

Key Stage 3 Humanities



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Department for Education Subject Aims

Citizenship

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Subject content

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils

should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

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- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

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- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
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- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509
 - the development of Church, state and society in Britain 1509-1745
 - ideas, political power, industry and empire: Britain, 1745-1901
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- challenges for Britain, Europe and the wider world 1901 to the present day
 - a local history study
 - the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
 - at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Religious Education

Purpose of study

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews, in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for RE aims to ensure that all pupils:
Know about and understand a range of religions and worldviews, so that they can:

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- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom⁸ found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Programme of Study

Key:

C = Citizenship, G = Geography, H = History , RS = Religious Studies

	Unit Title	Subject			
		C	G	H	RS
1	Japan - Social Case Study				
2	Norman Conquest of Britain 1066-1100, Mediaeval Lives 1100-1450				
3	Antarctica - Case Study				
4	Britain - A Diverse Society? A Study of Multicultural Britain.				
5	The English Civil War 1642-1651				
6	Rivers and Coasts, The Water Cycle				
7	Islam and Christianity				
8	British Empire and Industrial Revolution 1750-1900				
9	India - Social Case Study				
10	Human Rights and Moral Courage				

11	International Slave Trade and American Civil War	■	■	■	■
12	Geo-Hazards, Volcanoes and Earthquakes	■	■	■	■
13	Democracy	■	■	■	■
14	World War 1 1914-1918 and the Inter-War Years	■	■	■	■
15	World War 2 1939-1945 and Cold War 1945-1991	■	■	■	■
16	Migration, Population and Mega Cities.	■	■	■	■
17	Britain's Place in the Modern World and World Trade.	■	■	■	■

Key Skills	Source Analysis; Writing to describe and explain, Contextualisation, Assessing Impacts, Map Reading, Creating narratives,
Cross-Curricular Links	Throughout the year there are numerous opportunities for making links to priority curriculum areas including: English, Maths, Science, ICT, Art and STEM.

The listed units do not have to be completed in order but can be swapped and changed to fit with the needs of the learners.

Key Stage 3

Unit 1 - Japan Social Case Study

Lesson	Lesson Title	Key Question	Objective
1	Introduction to Japan	What is Japan like? What makes Japan Unique? Where is Japan?	To understand where Japan is and examine the features that make it unique.
2	A Day in the Life of a Japanese student.	What is life like for a school child in Japan?	To examine the life of a child in another culture and compare it to my own.
3	Map of Japan and Japan's Climate	Can you locate the major cities, mountains and rivers of Japan? How does climate effect life in Japan?	To make effective use of an Atlas to enable time to label a map of Japan.
4	Mountains and Volcanoes Rivers and Seas	How do the mountains and volcanoes effect life in Japan? How do the rivers and seas effect life?	To be able to make sensible suggestions regarding the impacts of natural events on Japanese life.

5	Earthquakes and Tsunamis	How do the earthquakes and tsunami effect the Japanese? What is a Tsunami?	To examine a case study of a Tsunami and Earthquake in Japan and discuss the impacts both long and short term.
6	Physical Geography Write up.	What is the Physical Geography of Japan like?	To use prior learning of the physical geography of Japan to answer to complete a formative assessment.
7	Modern Day Japan	What is it like to live in Japan today? Why do people travel to Japan?	To understand what it is like to live in Modern day Japan and examine the reasons for tourism in Japan.
8	Cities and Infrastructure	How are Japanese cities different to UK cities? What is infrastructure?	Compare the physical and cultural similarities and differences between cities and infrastructure in the UK and Japan.
9 (More Able)	Hi-tech business	How is Japanese business among the best in the world? How did Japanese companies become dominant?	To compare the growth of a Japanese company and examine how its growth coincided with the decline of a British company, (e.g. Honda and BSA)
10	What is Tokyo Like?	What kind of city of Tokyo City?	Examine the extent to which

		<p>What are it's major landmarks? Where are they located within the city?</p>	<p>Tokyo is a Mega City, use GIS to examine the locations of its landmarks.</p>
11	Japanese entertainment and TV.	<p>How different is television in Japan? What is music like?</p>	<p>Use a range of sources to compare the TV, Music and Sports of Japan with that of the UK.</p>
12	Food and Fashion	<p>What is food like in Japan? How are fashions different? What is a Kimono? What is Harajuku fashion?</p>	<p>Examine a range of sources to gain an understanding of the difference between the foods and fashions of Japan and the UK.</p>
13	Daruma Dolls	<p>What is a Daruma Doll? What are the for? What is the story behind Daruma? What is Bodhidharma?</p>	<p>To create a Daruma Doll and examine the story of Bodhidharma and what led to the creation of the Daruma Dolls.</p>
14	Japanese Writing	<p>What is Japanese Writing like? What is your name in Japanese? How can we write this?</p>	<p>To examine Japanese writing and have a go at writing a name in Japanese and decorating it to look like a Japanese naming plate.</p>
15	Japanese Tsunami 2011	<p>What caused the Tsunami? What were it's effects? How did the Tsunami change the opinions of the Japanese people?</p>	<p>To study the causes and effects of a natural hazard on an MEDC and establish the changes that occurred as a</p>

			result of the disaster.
16	Human Geography Write up	What is Japan like? What makes Japan Unique? Where is Japan?	To use prior learning of the Human Geography of Japan to complete a formative assessment.
17-20	Investigation Activity	Settlement of a Japanese family - Where would you put them? Who is the most important person in the family? What are their options?	To examine the options presented to a diverse family in Japan who face the prospect of having to move, use deduction and reasoning to select the most suitable location for them.
21	Samurai	Who were the Samurai and how did they live? How were Samurai different to warriors in the West?	To use a range of sources to examine the lives, beliefs and methods of the Samurai.
22	Japanese Death Poems (Haiku)	What are Death Poems? How are they structured? What is their purpose?	To examine a range of Haiku before creating my own.
23	Ninja	Who were the Ninja? What were they for?	To use a range of sources to examine the life and times of the Ninja in order to compare the reality to the image.
23	Geisha	What is a Geisha? What was their job in medieval times? How has their role changed? Were Geisha always women?	To use a range of sources to explore the life and times of a Geisha.

24	Sengoku - The Shogun	What is a Shogun? What was their role? Where did their power come from? How did they control the Emperor?	To understand the importance and the role of the Shogun in Japan.
25	Meiji Restoration	Who was Meiji? What did he do? How did this help Japan to become a modern nation?	To examine the events leading up to and including the Meiji Restoration and discuss its long term implications.
26	The Rise of the Japanese Empire	How did the Japanese Empire become one of the most powerful nations in the world? How did Japan build its empire so quickly?	To understand the events and changes in Japan that enabled the building of a vast Pacific empire.
27	The Fall of the Japanese Empire	Were the Japanese right to attack Pearl Harbour? Why did it take two A-Bombs to force a surrender? What caused the final collapse of the Empire?	To examine a range of sources from the lead up to the collapse of the empire in 1946 and discuss the impacts and relevance of them.
28	Assessment	How does Japan differ from the UK?	

