

Denham Green Long Term Overview for History & Geography 2021-22

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Dinosaurs</p> <p><u>Historical Enquiry:</u> I can ask questions about why things happen and give explanations</p> <p><u>Organisation and Communication:</u> I can build up vocabulary that reflects the breadth of their experience</p> <ul style="list-style-type: none"> - I can use past, present and future forms accurately when talking about events that have happened <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely - Naming simple features e.g. trees, ground, wall, grass, road - Using some descriptive vocabulary to describe features e.g. tall tree, long wall 	<p>Let's Celebrate</p> <p><u>Historical Enquiry:</u> I can talk about differences between old black and white photos and colour photos of the present day</p> <p><u>Chronological Understanding:</u> I can talk about significant events in my own experience</p> <ul style="list-style-type: none"> - I can talk about a past event in the correct order <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy <ul style="list-style-type: none"> - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely - Naming simple features e.g. trees, ground, wall, grass, road - Using some descriptive vocab to describe features e.g. tall tree, long wall 	<p>All Creatures Great and Small</p> <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach, cold, hot, wet, snow <ul style="list-style-type: none"> - Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely - Naming simple features - Using some descriptive vocabulary to describe features 	<p>Once Upon a Time</p> <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach <ul style="list-style-type: none"> - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely - Naming simple features- Using some descriptive vocabulary to describe features 	<p>People & Our Community</p> <p><u>Historical Enquiry:</u> I can talk about differences between old black and white photos and colour photos of the present day</p> <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow <p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely <p>Naming simple features e.g. trees, ground, wall, grass, road</p> <ul style="list-style-type: none"> - Using some descriptive vocabulary to describe features e.g. tall tree, long wall 	<p>Marvellous Me</p> <p><u>Historical Enquiry:</u> I can talk about differences between old black and white photos and colour photos of the present day</p> <p><u>Chronological Understanding:</u> I can talk about significant events in my own experience</p> <ul style="list-style-type: none"> - I can talk about past and present events in my own life - I can talk about a past event in the correct order <p><u>Investigation:</u> I can talk about the photos in my Summer Book</p> <p><u>Human & Physical:</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station, tree, sky, grass, sea, forest, river, beach, cold, hot, wet, snow, sunny, cloudy - Begin to notice the difference between hot and cold seasons

						<p><u>Geographical Enquiry:</u></p> <ul style="list-style-type: none"> - Observe features in environment by pointing/looking closely - Naming simple features - Using some descriptive vocabulary to describe features
1	<p>Where I Live</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Tools used by geographers • Settlements <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Environmental characteristics • Human characteristics • Evidence and Investigation <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Region • Environment • Place <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>Britain in the 1960's</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • People's lives in the 1960s, and how these were different to, and influenced, people's lives now ▪ Know how people lived and their lifestyles. ▪ Understand the emergence of fashion and trends, both in clothing and in music. ▪ Understand the development of transport ▪ Know that healthcare in Britain is provided through the NHS. <p><u>Themes</u> (mostly disciplinary):</p>	<p>We are Britain</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Four nations of the UK • Physical features of the UK • Man-made features of the UK <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Environmental and human characteristics • National and regional culture and identity • Human and environment interaction <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Urban • Region <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>Victorian Britain</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> ▪ Contrast life in the 1960s with how people lived in Victorian times. ▪ Explore the impact on people's lives of differing levels of wealth - I.e. being rich or poor. ▪ Know about access to water, toilets and good food and clothing, and healthcare. ▪ Learn about the role of nurses and the impact of disease ▪ Know forms of transport ▪ Understand that the Victorian era 	<p>7 Continents</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • World's continents and oceans <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Environmental characteristics • Human characteristics • Evidence and Investigation <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Region • Environment • Place <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>Britain in the Georgian Era</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> ▪ Know about life in Georgian times. ▪ Learn about how people lived, understanding this varied greatly according to people's wealth. ▪ Learn about clothing in the Georgian era, healthcare and travel. ▪ Know how the canal network not transported goods and raw materials, and that families lived on boats, too.

