate theories on the existence of God. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a fuller understanding on what others believe the notion of God is.</li> <li>• Engage in critical thinking skills, judgement and evaluation of theology theories.</li> <li>• Analyse different ideas of what a 'God' might be.</li> </ul>	Link to key term Knowledge Organiser booklet.
Summer Term	<b>Numbers in religion</b> <ul style="list-style-type: none"> <li>• Trimurti</li> <li>• Trinity</li> <li>• Three marks of existence</li> <li>• Four noble truths</li> <li>• Five pillars</li> <li>• Five K's</li> <li>• Seven days of Creation</li> <li>• Ten commandments</li> </ul>	To be able to describe and explain how beliefs influences behaviour and world view in individuals <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how religious individuals explore and perceive the world.</li> <li>• Create links to prior learning and strengthen them.</li> <li>• Identify themes on how beliefs influence lifestyle and behaviour.</li> </ul>	Link to key term Knowledge Organiser booklet.

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	<b>Prophets, leaders and gurus</b> <ul style="list-style-type: none"> <li>• Moses</li> <li>• Miriam</li> <li>• Muhammad</li> <li>• Guru Nanak</li> <li>• Isa</li> <li>• John the Baptist</li> <li>• Buddha</li> </ul>	To be able to describe and explain how an individual influenced the beliefs of many and to be able to evaluate why they are still relevant/important to believers in the modern age. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop investigation skills.</li> <li>• Connect and link concepts of belief and practice to religious figures.</li> <li>• Communicate the influence and impact of individuals today.</li> </ul>	Link to key term Knowledge Organiser booklet.
Spring Term	<b>Sacred places and rites</b> <ul style="list-style-type: none"> <li>• Golden temple</li> <li>• Lourdes</li> <li>• River Ganges</li> <li>• Ka'ba</li> <li>• Jerusalem</li> <li>• Vatican City</li> </ul>	To be able to describe and explain why certain geographical/historical locations are sacred to religious communities. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical places with religious concepts</li> <li>• Contextualise the hagiography of a religious person in environments</li> <li>• Cross-curricular links to geography and history.</li> <li>•</li> </ul>	Link to key term Knowledge Organiser booklet.
Summer Term	<b>The future?</b> <ul style="list-style-type: none"> <li>• Shoel: Judaism</li> <li>• Purgatory: Catholicism</li> <li>• Judgement: Islam</li> <li>• Reincarnation: Hinduism</li> <li>• Realms of existence: Buddhism</li> <li>• Humanist beliefs and the afterlife</li> </ul>	To be able to describe and explain what people believe happens to them after death. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop critical thinking and examination of how belief influences behaviour and vice versa</li> <li>• Describe and explain varying beliefs about the afterlife</li> <li>• Consider the link between the action and consequence</li> <li>• Justify and further develop personal ideas/beliefs surrounding the afterlife</li> </ul>	Link to key term Knowledge Organiser booklet.

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn Term	<b>Exploring philosophy</b> <ul style="list-style-type: none"> <li>• What is real?</li> <li>• Nature of reality: Plato</li> <li>• Epistemology: Hume and bundle theory</li> <li>• The Self: John Locke</li> <li>• Philosophy of Language</li> </ul>	To be able to explain philosophical theories and evaluate them. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in critical thinking and analysis.</li> <li>• Develop skills on hypothesis and judgement.</li> <li>• Communicate logical thinking skills.</li> <li>• Encourage curiosity skills.</li> <li>• Analyse abstract concepts into the physical.</li> <li>• Question accepted paradigm</li> </ul>	Link to key term Knowledge Organiser booklet.
Spring Term	<b>Science and ethics</b> <ul style="list-style-type: none"> <li>• Original and clones</li> <li>• Rights of robots</li> <li>• Are population controls ethical: Utilitarianism vs. Machiavelli</li> <li>• Ethical debates around paying for healthcare</li> <li>• Is privacy a right?</li> <li>• Personhood</li> <li>• Designer babies</li> </ul>	To be able to identify and explain potential ethical issues in certain topics. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Apply philosophical method and discourse to real life ethical issues.</li> <li>• Critical thinking and evaluation</li> <li>• Development of personal attitudes, ideas and own ethical beliefs.</li> <li>• Further develop personal self-morality, opinions and ideas</li> <li>• Demonstrate investigational skills.</li> </ul>	Link to key term Knowledge Organiser booklet.
Summer Term	<b>Controversy in religion</b> <ul style="list-style-type: none"> <li>• Darwinism and the church</li> <li>• Just war theory and the bombing of Dresden</li> <li>• 9/11 and Islamophobia</li> <li>• Scientology</li> <li>• Malcom X</li> <li>• The holocaust</li> </ul>	To be able to identify and describe controversy in religion. To be able to discuss why these moments are considered controversial and to be able to explain the impact of the events. <ul style="list-style-type: none"> <li>• Key words test</li> <li>• Baseline tests</li> <li>• Factual tests</li> <li>• End of topic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the usefulness of controversy</li> <li>• Explain controversial events and persons</li> <li>• Evaluate the potential impact of controversy</li> <li>• Establish links to prior knowledge concerning religious beliefs and practices.</li> <li>• Link and apply ethical and philosophical issues.</li> </ul>	Link to key term Knowledge Organiser booklet.