Rationale

This unit will give students an insight into the human and physical geographies of Japan including the impact of geo-morphological processes on the Japanese people. They will also examine the history of Japan including the rise and fall of the Empire and the key religions that the Japanese people follow. The students will also be given the opportunity to examine the life of a student in Japan and compare it to their own life.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
8215 3	Introduction to Asia	Entry
1283 9	Buddhism: Worship and Festivals	Entry
7954 1	Aspects of Buddhism	Entry

Unit 2 - Norman Conquest: 1066-1100 and Mediaeval
Lives: 1100-1450

	Lesson Title	Key Question	Objective
1	Edward the Confessor	Who was Edward the Confessor? What was life like in Saxon England?	To know and understand why Edward the Confessor's death caused conflict.
2	Normans	Who were the Normans? Where did they come from?	To identify who the Normans were, and where they came from.
3	Battle of Hastings	Who won? How did they win?	To justify the invasion of England and know how the battle was won.
4	Bayeux Tapestry	What does the Tapestry show? Why is it important? What kind of Source is it?	To identify the key points of the tapestry. Create your own.
5	DoomsDay Book	What is the DoomsDay Book? Why is it useful today? What kind of Source is it?	To be able to explain the purpose of the Book and understand its impact today.
6	Life as a peasant	What was it like to be a peasant in Norman England? How had life changed from Saxon times?	To show empathy for others and describe their thoughts and feelings.
7	Feudal System	What was the Feudal System? What it a fair system? Where would you be?	Understand the hierarchy of Britain in Norman times.
8	Castles	What were Norman Castles like?	To describe and explain the nature and

		Why were they built?	purpose of Norman castles.
9	How to attack a Norman Castle	What made Castles difficult to attack? How would you do it?	To create a plan of attack for laying siege to a Norman castle.
10	How England changed	How did England change because of the Normans? What is their biggest legacy?	To explain how Britain changed because of and in spite of the Norman's.
11	Mediaeval	When was the Mediaeval period?	To understand what a Period in History is and explain how Britain changed between them.
12	Assessment		
13	Religion	What was so important about Religion to people at the time? What Religions were followed?	To know what religion is and to infer the importance of God in Mediaeval Britain.
14	Crusades	What were the Crusades? When did they happen? Why did they happen? Who went on Crusade?	Justify the Crusades and explain what they achieved.
15	Feudal system	How had the Norman system changed in England?	To know and understand how the Hierarchy of Britain changed between Norman and Mediaeval times.
16	Black Death	What caused the Plague? Where did it come from? What were its effects?	To identify the causes for the Black Death, to make informed decisions when choosing the best way to prevent it.
17	Mediaeval Medicine	What did Mediaeval doctors do to cure people? How effective was this? How did they think the body worked?	To analyse Mediaeval cures before creating a new Mediaeval cure for a modern illness, and justifying the choice.
18	Castles	Had castles changed in Britain? What were they used for?	To analyse a Mediaeval Castle and explain its changing role.

		How were they built?	
19	Life in a Village	What was it like to live in Mediaeval times? What would you have to do everyday?	To show empathy with people of the past and understand their living conditions and working lives.
20	Fall of Constantinople ?	Where is/was Constantinople? Why did it matter? What happened afterwards?	To analyse the impact of the fall of Constantinople and make assumptions as to the response from Europe.
21	Assessment		
22	War of the Roses	How did the War of the Roses change the course of British History?	To identify the key players in the first English Civil War, and explain how it affected Britain.

Rationale

This unit kick starts the history teaching for Key Stage 3 at the 1066 starting point set out by the National curriculum. Students will then be encouraged to examine and study the significant events that occurred between 1066 and the Norman Conquest of Britain and the Fall of Constantinople and the collapse of the Byzantine Empire in 1450 which signalled the end of the Medieval Period.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
7088 8	Mediaeval Warfare	Entry

Unit 3 - Antarctica

	Lesson Title	Key Question	Objective
1	An Introduction to Antarctica	Where is Antarctica? What is Antarctica like?	To know where Antarctica is. To be able to describe the general features of the environment.
2	Why is it cold in Antarctica and how cold can it get?	What makes Antarctica cold? How does its temperature change throughout the year?	To be able to explain why temperatures get so low. To be able to draw a climate graph for Antarctica.
3	Does anyone live in Antarctica?	What makes it hard to live in Antarctica? Who might want to live there?	To be able to recognise and describe the difficulties of surviving in this hostile environment.
4	How did people explore Antarctica?	How can you explore a frozen continent? What is difficult about travelling in Antarctica?	To know about early explorations of the continent including the Race to Reach the South Pole.
5-6	Who led the most successful expedition?	Who was Amundsen? Who was Scott? How were their tactics different? Who had the best tactics?	To evaluate the success of the Amundsen expedition over the Scott expedition. To understand why one was more successful than the other.

7	How do animals survive in Antarctica ?	What do animals need to do to survive? What adaptations do they have? What animals live in Antarctica?	To be able to demonstrate how animals adapt to their environment. To be able to describe the adaptations that the animals of Antarctica have made.
8	How can we protect the animals in Antarctica ?	How can we protect the animals? What is being done? What could be done differently? What can we do in the UK?	To be able to explain why animals are threatened. To appreciate methods used to protect and conserve the area and come up with further suggestions.
9 – 10	Why would people want to visit Antarctica today?	What are the benefits of visiting Antarctica? Why would tourists want to visit? How can you persuade people to either visit or stay away?	To know about the natural resources in Antarctica. To understand why tourists visit the region. To produce a leaflet using persuasive styles of writing.
11	Why is Antarctica at Risk?	What is Global Warming? What is the Ozone layer? How are they affecting Antarctica? What can we do about it?	To be able to explain how Global Warming, Tourism and Ozone depletion are a threat to Antarctica. To be able to write various opinions.
12	What is the Antarctic Treaty?	What is the Antarctic Treaty? What is it for? How does it affect the UK?	To be able to demonstrate how an international treaty can support an area.
13	Assessment		

Rationale

This unit allows students to examine the historic and contextual geographic issues relating to Antarctica. They will understand the threats posed to Antarctica by Humans in the form of Global Warming, Pollution and Tourism as well as environmental threats. This will give students the opportunity to learn the geography skills they need

to continue with their humanities education such as map reading and grid referencing.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
2306 1	Study of a Fragile Environment	Entry

Unit 4 - Britain - A diverse society?

	Lesson Title	Key Question	Objective
1	Diversity	What does it mean to have a diverse society? Is it a good thing? How is a diverse society created?	To discuss the meaning of diversity and its benefits in the modern world.
2	What is Multiculturalism?	What is multiculturalism? What are the causes? How does it affect the way we live?	To examine a range of sources relating to the multicultural nature of the UK and discuss the extent to which it is a positive thing.
3 4 5	Extremism in the UK	What is extremism? How do people become radicalised? Why do people fear neighbourhoods with a high concentration of migrants?	To discuss and challenge the views of right wing media relating to migrant neighbourhoods in the UK.
6 7	Britishness	What does it mean to be British? Has this changed in recent years?	To discuss the meaning of Britishness and what the Values of Britain are.
8	Community Cohesion	What is community cohesion? How can it be aided? What can be barriers to communities?	To identify the things that can help to create a cohesive society.

9	Who are the British and where did we come from?	Who have been the major cultural migrant groups? What has their impact been? How have they been distributed throughout history?	Create a timeline of migrants to the UK since the Romans, detailing the impact of each cultural import.
10			
11			
12	Manufacturing Decline	What happened to British industry? What do most people in the UK do now? Why has this changed?	To identify the primary forms of employment in the UK and explain how and why this changed.
13	Case Study: Washington	What is Washington's demographic? What industry used to be located in Washington? What is Washington like now?	Complete a case study and field trip to Washington to examine the town's industrial past and the impact of de-industrialisation on a local small town.
14			
15			
16	Debate: How British are the British?	What is the perception of the British abroad? Do we fit this stereotype?	Examine a range of sources showing the British in other countries and discuss their accuracy.
17	How did we get here?	What makes us British? How diverse are we? What helps to create this diversity?	Use work completed to examine the nature of modern Britain and draw conclusions as to how we became a multicultural society.
18	Assessment		

Rationale

The national curriculum now requires schools to teach students about the nature of British Values and instil them in the students. This is the first of the Humanities units with the aim of doing this. The unit will teach units about the nature of Britain's demographic and the importance of net in-migration, a contentious issue with many young people. Through the delivery of this unit, misconceived stereotypes will be challenged and rounded passionate liberal learners will be created.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
1285 1	Religion and Citizenship: Multicultural Society	Entry

Unit 5 - English Civil War

	Lesson Title	Key Question	Objective
1	Elizabeth I, the Last Queen of England.	Why did Elizabeth have no children? Did Elizabeth value her image over her family name? What pressure was she under?	To identify the issues surrounding Elizabeth. Be able to make predictions about the future of the British Monarchy.
2	James I and VI	Why did James become the first king of England and Scotland?	To analyse the reasons for James I of Scotland becoming VI of England explain what this meant for the new UK.
3	Life in the 17 th Century.	What was life like for a normal person in the 17 th Century? What did people do?	Create a diary entry to explain a day in the life of a peasant in the 17 th Century.
4	To be a Catholic...	What was the relevance of Catholicism in the 17 th Century? Why did it matter?	To understand the importance of religion and the role it would play in the years to come.
5	Charles 1	What was Charles I like as a king? What did he like to do?	To analyse a range of sources and identify what made Charles a bad king.