		<ul style="list-style-type: none"> • Similarity and difference • Continuity and change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social and cultural development • Lifestyles • Health and well-being <p><u>Summative assessment:</u> Knowledge Assessment</p>		<p>was a period of inventions and inventors.</p> <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Change and continuity • Evidence and contestability <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social and cultural development • Lifestyles • Health and well-being • Innovation and development <p><u>Summative assessment:</u> Knowledge Assessment</p>		<ul style="list-style-type: none"> ▪ Know that much transport was horse-drawn, and not powered by engines. ▪ Introduced to parliament and prime ministers, and how few people could vote in Georgian times. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Power and authority, democracy <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Social, political and cultural development • Lifestyles • Health and well-being • Innovation and development <p><u>Summative assessment:</u> Knowledge Assessment</p>
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<p style="text-align: center;">2</p>	<p>Stuart Britain: The Great Fire of London</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Know the main facts about the Great Fire of London • Explore other factors linked to the fire, including how people lived in the mid-17th century. • Contrast this with knowledge about Georgian times, which began a little while after the Great Fire. • Develop an understanding of disciplinary knowledge in history. • Know how historian use evidence about the past from various sources to help them to understand events. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Similarity and difference • Continuity and change • Evidence and contestability 	<p>Building Geography Skills/Local Fieldwork</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Environment surrounding Denham Green • Geographical tools • Features of a map/map drawing <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Development • Environmental characteristics • Human processes <p><u>Concepts</u> (Overarching ‘big ideas’):</p> <ul style="list-style-type: none"> • Urban • Place • Environment <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>	<p>Roman Britain</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Know the main features of the influence of the Roman Empire in Britain, including some background knowledge about the Roman Empire. • Know how Romans lived when they arrived in Britain, including what they wore and ate. • Know that the Roman influence had a big impact on diet and lifestyles. • Explore the impact of the Romans on communication, particularly the development of roads and the evidence we still see today. • Learn about an enduring legacy of Roman Britain – Hadrian’s Wall. <p><u>Themes</u> (mostly disciplinary):</p>	<p>Oceans and Seas</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • World’s oceans and Continents <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Environmental characteristics • Human characteristics • Evidence and Investigation <p><u>Concepts</u> (Overarching ‘big ideas’):</p> <ul style="list-style-type: none"> • Region • Environment • Place <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>	<p>Britain in the Stone Age</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Know about the main features of the stone age. • Begin to understand how disciplinary knowledge in history develops – especially the use of evidence of the past. • Understand the homes and lifestyles of Stone Age people. • Know about food and diet and clothing in the Stone Age. • Know how the early stages of travel and trade emerged. • Explore where knowledge about the stone age comes from and is collected by archaeologists. Know that evidence is very limited owing to the timespans involved. <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Evidence and contestability • Artefacts and inference 	<p>A Contrasting Locality (China)</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Location of China • Key physical and human features • Social and economic dependencies <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • National and regional culture and identity • Environmental characteristics • Similarity and difference <p><u>Concepts</u> (Overarching ‘big ideas’):</p> <ul style="list-style-type: none"> • Culture • Region • Place <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>
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	<ul style="list-style-type: none"> Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Social and political development Health and well-being Innovation and development Development of historical knowledge <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>		<ul style="list-style-type: none"> Evidence and contestability Continuity and change Power and influence Political and social development Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Empire Social and political development Health and well-being Innovation and development Development of historical knowledge <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>		<ul style="list-style-type: none"> Where knowledge comes from <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Archaeology and inference. Civilisation Social and cultural development Development of historical knowledge <p><u>Summative assessment:</u></p> <p>Knowledge Assessment</p>	
3	<p>Villages, Towns and cities</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Types of settlements Cities Distribution of settlements <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Density and dispersion Development 	<p>Prehistoric Britain</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Evolution of humans Humans arrival in Britain Palaeolithic, Mesolithic and Neolithic eras Discovery of metals <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Interaction and the environment Similarity and difference 	<p>Mountains, Volcanoes and Earthquakes</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The structure of the earth Mountain formation Volcano formation Earthquake formation Impact of volcanic eruption Impact of an earthquake 	<p>Shang Dynasty</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Archaeological evidence of the Shang Dynasty The rise and fall of the Shang Dynasty General Fu Hao <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Continuity and change 	<p>Water, Weather and Climate</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The water cycle UK Weather Changes in weather around the world <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Change and continuity Physical processes Cause and effect 	<p>Ancient Greece</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The establishment of Ancient Greece and its states The cultural achievements of that period Alexander the Great <p><u>Themes (mostly disciplinary):</u></p>

