

# WJEC Entry Pathway Humanities, KS3 long term plan.



## Geography

- Exploring Britain
- Tourism trends and sustainable tourism
- Threatened ecosystems
- Responding to a major tectonic event (volcanic eruption, earthquake or tsunami)
- Extreme weather, climate change cause, effects and human responses

## History

- **Key skills in history**
- **Medieval Britain**
- **Tudor Britain**
- **People and Protest**
  - **WWII**



# Year 7



<u>Topic</u>	<b><u>Geography- Where do you live? Map skills.</u></b> <b><u>Autumn term Sep-Dec</u></b>	<b><u>History- Introduction to key history skills and Medieval Britain.</u></b> <b><u>Spring term Jan- April</u></b>	<b><u>Geography- Tourism</u></b> <b><u>Summer term May-Aug</u></b>
<b><u>Brief description of what is included.</u></b>	Locations of continents and oceans. Where is the UK? What makes up the UK? Where is Liverpool? British values. UK weather. Why visit the UK? Population in the UK. Capital cities of the UK. Opportunity for online research. Opportunity to visit rural and urban areas to compare. Key map skills- grid referencing, map symbols, B.O.L.T.S.	Key history skills investigated such as, chronological or order, primary and secondary sources, analysis and interpretation. Explore Medieval Britain. Researching the relationship between church and crown.	Why go on holiday? Where to go on holiday? The positive and negative impacts tourism has on destination. Opportunity for online research. Opportunity to visit a tourism attraction.
<b><u>Links to WJEC entry pathway</u></b>	Location awareness, weather (climate change), population change, tourism.	The skills learnt in this topic will form the foundations of pupils understanding of history and will be used in all topics throughout KS3 and KS4.	Tourism, sustainability.
<b><u>Assessment options</u></b>	Forms of formative assessment in every lesson including a recall task at the start of every lesson. Match up task- pupils to locate continents. Oceans, UK and Liverpool on blank maps. Extended writing task explaining why you should visit the UK.	Forms of formative assessment in every lesson including a recall task at the start of every lesson. Create a timeline of key events taught. Create an extended writing piece on the development of castles after 1066. Answer key questions to show historical understanding.	Forms of formative assessment in every lesson including a recall task at the start of every lesson. Create a holiday brochure for where to go on holiday. Complete an extended writing task on the negative impact tourism can have on a destination. Create a PowerPoint presentation on the impact of tourism on a destination.
<b><u>Key Knowledge</u></b>	To locate the world's oceans and continents. To understand where the UK is located, what continent it is on and what the capital cities of countries in the British isles are. To have an understanding of various aspects of the UK. To explore the topic of map skills.	Chronological order, the difference between primary and secondary sources. How to analyse sources and interoperate their meaning. Medieval Britain- social and infrastructure developments and the battle between church and crown.	To investigate different holiday destinations around the world including a safari holiday to Africa. To investigate the development of UK tourism looking at the history of tourism in the UK. To understand the benefits of ecotourism. Investigate the positive and negation impacts tourism has on a destination
<b><u>Key Skills and cross curricular opportunities</u></b>	Numerical skills Statistical skills Literacy skills Map skills Extended writing	Numerical skills Literacy skills Extended writing Historical understanding Locational awareness	Numerical skills Statistical skills Use of qualitative and quantitative data Industry skills Information technology skills including safe use of the internet Business skills including marketing and promotion