6	Fashionable fighting	How did people dress in the 17 th Century? What were the differences between the Royalists and Parliamentarians?	To be able to identify the differences between the Parliamentarians and Royalists and justify why they each ended up having the nicknames they did.
7	Civil War	Why did Parliament declare war on the King? What were the two sides called?	To justify the decision by parliament to declare war on King Charles I.
8	Civil War 2	What happened at The Battle of Edge Hill?	Examine Civil War tactics and make predictions as to who you think won.
9	Weapons of War in the 17 th Century.	What were the weapons of choice for the military? How was the military constructed? How was civil war even possible?	To identify the weapons that were commonly used by the military during the Stewart period. To understand how the military was constructed in order to make civil war a possibility.
10	Civil War 3	What was the New Model Army? How has it changed armies all over the world?	Examine a range of sources (Primary and Secondary) and explain how the New Model Army was an improvement.
11	Civil War 4	Why did the Roundheads win? What changed in Britain?	Revisit previous lessons and use existing knowledge to explain how and why Parliament won the Civil War.
12	Killing a King!	What was the impact of Regicide in the UK?	Use inference and deduction to decide if killing Charles was the right thing to do and determine the impact of his death on the UK.

13	Oliver Cromwell	What was the UK under Cromwell? What was different about him?	To understand what life was like in the UK with Lord Protector of the Realm Oliver Cromwell in charge.
14	Cromwell and the Irish	Why is Cromwell hated by the Irish? What did he do? What is Cromwell's legacy in Ireland?	To use a range of sources to explain the role of Oliver Cromwell in the creation of modern Ireland and Northern Ireland.
15	Charles II and the Glorious Revolution	Why did people want another king? What was Charles like as a king? What was different this time?	To explain why Charles was invited to retake the throne of the UK and understand the difference between an Absolute and a Constitutional Monarchy.
16	Quakers	Who were the Quakers? Why are they important?	To be able to identify the key figures from around the country who were fundamental in shaping the future of both the United Kingdom and America.
17	Unification	Why did England and Scotland unite? What was the effect? Was this a good thing?	To explain why Unification was important for the UK. To decide if you think that the UK should remain unified.
18	Assessment		

Rationale

In order for students to fully understand the values of Britain and the nature of the British political system it is vital for them to study and understand the causes and consequences of the English Civil War. This will then allow them to engage with the reasons and results of the Unification of the United Kingdom in 1707. They will then be

better prepared to study the ongoing issues surrounding Scottish Independence.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
8675 2	Study of a period of English History	Entry

Unit 6 - Rivers and Coasts

	Lesson Title	Key Question	Objective
1	Introduction to Rivers	What is a River? What are its features?	To know the course of a river To justify the location of rivers
2	Erosion and Deposition	What is erosion and deposition? Where do they happen? How do they affect the shape and course of the river?	To identify locations of erosion and deposition, supporting answers with evidence.
3	River Landforms - Waterfalls	What is a waterfall? What are its key features? Where do they form?	To understand the formation of waterfalls. To justify their location with evidence.
4	River Landforms - Ox-Bow Lake	How is an Ox-bow lake formed?	To examine the causes of ox-bow lake

		What are their uses?	formation and understand their uses.
5	Mini Beasts and Water Quality	How does water quality affect River life? What kinds of insects live in the River?	To understand the links between water quality and River life.
6	River dipping	What lives in the river? Is the water polluted? How fast does the water flow?	To put knowledge into practise by dipping the water in the river to establish water quality, monitor life and measure flow.
7	Settlements by the River	What kinds of settlement are on rivers? Why are settlements founded on rivers?	To examine some examples of river settlements and make conclusions around the reason for their location.
8	Uses for a River	What can rivers be used for? How have their uses changed in modern times?	To examine the uses of rivers and understand the reasons why these uses have changed.
9	River Flooding	What causes river flooding? What happened in Somerset? Why did it take so long for the government to make a decision?	To examine a case study of the Somerset flood in 2014 and understand its causes and effects.
10	Flood Defences	What can be done to protect towns? Why is it so expensive? Is there any point?	To use knowledge from the previous lessons to identify the key ways that settlements can be protected from flooding.
11	River Landforms - Mouth	What is the River mouth? Where is it? How does it affect the coastline?	To understand the formation of the River Mouth. To justify it's location with evidence.

12	Coastal Erosion	What causes Coastal Erosion? How can it cause major problems?	Examine a case study of major coastal erosion and identify the issues it causes.
13	Coastal Formations - Stacks, columns and Caves	How are stacks, columns and caves formed? Where are they formed?	To be able to identify the difference between coastal formations and how they are formed.
14	Coastal Defences	What are the different types of coastal formations? When are they each used?	To be able to identify the different defences used around the coast and their relevant costs and effectiveness.
15	Coastal Flooding	Where does flooding happen? Is there a difference between River and Coastal Flooding?	To examine the locations of floods and the effect of flooding on the area. As well as examining the aftermath of flooding.
16	Assessment		

Rationale

Through the study of Rivers and Coasts students will continue to develop their skills in Geography. They will expand on their map reading skills and begin to learn to use six figure grid referencing; they will study a range of geomorphological processes on a variety of scales throughout the United Kingdom, with a particular focus on recent case studies. In order to tie closely to the National Curriculum, the unit is planned to examine primarily British examples.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
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7559 5	Introduction to Coastal Features	Entry
1153 1	Geography: Rivers	Entry

Unit 7 - Christianity and Islam

	Lesson Title	Key Question	Objective
1	What is Christianity?	What is a Christian? What do they believe?	To discuss what Christianity is and what the key beliefs are.
2	Old Vs New Testament	What is the bible? What do we mean by testaments? How do the testaments differ?	To examine parts of the bible and discuss how the tone and feel of the text changes between old and new testament.
3	Creation	What is the creation story? How did God create the Earth?	To read the creation story and bullet points its key aspects.

4	Creation 2	<p>What are the key aspects of creation?</p> <p>What is the name of the book the creation story is in?</p>	<p>Use notes from previous lesson to create a story board of the Creation story.</p>
5	Noah	<p>Who was Noah?</p> <p>What do we know about him?</p> <p>What did he do?</p> <p>Why is he important to Christians?</p> <p>What is the significance of rainbows?</p>	<p>Use a range of sources to identify the key aspects of the story of the great flood before reaching a decision about its likely occurrence.</p>
6	Moses	<p>Who was Moses?</p> <p>What did he do?</p> <p>Which book is he featured in?</p> <p>Why is he important to Christians and Jews?</p>	<p>To read the story of Moses then use inference and deduction to draw conclusions about the importance of Moses to multiple faith groups.</p>
7	Birth of Christ	<p>Who is Jesus?</p> <p>Why is his birth important?</p> <p>Why did Mary and Joseph have to go to Bethlehem?</p>	<p>To examine the story of the birth of Christ and explain its importance not only to Christians but also its wide impact on modern Britain.</p>
8	Life of Christ	<p>How did Jesus live?</p> <p>What is a parable?</p> <p>What did he achieve?</p> <p>Who was the historic Jesus?</p>	<p>To examine the life and times of Jesus, and create a parable for the modern world.</p>
9	Death of Christ and Resurrection	<p>Why did Jesus have to die?</p> <p>How did the Romans kill him?</p> <p>What is the Passion?</p> <p>Why is it important to Christians?</p>	<p>Discuss the importance of the death of Christ and the effect it has had on people throughout history.</p>
10	Apostles	<p>Who and what is an apostle?</p> <p>What are they called?</p> <p>What did they do?</p> <p>How are their accounts different?</p>	<p>Examine sections of the books of Matthew, Mark, Luke and John and discuss their</p>