	<ul style="list-style-type: none"> Human and environment interaction <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Urban Rural Socio-economic <p><u>Summative assessment:</u> Knowledge Assessment Essay - Where do people live?</p>	<ul style="list-style-type: none"> Continuity and change Evidence and contestability <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Civilisation Migration Innovation <p><u>Summative assessment:</u> Essay - 'What do we know about the Prehistoric period?' Knowledge Assessment</p>	<p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Cause and effect Physical processes Environmental characteristics <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Environment Place Uncertainty <p><u>Summative assessment:</u> Knowledge Assessment Essay - Why do volcanic eruptions and earthquakes occur?</p>	<ul style="list-style-type: none"> Evidence and contestability Power and legitimacy <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Kingship and succession Social classes Archaeology and inference. <p><u>Summative assessment:</u> Essay - 'What do we know about life in the Shang Dynasty?' Knowledge Assessment</p>	<p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Environment Climate Causation <p><u>Summative assessment:</u> Knowledge Assessment Essay - To what extent is the UK's weather to be expected?</p>	<ul style="list-style-type: none"> Cause and consequence Significance Power and legitimacy Political and social development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Democracy Culture Civilisation <p><u>Summative assessment:</u> Essay - 'How did the Ancient Greeks leave their mark on the world?' Knowledge Assessment</p>
4	<p>Roman Britain</p> <p>Roman Britain Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Birth and development of Rome Roman invasion of Britain Romanisation of Britain Fall of the Roman Empire <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Change and continuity Significance Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p>	<p>Rivers</p> <p>Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> River processes River landforms Rivers and people Flooding <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Human and environment interaction Cause and effect Physical processes <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Environment Socio-economic Causation <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>Anglo Saxons and Scots</p> <p>Anglo-Saxons and Scots Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Life in Saxon Britain Invasions after the Romans The seven kingdoms of England Pagan beliefs and the re-introduction of Christianity <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Continuity and change Evidence and contestability 	<p>Migration</p> <p>Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Types of migration Push and pull factors Impacts of migration Economic migration Refugee migration Climate change and migration. <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Density and dispersion Movement Cause and effect <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Interdependence Socio-economic 	<p>Vikings</p> <p>Vikings Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The invasions of the Vikings Significant explorers of that period King Cnut <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Cause and consequence Power and authority Interaction and the environment <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Culture and religion Exploration Colonialism <p><u>Summative assessment:</u></p>	<p>Natural Resources in Northern Chile</p> <p>Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Location of resources Uses of resources Impact of global resources <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> Human and environment interaction Cause and effect Change and continuity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Socio-economic Interdependence