# Year 8



<u>Topic</u>	<b><u>History- Tudors</u></b> <b><u>Autun Sep-Dec</u></b>	<b><u>Geography- Threatened ecosystems</u></b> <b><u>Spring term Jan-Aprill</u></b>	<b><u>History- People and protest</u></b> <b><u>Summer term May- Aug</u></b>
<b><u>Brief description of what is included.</u></b>	The Tudor period seen great and lasting changes in relation to religion and the power of parliament. This topic will focus on reformation, renaissance and revolution during this period of history. We focus on Henry VIII and the reformation of the Catholic church.	We will investigate various ecosystems under threat around the world. Firstly, we will introduce the concept of an ecosystem by investigating a small ecosystem such as a pond, looking at a food chain and food web and then moving onto biomes around the world and how people impact are impacted by various ecosystems.	We will investigate why people, protest. Researching the life of Martin Luther King and linking it to blank lives matter into days society. Investigating Suffragettes and comparing them to the Suffragists and looking at how far women's rights have come.
<b><u>Links to WJEC entry pathway</u></b>	A British society in the past, your history, historical change over time.	Threatened ecosystems. Locational awareness, countries continents, climate change.	People and protest.
<b><u>Assessment options</u></b>	Forms of formative assessment in every lesson including a recall task at the start of every lesson. Verbal and written questions. Question sheet. Source analogy.	Locating major ecosystems on a world map. Extended writing piece on how to reduce the negative impact on ecosystems. PowerPoint presentation to present back to the class on a threatened ecosystem of their choice. Question sheet.	To write a speech about something that needs to be changed in today's society, following guidance given. Question sheet.
<b><u>Key Knowledge</u></b>	To understand the key changes seen in Britain between 1509 and 1745. To assess the criticisms of the Catholic Church and investigate the impact King Henry VIII had on religion during this time. The battle between church and crown.	Understanding of the location of ecosystems in the world. Understanding of the key characteristics of ecosystems. Understanding of the threat towards ecosystems and the impact this is having on our planet and the habitats of animals.	To understand reasons why people may protest for example, poverty human rights dissatisfaction with governments and rulers' religious factors social and economic change. To make links to famous protests linked to Martin Luther King and the Suffragettes and what they helped to achieve.
<b><u>Key Skills and cross curricular opportunities</u></b>	Chronology Sources Interpretation Oracy R.E Locational awareness	Locational awareness Map reading Statistical skills Oracy Numeracy Science	Literacy skills Statistical skills Extended writing RE



# Year 9



<u>Topic</u>	<b><u>Geography- Tectonic hazards</u></b> <b><u>Autumn term Sep-Dec</u></b>	<b><u>History- WWII</u></b> <b><u>Spring term Jan-April</u></b>	<b><u>Geography- Extreme weather and Climate change</u></b> <b><u>Summer term May-Aug</u></b>
<b><u>Brief description of what is included.</u></b>	To investigate how tectonic plates move, why they move and the impact this has on people and the environment. We will look at case studies to deepen our understanding of tectonic events around the world and investigate why some areas suffer more from tectonic activity.	Pupils will investigate Germany 1929-1939: Reasons for the Nazi rise to power. The key features of the Nazi dictatorship including propaganda and censorship Changing life in Nazi Germany: work, women, young people, Jews Why Germany took over other areas up to 1939. The impact the war had on major cities in the UK focusing on Liverpool.	Pupils will learn about examples of extreme weather events, looking at where they are found and investigating how they happen and the impact they have. Pupils will also investigate the term climate change, what is causing climate change, what governments can do/ are doing to reduce climate change and what we can do in our daily live to reduce the effects of climate change.
<b><u>Links to WJEC entry pathway</u></b>	Tectonic hazards.	Non-British society in the past	Location awareness, weather (climate change), population change, tourism.
<b><u>Assessment options</u></b>	Decision making exercise. Pupils could be given a scenario of a tectonic disaster and will need to decide what they (as a government) should do to help the local people and re-build the area. PowerPoint presentation to be presented back to the class in the form of a newspaper report about a Volcanic eruption they have studied. Set of questions.	Create a propaganda poster for WWII. Write a letter home to Liverpool from a WWII soldier. Question sheet and source analysis.	To write a letter to the Prime Minister suggesting ways the UK can reduce its impact on the environment. Create a PowerPoint to present back to the class about an extreme weather event of their choice. Question sheet.
<b><u>Key Knowledge</u></b>	To understand what causes tectonic plates to move. How they move, where the plate boundaries are found on our planet. What features are created through tectonic activity. The challenges and opportunities of living near volcanoes. Social, economic and environmental impacts of tectonic activity.	Understanding the key features of Nazi Germany and how Hitler played a key role. To understand the use of propaganda in promoting the political cause. Pupils will understand life in Germany from the viewpoint of women, young people and Jews.	Pupils will become aware of how and where extreme weather events happen. They will assess the impacts using case studies as evidence. They will have an understanding of the term climate change. What is causing climate change. How we personally contribute to climate change and lastly, ways to reduce the impact of climate change on our planet.
<b><u>Key Skills and cross curricular opportunities</u></b>	Literacy skills Map skills Statistical skills Extended writing Science	Chronological order Sources Interpretation Oracy	Numerical skills Statistical skills Literacy skills Map skills Extended writing