			similarities and differences.
11	Canonisation	Who was the Emperor Constantine? Why is he important? What did he do? Why did he choose the books he did? Why was it up to him? What is a closed cannon?	To examine the historic context of the inclusion of texts into the closed cannon of Christianity.
12	The Great Schism	Why did Orthodoxy split from Catholicism? When did this happen? Where are the centres for each of the faiths? How are they similar or different?	To examine the two forms of Christianity and discuss how they are similar or different.
13	Crusades	What were the crusades? What was the point? How many were there? Who were the major people involved? Who called them?	To examine the third Crusade of Richard the Lionheart and explain why it happened and what the purpose of it was.
14	Henry VIII - Reformation	What caused the creation of the Protestant Church? Who were the major individuals behind its creation?	To discuss the events that lead to the reformation of the church and the impact it had on the United Kingdom.
15	Protestant Vs Catholic	What is the difference between a Catholic and a Protestant? Why do they fight? Where do they fight?	Examine a range of sources to identify the major factors that have caused friction between the two major faith groups in Northern Ireland.
16	Challenges to faith	What makes people become Atheist? What do people think about people who believe in God?	Discuss a range of arguments for and against faith in modern Britain, before making an

			informed decision about faith in the world today.
17	What does it mean to have faith?	What do Christians believe today? How do they justify the existence of a God in a world of suffering? What is existentialism?	To discuss the role of faith in the modern world and the issues that it faces.
18	Assessment		
19	Map of Christian/Muslim worlds	Where are they?	To be able to identify the main locations for two of the major religions in the world. To create a map to show the Holy sites of the religions.
20	Intro to Christianity & Islam	What do you know?	To demonstrate prior learning and discuss misconceptions about major religions.
21	What is Islam?	What is Islam?	Discuss the main areas of Islam.
22	What is a Muslim?	What is a Muslim?	To know what the major beliefs are and how Muslims go about their daily lives.
23*	Medieval Christianity and Islam	What was medieval Christianity and Islam like?	Examine the lives of mediaeval Christians and Muslims in Eastern Europe.
24	Medieval Islam	What was Medieval Islam like? Why is medieval Islam important to modern medicine?	Examine the lives of mediaeval Muslims in Asia.
25	Compare prophets	How are Jesus and Mohamed similar? How are they different?	Discuss the similarities and differences between

		What did they do?	Mohammed and Jesus. How are they celebrated differently?
26	Compare Symbols	What are the Symbols, clothes, buildings like?	Examine the places of worship and their contents and compare the two.
27	Compare worship	What are the How they worship, Bible-Quran, priests?	Examine the methods of worship in both religions and explain the extent to which they are different or similar
28	Compare beliefs	How are Allah-god, 10 commandments-5 pillars related?	Understand the main teachings of Christianity and Islam and the morals they attempt to instill in their followers.
29	Review lesson	What are the major comparable points between the faiths?	To create a revision grid outlining the major similarities and differences between Christianity and Islam, ready for the assessment.
30	Assessment		

Rationale

This unit aims to give students an insight into the events that have led to the development of the modern Christian church from the original Great Schism to Henry VIII and the Reformation. This unit ties in with the National Curriculum requirement for students to study Christianity and one other major world Religion.

As part of the study of a variety of major world religions, the students will study Islam. Not only will this provide an alternative comparative religion following the study of Christianity. The unit will also challenge stereotypes and misconceptions the students hold regarding the nature of the Muslim community in the UK and abroad. This unit will also help to instil British Values through its teaching of alternative cultures and faith groups.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
1285 5	Religion and Life Issues: Prejudice	Entry
1282 9	Islam: Relationships and Lifestyles	Entry
1282 4	Islam: Worship	Entry

Unit 8 - British Empire and Industrial Revolution

	Lesson Title	Key Question	Objective
1	Mapping the Empire	How big was the British Empire?	To create a map to show the stages of development of the

		How many countries did we rule? How did they change us?	British Empire including American independence.
2	Early Empire	What was different about the Empire before 1812? Why did it remain small until this point?	To examine the size and make up of the British Empire up to American Independence in 1812 and decide why the Empire remained small.
3	Taxation and Tea Parties	Why was Britain putting such heavy taxes on goods? What effect did this have on the colonies?	Assess why the British heavily taxed commodities just as tea and what this meant to the colonists.
4	American Revolution	Why did the American Colonists finally go into revolt? How did they win their freedom? What changed in Britain as a result?	To understand the causes and effects of the American Revolution and its key figures.
5	Napoleonic Wars	What caused war in Europe? Where were the major players? Why is it important today?	To examine the first European wide conflict and assess its impact of the future of Europe.
6	Waterloo	How did Britain and her Allies win at Waterloo? What was the outcome of the War?	Assess the tactics used in the Battle of Waterloo, Create your own battle plan to show what you would have done differently if you were Napoleon.
7	India	How did the Conquest of India change the British Empire? What happened in the UK when we conquered India?	Identify the importance of India to the British Empire and explain how and why the Empire was able to grow at the rate it did after India was captured.

8	Rulers of Empire	Who are the most significant people to Rule over Colonies in the Empire? What made them stand out? How did they change things?	To identify the key figures of the Empire and explain the impacts they had on the Empire as a whole before creating a radio broadcast on the PC to present this information to other students.
9	Ruled of Empire	Who were the most famous colonists? What made them stand out? What did they change?	
10	Radio	What would a Radio broadcast about Rulers and Ruled sound like?	
11	Assessment		
12	Power	What was the key invention that changed the world? What were the key stages of its development? How did Britain become the worlds first Super Producer?	Analyse the development of the Steam Engine and its impact on Britain.
13	Trade	What was Britain producing? Where was it going? What was Britain getting in return?	Examine the trade links between Britain and the rest of the world and justify the importance of Trade to the Empire.
14	Mining	What are the three types of mine? How did mining evolve throughout history?	Examine a range of sources and explain how mining evolved in the UK. Be able to explain the differences between Bell Pit, Adit and Deep Shaft Mines.
15	Canals	Why were Canals built? Where did they get the water from? Where did they go? Why are there no Canals in the North East?	To use inference and deduction to justify the building of canals in only the South and Midlands.
16	Railways	Who is the farther of the Railway? What was the first train?	To be able to identify the key points in the

		What was their impact? How did they change Britain's infrastructure?	development of the railways and explain how this impacted on Britain's industrial development.
17	George Stephenson	What is his legacy? What did he do to change the UK? What did he invent? How did he change the Railways?	Examine the impact of George Stephenson on the railways, argue the extent to which he is "The Father of the Railway."
18	Isambard Kingdom Brunel	Who was IKB? What were his key achievements? Where is he most fondly remembered?	Examine the life and work of IKB to understand his impact on Industrial Britain.
19	Agricultural Revolution	How did farming methods change with the Industrial Revolution? What did improvements in technology mean for Farming?	Understand the developments in Agriculture in Britain between 1750 and 1900.
20	Agricultural decline	What caused the decline in British agriculture? What this a good thing or a bad thing? Did the Empire help of hinder farmers?	Use inference and deduction of a range of sources to establish the causes and effects of Britain's agricultural decline.
21	Assessment		

Rationale

The National Curriculum requires history teaching to be chronological, for that reason students will jump forward three hundred years from 1450 to 1750 for the study of the British Empire and the Industrial Revolution. The unit includes a variety of case

studies for the students to examine both locally and nationally. This can then be expanded to include international case studies if required.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
1185 7	Britain, 1815-1851: Social Reform in Factories and Mines	Entry
9266 7	Britain and the Industrial Revolution	One