	<ul style="list-style-type: none"> • Empire • Conquest • Culture <p><u>Summative assessment:</u> Essay - 'The Romans changed the world forever'. How far do you agree?</p>	<p>Essay - What impact do rivers have on people's lives?</p>	<p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Conquest • Culture and religion • Social <p><u>Summative assessment:</u> Essay - 'How did the Anglo Saxons and Scots change life in Britain?' Knowledge Assessment</p>	<ul style="list-style-type: none"> • Migration <p><u>Summative assessment:</u> Knowledge Assessment Essay - 'All migrants are forced to leave their home.' To what extent do you agree?</p>	<p>Essay - 'How did the Vikings change Britain?' Knowledge Assessment</p>	<ul style="list-style-type: none"> • Causation <p><u>Summative assessment:</u> Knowledge Assessment Essay - To what extent is our use of natural resources sustainable?</p>
5	<p>Slums</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Development of slums • Life in the slums • Challenges in the slums • Improvements to slums <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Development • Cause and effect • Density and dispersion <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Urban • Socio-economic • Causation <p><u>Summative assessment:</u> Knowledge Assessment</p>	<p>Benin Kingdom</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Golden age of Benin Kingdom (900-1897) • Art & culture • Craft, guilds and trade • Colonisation and the transatlantic slave trade <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Change and continuity • Diversity • Perspective <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Empire • Culture • Colonialism <p><u>Summative assessment:</u> Essay - 'The artistic culture was the Benin Kingdom's greatest achievement.' How far do you agree? Knowledge Assessment</p>	<p>Biomes</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Biomes and ecosystem • Ecosystem influences • Tundra, Taiga and Savanna • Threats to Biomes <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Environmental characteristics • Human and environment interaction • Cause and effect <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Climate • Place • Environment <p><u>Summative assessment:</u> Knowledge Assessment Essay - 'The Earth's biomes are fragile'</p>	<p>Medieval Monarchs</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The Norman invasion • Henry II, Richard, John, Edward I • Elizabeth I and the Spanish Armada <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Power and authority • Political and social developments • Change and continuity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Kingship and succession • Monarchy and the church • Social classes <p><u>Summative assessment:</u> Essay - 'Who was the greatest medieval monarch?'</p>	<p>Energy and Sustainability</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Energy production • Sustainable cities • Energy security <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Human and environment interaction • Change and continuity • Development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Sustainability • Interdependence • Uncertainty <p><u>Summative assessment:</u> Knowledge Assessment Essay - 'Humans are not capable of living sustainably.' To what extent do you agree?</p>	<p>Middle East</p> <p>Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The world's earliest civilisations and empires • The Arab-Israeli war • Significance of Middle East regarding religion <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Continuity and change • Evidence and contestability • Power and legitimacy • Perspective • Cause and consequences <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Religion • Colonialism • Civilisation

	Essay - 'The state should shut down all slums around the world'. How far do you agree?		environments." To what extent do you agree?	Knowledge Assessment		<u>Summative assessment:</u> Essay - 'What would it take for peace in the Middle East to be achieved?' Knowledge Assessment
6	<p>Industrial Revolution Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Changing working conditions Changing living arrangements Technological developments Political changes <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Change and continuity Perspective Cause and consequence <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Political Social Economic <p><u>Summative assessment:</u> Essay - 'The most important changes in Britain between 1750-1900 were political.' To what extent do you agree? Knowledge Assessment</p>	<p>Local Fieldwork Powerful knowledge <u>Content</u> (substantive and disciplinary):</p> <ul style="list-style-type: none"> The purpose of fieldwork Fieldwork strategies Data presentation and analysis <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Environmental characteristics Human characteristics Evidence and Investigation <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Urban Place Environment <p><u>Summative assessment:</u> Knowledge Assessment Essay - Where do people live?</p>	<p>Civil Rights Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Legal developments Civil disobedience: MLK, Rosa Parks Enduring struggle <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Social and political attitudes Revolution Identity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Human rights Civil liberties Revolution <p><u>Summative assessment:</u> Essay - 'Civil disobedience was more important than legal decisions during the civil rights movement. Do you agree?' Knowledge Assessment</p>	<p>Population Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Population distribution Reasons for population change Population pyramids Challenges of a changing population Global food security <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Density and dispersion Human and environment interaction Change and continuity <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Socio-economic Urban Time <p><u>Summative assessment:</u> Knowledge Assessment Essay - 'A lack of food is the biggest population challenge of our time.' To what extent do you agree?</p>	<p>Twentieth Century Conflict Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> World War I causes and conditions Treaty of Versailles World War II causes and conditions <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Similarity and difference Power and legitimacy Cause and consequence Political and social development <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Political Social Conquest <p><u>Summative assessment:</u> Essay - 'The outbreak of World War II was inevitable.' To what extent do you agree? Knowledge Assessment</p>	<p>Globalisation Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Communication and trade developments Impacts of globalisation Future of globalisation <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Development Human processes Cause and effect <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Sustainability Socio-economic Uncertainty <p><u>Summative assessment:</u> Knowledge Assessment Essay - 'Globalisation has made the world a better place.' To what extent do you agree?</p>