Unit 9 - India - Social Case Study

Lesson	Lesson Title	Key Question	Objective
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1	Map of India	Can you locate the major cities, mountains and rivers of India? Where is India on Earth? What surrounds India? How has India changed since 1948?	To be able to identify the geographic characteristics of India and it's surrounds and establish the nature of political change in the region since 1948.
2	Map of UK	Can you locate the major cities, mountains, rivers and lakes of the UK?	To be able to identify the geographic characteristics of the UK and it's surroundings.
3-4	Physical Geographies of India and UK - ICT	What are the physical geographies of India and UK?	Create a PowerPoint presentation to discuss the physical geography of India and the UK.
5	Complete research of physical geographies	What are the major differences between the physical geographies of the UK and India?	To be able to use an Atlas in order to use inference and deduction to answer 4 essay style questions.
6-10	Modern Day India	What is life like in an Indian slum?	Obtain information from a primary source and use this to shape opinion
11	Slumming It: Write up	What have you learned from the documentary on Dharavi?	Use notes created in a

			prior lesson to help write an article detailing the nature of life in the slum.
12-16	Diwali & Rangoli	What is the festival of Diwali and how is it celebrated?	Discuss the significance of Diwali & Rangoli.
	Mehndi	What are Mehndi patterns and why are they used?	Create a Mehndi pattern on a drawing of your own hand.
	Design a Mendhi / Rangoli of your own (Art room?)	Can you design your own Mehndi or Rangoli pattern in the traditional Hindu style?	
17	Diwali, Rangoli and Mehndi write-up	What do you know about Hindu festivals and crafts?	To be able to use the knowledge from prior lessons to explain the reasons and importance of Rangoli and Mehndi.
	Indian Culture	What do these images tell you about India?	Make deductions about a range of images of Indian life and culture.
18-19	Indian Culture (ICT Research)	What can you find out about Indian culture?	Create a PowerPoint about the culture of India, making comparisons to the UK.
20	Indian Culture Write-up	What is the culture of India like?	Use learning from the lesson to complete formative assessment on the culture of India.

21	Reincarnation & Karma	What is reincarnation and how do Hindus aim to be reconnected with Brahman?	To be able to explain why reincarnation is and why it is an important part of Indian Culture.
22	Dharma Duties	What are the Dharma duties of Hinduism?	To understand the describe the Dharma duties of Hinduism in your own words.
23	Caste System	How are humans ranked in Hinduism?	The examine the caste system, compare it to the Western Class system and explain the positions within each.
24	Trimurti	What is the Trimurti and what are their features?	To examine a range of Hindu gods and explain their roles and nature within the Hindu system.
	Vishnu	What is Vishnu the God of and what are his features?	
25	Shiva	What is Shiva the God of and what are her features?	
	Ganesh	What is Ganesh the God of and what are his features?	
26-27	Hinduism (ICT Research)	What are the features of Hinduism?	
28	Hinduism Write-up	What are the features of Hinduism and how is it practised?	To use prior learning to explain the primary features of Hinduism.
29	Assessment	How different is India to the UK?	

Rationale

This unit fulfils two purposes, first and foremost students are required by the National curriculum in Geography to study a foreign culture, and in this case India will be the major case study for the half term with study in the whole of Indian culture and community

taking place. Students will then study a third major world religion in the form of Hinduism and compare this to both Christianity and Islam as previously studied.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
7194 9	Introduction to a Foreign Country: Geography and Culture	Entry
1284 4	Hinduism: Worship	Entry

Unit 10 - Human Rights and Moral courage

Lesson	Lesson Title	Key Question	Objective
1	Human Rights	What are our Human Rights?	Be able to identify the key

		<p>How and why was the UN created?</p> <p>What impacts on our Human Rights?</p>	<p>aspects of the Human Rights act and begin to understand the importance of it and how it impacts on their lives.</p>
2	Moral Courage	<p>What is Moral Courage?</p> <p>What does it mean to have morals?</p> <p>What is the difference between moral courage and bravery?</p>	<p>I must be able to define moral courage</p> <p>I should be able to consider the difficulties involved with moral courage.</p> <p>I could consider personal experience when moral courage was needed.</p>
3	Equality	<p>What does it mean to be equal?</p> <p>Is there equality in the world today?</p> <p>Who is equal?</p> <p>Who is not?</p>	<p>Be able to explain what equality is and make their own decision as to whether we have equality in the world today</p>
4	Martin Luther King and the Civil Rights Movement.	<p>Who was Martin Luther King?</p> <p>Who was Rosa Parks?</p> <p>Why are they important?</p> <p>What was the result of the Civil Rights Movement?</p>	<p>Be able to identify why MLK is important to all people around the world.</p> <p>Be able to empathise with the struggle of black Americans in the 1950's.</p>
5	Music and Civil Rights - Bob Marley	<p>How can music change people's perceptions?</p> <p>Who was bob Marley?</p> <p>How did he show moral Courage?</p>	<p>Be able to identify how and why music was important for the civil rights movement.</p>

6	Belief, Protest and Peace - Gandhi	Who was Gandhi? What did he do? Did he show moral courage? What impact did he have on modern India?	To understand why people stand up for issues they believe in. Demonstrate their understanding of the life of Gandhi through a ten part story.
7			
8	Nelson Mandela	Who was Mandela? What did he do? Why was he important? What is apartheid?	To examine the life of Nelson Mandela and decide if he was a man of moral courage.
9	Moral Courage in the Modern Age - Malala Yousafzai, portrait of a girl blogger.	Can people show moral courage today? What did Malala do? Did she show moral courage? What happened to her? What does she do now?	To understand why Malala is important To identify why moral courage is important in the modern age.
10	Genocide - Rwanda and Moral Courage.	What is genocide? What happened in Rwanda? How did some people oppose the Interhamwe?	To understand the concept of genocide. To consider how genocide should be remembered using philosophical thought.
11	Ethics	What are Ethics? What is Ethical? How can people have ethics?	To understand what Ethics are and how they apply to modern life in Britain.
12	Medical Ethics	Are Medical Ethics different to general ethics? What do they refer to? Can they ever be ignored?	To think about the nature of medical research and debate the importance of

			ethical medical practise.
13	Joseph Mengele	Who was Mengele? What did he do? Why is he important to modern medical knowledge?	To examine a range of sources to establish the importance of the work of Mengele to modern medical knowledge.
14	Values	What are values? What are our values? Do peoples values change with age? Do peoples values change with education? Are values linked to nationality?	To know what our values are and how they can be influenced.
15	Rules of Life	Can we create some rules to help us live ethical lives? Can we show Moral courage without ethics?	To look back over the prior work and establish the link between ethics and moral courage.
16	Assessment		

Rationale

It is vital for students to understand what Human Rights are, what it take to have Moral Courage and Ethics if students are to understand what British Values are. The unit will provide a range of examples of those people who have shown Moral Courage in the 20th Century as well as some more recent examples. This will foster a sense of empathy in the students.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
3032 8	Citizenship (Unit 8): Identity and Discrimination	Entry

Unit 11 - International Slave Trade and The American Civil War

Lesson	Lesson Title	Key Question	Objective
1	Slave Trade Triangle	What was the Trade Triangle? Who did it involve? What was traded?	Create a detailed map to show the route and trading aspects of the Trade Triangle.
2	Middle Passage	What was life like on the Slave ships? How long did the journey last? How many slaves were traded?	Use a range of sources to understand and empathise the plight of the slaves during the middle passage.
3	Life on a Plantation	What was it like to live on the plantations? How many slaves shared a house? What were the Slaves expected to do when not working?	Use a range of sources to examine the living conditions of slaves.
4	Cotton	What was it like to work as a Slave? How long did they work for? What kind of jobs did they do? Were all slaves equal?	Sort cotton from waste materials to gain an understanding of the work of slaves on the plantations.
5	Punishments	What sorts of punishments did the slave owners use? Why were Slaves punished?	Use a range of sources to examine the punishments of slaves and empathise with them.
6	Rebellion	Did Slaves ever rebel? What happened to the rebels? Who was their leader?	Use inference to establish the causes for slave rebellions and their relative success or failure.
7	Abolition	Why did people decide slavery was bad?	Use a range of Primary sources to examine the

		What did people say and do to stop it?	extent to which people of the time were for or against slavery.
8	William Wilberforce	How did WW help to put and end to slavery? Why did it take longer to make slave ownership illegal than it did to make the trade illegal?	Understand who William Wilberforce was and his impact on abolition.
9	Life after Slavery	What happened to Slaves who were free? Where did they go? How did life change? Were they treat equally?	Examine the lives of slaves after abolition to understand the extent to which their lives changed.
10	Assessment		
11	Disunion	How were the North and South different? Who was the Leader of the Union and Confederacy?	Identify the causes of the American Civil War.
12	America goes to War	What was the reason for the final outbreak of conflict? How did the two sides compare?	Describe the state of the nation and sequence the first events of the Civil War.
13	Antietam and Emancipation	What was the Emancipation Proclamation? What changed at the battle of Antietam?	State the meaning and impact of the Emancipation Proclamation.
14	Life at War	What was life like for a soldier in the American Civil War?	Describe the day-to-day life of a Civil War soldier.
15	The Home Front	How did news of battles etc get back to towns? What was life like for those not fighting?	List examples of work done on the home front and describe how news travelled to the home front.

16	Shifting Tides	How did the union turn things around against the Confederacy? How did the Union win at Fredericksburg? Who were Ulysses S. Grant and Robert E. Lee?	Discuss the effects of the battles of Gettysburg and Vicksburg, paying particular attention to the Gettysburg Address.
17	Bringing the War to an End	How did the Union eventually win? What did Union victory mean for the United States, The British Empire and The Rest of the World?	List and discuss the sequence of events leading to the end of the Civil War, paying special attention to the election of 1864.
18	Effects of the War	What did the resolution of conflict mean for the British Empire? Why didn't Britain get involved? Who were the key figures of the War?	Discuss the effects of the Civil War.
19	Abraham Lincoln	What did he achieve during his terms in office? What were the main challenges he faced? Who was his main opponent?	Examine and discuss the life and term of Lincoln and make comparisons between his views and those of William Wilberforce in the UK.
20	Assassinating the President	Why did John Wilkes Booth feel that he had to assassinate Lincoln? What did Lincoln's death mean for the United States? What did his death mean for The British Empire?	Use Primary sources to gain and understanding of the justification by JWB for the assassination of Lincoln and what

			he hoped to achieve.
21	Assessment		

Rationale

Britain played a vital role in the establishment and eventual abolition of the international Slave Trade, for that reason it is a vital topic of study for Key Stage 3 students. This unit will build on the student's ability to understand historic processes and show empathy. Following on from this it is important that students understand that the slave trade did not end after its abolition in the British Empire, for that reason student's will then complete work on the events leading to the eventual Emancipation of the Slaves in the United States of America.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
70880	Slavery	Entry
77058	The Rise and fall of the Slave Trade	One

Unit 12 - Geo-Hazards - Earthquakes and Volcanoes.

Lesson	Lesson Title	Key Question	Objective
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1	How is the Earth made?	What are the different layers of the Earth? How is the Earth Crust put together?	To understand and identify how the Earth is constructed. What the nature of the Crust is and how it moves.
2	Constructive Earthquakes	What is a constructive Earthquake? Which plate boundaries are Constructive? How do they happen?	To understand the mechanics of a Constructive Earthquake, and state where they happen.
3	Destructive Earthquakes	What is a destructive Earthquake? Which plate boundaries are Destructive? Why are they different to Constructive boundaries?	To identify the differences between two types of Earthquake and explain how destructive Earthquakes happen.
4	Strike-Slip Earthquakes	What are strike-slip Earthquakes? Which plate boundaries are strike-slip boundaries?	To understand how Strike-Slip Earthquakes happen, and which boundaries move in this way.
5	Tsunami	What is a Tsunami? Why do they happen? What is their effect?	To identify the causes and effects of Tsunami.
6	Disaster Aid	What is Aid? Who gives aid? Are there different types of Aid? Is Aid a good thing?	To understand what Aid is and establish the extent to which it is a good thing.
7	Recovery	How do areas recover from disasters? Do some countries recover faster than others? Who is the most affected?	To critically examine different recovery strategies for dealing with the

			aftermath of Earthquakes.
8	Warning Systems and Defence	What kinds of warning systems exist? How do they work? How do they help? How can we stay safe during an Earthquake?	Examine different systems of early detection then create a leaflet to inform people of how to stay safe during an Earthquake.
9	San Francisco - 1989	What happened at the San Francisco Earthquake? Why did it have such an effect? What were the outcomes?	To understand the effects and outcomes of an Earthquake on an MEDC.
10	Bam - 2003	What was the effect of the Bam Earthquake? Why was this Earthquake more hazardous than San Francisco?	To understand the effects and outcomes of an Earthquake on an LEDC.
11	Assessment		
12	What is a Volcano?	How are Volcanoes made? What are the different layers of the Earth? What are the three categories of Volcanic activity?	To identify the layers of the Earth and understand how their movement can lead to the creation of volcanoes.
13	What are the types of Volcano?	What is a shield Volcano? What is a Caldera? What is a Cinder Cone volcano? What is a Composite Volcano? What are examples of each?	To be able to identify the different types of volcano and an example of each type.
14-17	Making a Volcano	How can we make our own volcano? What should its features be?	To create a model of a volcano from a bottle, modelling wire, papier-mâché. Then use

			bicarbonate of soda + vinegar to model a slow flowing eruption and Coke and Mentos to model a pyroclastic event.
18	Review	What is the difference between types of eruption? What might be a natural cause for Pyroclastic flow?	To understand the causes of eruption events, and what might lead to bigger more explosive eruptions.
19	Assessment		

Rationale

In this unit pupils will learn about the patterns and processes associated with earthquakes and volcanic activity. Pupils contrast the impact of this type of activity on more and less economically developed countries.

The focus of the unit is describing patterns and processes; understanding and explaining the complexities of tectonic activity.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
86008	Earthquakes and Volcanoes	Entry
23003	Natural Hazards of the World	Entry

Unit 13 - Democracy

Lesson	Lesson Title	Key Question	Objective
1	What is Democracy?	What is democracy? What is a dictatorship? Is Democracy a good thing?	To be able to define what democracy is.

			To analyse the extent to which democracy is a good thing.
2	Who were the Chartists?	Who were the Chartists? What did they do? What were the parts of the Charter? Has anything similar happened? What is a Rotten Borough?	To be able to use a range of sources to explain how and why the chartist movement happened, and establish the extent to which it was a success.
3	Who were the Suffragettes?	Who were the Suffragettes? What is suffrage? Were they successful?	To be able to evaluate the success of the suffragettes. To analyse the tactics they used.
4	What are the different voting Systems?	What are the different voting systems? How are they different? Which do we use? Does it work?	To understand how to take part in an election. To know what voting system is used in the UK and discuss whether it should be changed.
5	Who are the UK's Political Parties?	Who are the main parties? How are they different? Who is running the country	To understand the differences between the major parties. To create a manifesto for a new political party.
6	Right Vs Left	What is Socialism? What is Conservatism? How are they different?	To understand the difference between the Left and Right wing movements in politics.

7	Labour	Who are the Labour Party? What are their founding beliefs? Who are the major members of the party?	To identify the key members and policies of the major political parties.
8	Conservative	Who are the Conservatives? What are their founding beliefs? Who are the major members of the party?	
9	Liberal Democrat	Who are the Liberal Democrats? What are their founding beliefs? Who are the major members of the party?	
10	How does Local Government affect us?	How does local government work? What do they do? What are they responsible for?	To understand the position of Town and County council within government. Create a budget for running a Town.
11	The House of Commons	What is the House of Commons? What do they do? How do they work?	To understand what the House of Commons is and what they do.
12	The House of Lords	What is the House of Lords? What do they do? How do they work? Do we still need them?	To understand who the Lords are and what they do, and justify their existence.
13 14	How are laws made?	What are bills? What are laws? What does legislative mean? What is Royal Assent? What is the process for creating a law?	Know that a key function of parliament is to make laws. Understand that draft laws go through many stages. Describe those stages.
15	The European Union	What is the EU?	TO be able to identify the

		How does the EU affect our lives in the UK? Is everything we hear about the EU true?	significance of the European Union. To know what the aim of the Union is.
16	What are pressure Groups?	What is a pressure group? What do they do? What are some examples?	To understand the different campaigning methods and assess their effectiveness for different types of issue.
17	What is Direct Action?	What is direct action? Can you think of a time when it has been used? Should it be used? Are there better ways of campaigning?	Identify arguments for and against direct action. Investigate how successful Direct Action can be. Explain if it can be justified.
18	Assessment		

Rationale

The final unit primarily focused on instilling British Values in the students is concerned with Democracy. The students will be taught about the nature of the British political system, how to vote and who they can vote for. They will be taught the complexities of Law making and roles of different parts of government.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
8493 2	Government and the Electoral System	Entry
3032 3	Citizenship (Unit 3): Politics and Power	Entry

2284 1	Chartism	Entry
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Unit 14 - World War 1 and The Inter War Years

Lesson	Lesson Title	Key Question	Objective
1	Europe 1900-1910	What was Europe like at the start of the 20 th Century? What countries existed?	Use a range of resources to examine the state of Europe

			at the turn of the 20 th Century.
2	Triple Entente Vs Triple Alliance	<p>Why did the largest nations in Europe form two opposing alliances?</p> <p>Why was this a bad idea?</p> <p>Who made up the Triple Entente?</p> <p>Who made up the Treble Alliance?</p>	Examine the two sides and examine the extent to which this was a very bad idea.
3	Franz Ferdinand	<p>Who was Franz Ferdinand?</p> <p>Why did the Serbian Slavic group The Black Hand want him dead?</p>	Understand who FF was and why he was targeted by the Black Hand.
4	Outbreak of War	<p>How did the death of Franz Ferdinand lead to global conflict?</p> <p>What were the steps that led to an international war?</p>	Use a range of sources to create an understanding of the days following the death of FF to the declaration of war.
5	Technology of War	<p>Why did battle tactics fall so far behind the technology?</p> <p>What weapons were used in WW1?</p> <p>Why was there such a high casualty rate?</p>	Examine the weapons used during WW1 and justify why tactics and technology lead to high casualties.
6	Christmas Day Truce	<p>What happened on Christmas Day 1914?</p> <p>Why were the generals on both sides unhappy?</p> <p>What was the effect of the truce?</p>	Understand the causes of the Christmas Day Truce, and its impact. Explain why it only happened once.
7	Life in the Trenches	<p>What was it like to be a soldier in the First World War?</p> <p>How did the Soldiers live?</p> <p>What did they have to deal with?</p>	Understand what life was like in the trenches for the average soldier.

8	Passchendaele / The Somme	What made the two battles so horrific? Why are they important? Why did so many men die? Was the problem the technology or the tactics?	Use a range of sources to examine the two battles and explain why they were so devastating.
9	Russian Revolution	Why did the Russians have a Revolution? What was the impact of revolution? Who took over?	Justify the causes of the Revolution and what it meant for the rest of the world.
10	Treaty of Versailles	What did the Allied Nations do at Versailles? What impact did the Treaty have? What happened because of it? Who took the blame for the War?	Examine the treaty and discuss its impact on Europe.
11	Assessment		
12	The Great Depression	What is inflation? What is Hyper-Inflation? Why did Germany find this very hard?	Understand the cause and effect of the Great Depression in Europe.
1	The Birth of the National Socialists	Who were the National Socialists? What did they want? Who were the Key figures?	Justify the causes of the creation of the National Socialists.
14	Night of the Long Knives	Why did Hitler order the assassination of his political opponents?	Examine the reasons for Hitler's actions and use inference to suggest what might have happened had he not killed his opponents.
15	Hitler's Rise to Power?	How did Hitler get elected? What did he do once he was in power?	Use a range of sources to understand Hitler's rise in

			popularity and ultimate election.
16	Britain	What was it like in Britain in the 1930's? What did people dress like? What was happening in the Empire?	Use a range of sources to examine life in Britain in the 1930's and understand the British reservations towards German aggression.
17	Prohibition	What was Prohibition? Who benefited from it? Why was it introduced? Why was it Repealed in 1933?	Examine the reasons for prohibition and understand why it was a divisive issue.
18	Edward VIII	Who was Edward VIII? Why did he abdicate? Why was this important? What did it mean for Britain?	Understand the reasons for Edward's abdication and why it was so shocking.
19	Japanese Empire	Why did the Japanese invade China? What did this mean for the British Empire?	Examine the cause and effect of Japanese Imperialism in the Pacific and understand why it concerned the British.
20	German persecution of the Jews	Why did Germany target Jews? Why did they blame them for the Great Depression?	Establish the links between Hitler's rise in power, The Jewish persecution and the Treaty of Versailles.
21	Assessment		

Rationale

Students will examine the causes of the First World War. They will then examine the changing face of war and contrast this to the images of conflict studied earlier in their education. They will be given an understanding of what life was like for the average soldier in the trenches, helping to foster a sense of empathy in the students. They will then look at what happened throughout Europe between the wars including the events that lead to the rise to power of Adolf Hitler.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
2282 0	World War 1: The Western Front	Entry
7297 3	The First World War	One
8177 3	World War One: Trench Warfare	Entry

Unit 15 - World War 2 and The Cold War

Lesson	Lesson Title	Key Question	Objective
1	Promises of Peace	Why did Britain refuse to believe Germany had grand ambitions?	To understand why Britain was reluctant to take part in the

		Why did Neville Chamberlain believe Hitler's promise of peace?	conflict and why Chamberlain was eager to believe Hitler.
2	1939 - Hitler Invades Poland	Why did Britain go to war? What was significant about German expansion?	Justify Britain's reasons for going to war and Chamberlain's resignation as PM.
3	Blitzkrieg	What was Blitzkrieg? Why was it so effective? Who did the Germans defeat in this way?	Use a range of sources to describe and explain what made the Blitzkrieg so effective.
4	Battle of Britain	What was the Battle of Britain? How did Britain win? What did this mean for the war?	Use a range of sources to examine the Battle of Britain and understand how it was won.
5	North Africa	Why are Tobruk and El Alamein important? Who was Monty? Who was Rommel?	Examine the War in Africa and understand the rivalry between Monty and Rommel.
6	Holocaust	What did the Germans do to Jews at Auschwitz? Why did the Nazi party come up with the "Final Solution to the Jewish Problem." Who else did the Germans target? Did any good come out of the Holocaust?	Use a range of sources to examine the methods used by the Nazi's during the Holocaust and understand the reasons for the slaughter.
7	Burma	Why is the Pacific Conflict important to Britain? What did victory in Burma mean for both the British and Japanese Empires?	To examine the conflict in Burma and understand its significance to

			the British Empire.
8	Stalingrad	What made the battle so fierce? Why did it last so long? How did the Soviet's hold out and win?	Understand the nature of Urban fighting on the Eastern Front and its long term impact on both Germany and the USSR.
9	D:Day	What was the Allied plan? How did it work? What was it's impact?	Examine the tactics used on D-Day and discuss the extent to which it was successful.
10	Atomic Bomb	Why was the Atomic Bomb dropped? Where were they dropped? What effect did it have? Was it necessary?	Debate the justification for use of the A-bomb, was it the right thing to do?
11	Assessment		
12	Cold War	What do we mean by a Cold War? Who was involved? Why did it last so long? How did it end? What is its legacy?	To understand what the Cold War was and why it happened.
13	Berlin	What was the Berlin Wall? Why was Britain involved? What was the Berlin Airlift? Why did people try to smuggle themselves into The West?	To examine the causes of Berlin's segregation and the need for the 1948 Berlin Airlift.
14	Cuba and the Assassination of Che Guevara	Why did Cuba Revolt? What tactics did Che Guevara and Fidel Castro use? Why was Che Guevara killed? Who killed him? Why is his death important? What was he trying to achieve?	To know who Che Guevara and Fidel Castro were and why they became a problem for the USA, and as such

		Was he a Terrorist or a Freedom Fighter?	why Guevara was assassinated.
15	Cuban Missile Crisis	What was it? How was it averted? What would have happened if JFK had not prevented it?	Examine a range of sources to understand the causes and effects of the Cuban Missile Crisis and how it was averted.
16	Assassination of JFK	Why was he killed? What did it mean for the world? Why should the British care?	Use archive footage of the JFK assassination and make informed decisions about the shooting.
17	Space Race	Who was the first nation to make it into space? Who was the first to the moon? Why was it important to both the USA and the USSR to be the first?	Examine the Space Race and justify its importance to the world.
18	End of Empire	Why did Britain begin to give independence to its colonies? Who was Gandhi? How did the Empire evolve into the Commonwealth?	Create a timeline of Independence for the British Colonies, explaining why they were given their independence.
19	Civil rights	What are Civil rights? Who was Martin Luther King? Who was Nelson Mandela? What did Equality mean for Britain?	Examine a range of sources to understand the struggle for equality around the world.
20	Mass Immigration	Why did Britain invite people from the West Indies to move to the UK after the war? How did British people react to the immigration?	Discuss the need for foreign labour in the UK and examine the need for migration today.

21	Fall of The Soviet Union	Why did the Soviet Union break up? How did Europe change? What impact is its fall having today?	Examine the cause and effects of the collapse of the USSR.
22	Assessment		

Rationale

With the growing trend for commemoration and celebration of the armed forces in the UK, it is important for students to be taught not only the fundamentals of the Second World War, but also the significant events following the war up to and including the 1991 collapse of the Soviet Union. In doing this, students will be given a detailed and holistic understanding of the events and decisions that lead to the creation of Modern Britain.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
11865	Britain at War: Turning Points in the Second World War	Entry
70769	Introduction to Britain in the Second World War	Entry
11870	The Cold War: The Cuban Missile Crisis 1962	Entry

Unit 16 - Migration, Population and Mega Cities

Lesson	Lesson Title	Key Question	Objective
1	What is a population?	What is a population? What is a population centre? What can affect a population?	To understand what population is and what can affect it.

2	How are urban areas structured?	What are the different models of urban areas? What do we find in the different parts of the city? How do the models differ from one another?	To understand the different Urban models and their differences, and deciding which cities fit which models.
3	Case Study: Sunderland	Which Urban Land Use Model best fits the city of Sunderland? Do any of them fit perfectly? How is it structured? What are its main features? Where are they located?	Examine the main features of the city of Sunderland; explain where they are and why they are there. Create a custom map of the city to show the Urban land use of Sunderland.
4			
5			
6	Types of Settlement	What are the different types of settlement? How is a city different to a town? Are there any exceptions to the rule?	To understand what a city is and how they are characterised. To create a new set of criteria for characterising settlement types.
7	Urban Issues	What are the good parts of Urban Regeneration? What are the bad parts? Why is it needed? What could happen without it? What is homogenisation?	To examine the inner city areas of two towns / cities and explain what is good or bad about them before justifying the regeneration of the city centre areas.
8			
9			
10	Migration	Why do people move to the city? What problems can this cause?	To examine a range of sources to identify the key areas of

		Where do people usually move to?	migration into the urban area and suggest possible issues this in migration could cause.
11	Mega Cities	What is a Mega City? Where are the world's Cities? How many are there?	To identify the characteristics of a Mega City and begin to understand where they are.
12	Rio de Janeiro	Where is Rio? Why is it a mega city? What is a favela? What is Rio famous for?	To build on knowledge of mega cities through a case study of a city in a developing country.
13	New York City	Where is NYC? Why is it a mega city? How is it different from Rio?	To continue to develop understanding of mega cities by studying one in a developed country and comparing it to one in a developing country.
14	How is a Mega City created?	What are the common themes between the cities in different economic areas? How are they different? What causes exponential urban sprawl?	To examine the similarities and differences between two different mega cities in order to generate a hypothesis as to how they are created.
15	Testing a hypothesis on a Mega scale!	How can we prove our hypothesis? Which Mega Cities fit the rule and which don't? Why is there variation?	To test a hypothesis to see how accurately we can predict the

			creation of Mega Cities.
16	Assessment		

Rationale

As part of the current national curriculum for Geography, students need to have an established and detailed understanding of the factors that influence settlement size and population growth. This combined with an ongoing migrant crisis in Europe, means that this subject has never been more important. This unit aims to give students the information needed to make informed decisions about urban land use and settlement of groups of migrants within the westernised urban area. They will be taught the causes of inner city decline and regeneration and begin to understand the relative benefits of gentrification despite issues surrounding retail and high-street homogenisation.

Complimentary AQA Single Unit Award Scheme Qualification.

Unit	Description	Level
1152 7	Geography: Settlement	Entry
1153 4	Geography: Population	Entry
9241 7	Study of a Capital City: London	Entry

Unit 17 - Britain's Place in the Modern World and World Trade.

Lesson	Lesson Title	Key Question	Objective
1	What is Britain?	What does it mean to be British? What makes you proud to be British?	Discuss what it means to be British in a modern

			Cosmopolitan, Multi-Cultural Society.
2	Evolving Britannia	How has Britain changed over the last 1000 years?	Look back over the last 1000 years and establish patterns of Socio-economic change in Britain.
3	Terrorism	What impact has global terrorism had on Britain? How has Britain responded to it?	Understand what Terrorism is and how it impacts on our daily lives.
4	Super Britain	Is Britain still a global Superpower? Why has Britain fallen from the top? What difference does it make?	Discuss the extent to which Britain can still call itself a Super Power and if we should be happy with our place on the Global Stage.
5	Gulf War / Iraq and Afghanistan	What happened in Iraq in 1991 and 2001? Why did Britain invade? Why did Britain find it hard in Afghanistan? Has the War been successful?	Use a range of sources to justify the two Gulf Wars of 1991 and 2001 and explain the extent to which they were successful.
6	Where Next?	What should Britain do for the future? Should Britain be adopting more Green Policies? What would you do differently if you ran the country? If you could change one thing from British History what would it be?	Having looked at Britain's evolution over the past 1000 years, make informed, educated and well developed theories into where Britain should go over

			the next 1000 years.
7	Assessment		
8	What is trade?	What is trade? What sort of things do we trade for?	To understand that the basis for a successful capitalist society is trade.
9	What is the EU?	What is the EU? How did the EU evolve? Who is part of the EU? What influence does the EU have on sovereign states?	To identify the nature and relative importance of the EU and how it is both a good and useful body as well as having the potential to be repressive to national domestic product growth.
10	What influences trade?	How can countries influence trade? What impact does currency value have on trade? How could we make trade easier?	To identify the influencing factors of trade such as taxation, and comment on the relationship between currency, tax and trade.
11	Who trades with who?	Who are the major Trading blocs? What is the difference between the EU, APEC, CAIRNS group, NAFTA and the G20? Are trade groups a good thing?	To understand that the majority of the world's developed countries maintain a membership of one or more trading blocks, and examine the impact of these

			trading blocks on those countries that are not permitted entry.
12	What can we trade for?	What kind of things do you think the UK buys? What do we sell? Do we sell more things that you thought? What happens when the company that manufactures the export product is owned by a foreign national entity?	To critically examine the nature of the British economy.
13	What happens when you have to buy more than you can sell?	What is it called when you earn less than you spend? How can this affect a country? What impact can it have on a trading block?	To critically evaluate the impact of running a country at a deficit.
14	Assessment		

Rationale

Humanities Unit 17 is designed to bridge the gap between Key Stage 3 and Key Stage 4 within the Humanities programme. This final unit aims to get the students to think about the current position of Britain on the world stage and what the future might hold for Britain following exit from the European Union.

This unit will solidify the students' understanding of what it means to be British in the 21st Century.

