

**KS3 Curriculum Map**

**Yr: 9**

**Subject: Humanities**

**End of Year exam and revision techniques**

Term	Content	Skills	Type of Assessment (Milestone)
1 AND 2	<p><u>Coasts</u> erosion, deposition and transportation. Safety at the seaside, contours and the representation of height on the maps, citizenship, letter writing - persuasive, creation of a video documentary</p> <p><u>RS Ultimate Questions</u> – (Philosophy): the study of key characteristics of God, belief in God, teleological argument, cosmological argument, problem of evil and suffering, life after death, miracles, religious experience, science vs. religion.</p> <p><u>World War II</u> - The causes of WWII including Hitler’s actions, the failure of appeasement and the Treaty of Versailles. Key events in WWII including Dunkirk and the D-Day landings. The persecution of the Jews in Nazi Germany including the Holocaust and the Final Solution.</p>	<p>Literacy focus - letter writing - persuasive Numeracy focus - graphs of the visitors to the coastline and interpreting the questionnaire results for Mappleton Pros and Cons – evaluation – Defending the Holderness Coast</p> <p>Critical thinking, reflection, evaluation, diversity, debate, analysis of religious scripture.</p> <p>Chronology, significance, interpretation, causation, diversity</p>	<p>TV Program Script – Saying Goodbye to Holderness – group work – processes of erosion, solutions, conflicts</p> <p>A mixture of knowledge recall and GCSE style questions linked to explanation of key concepts and evaluation of different Christian attitudes. Marked using band success criteria sheet.</p> <p>GCSE style evaluation essay of the significance of the causes of WWII</p>
3 AND 4	<p><u>Population and Migration</u> - the study of demographic change, the international crisis and benefit of migration</p> <p><u>RS It’s Not Fair – (Ethics)</u>: the study of justice and social injustice, human rights, key aims of punishment, ideas surround the death penalty, prison reform, the importance of Martin Luther King and Maria Gomez on fighting for justice. The study of what the Holocaust was and the effects of the Holocaust from a moral/ethical standpoint. Christian perspectives on the above incorporated in lessons.</p> <p><u>The Cold War</u> - The ideological background to the Cold War, super power rivalry, key events such as the Cuban Missile Crisis and the Vietnam War. The reasons for the end of the Cold War</p>	<p>Evaluation – should migrants be allowed to stay in the UK? Literacy – Exodus – reading migrant stories</p> <p>Critical thinking, reflection, evaluation, diversity, debate, analysis of religious scripture.</p> <p>Source analysis, chronological investigation, significance, using evidence from the time for investigation,</p>	<p>GCSE style questions and problem solving scenario – Push and Pull Factors – Evaluation Arguments for allowing different migrants to remain in the UK.</p> <p>A mixture of knowledge recall and GCSE style questions linked to explanation of key concepts and evaluation of different Christian attitudes. Marked using band success criteria sheet.</p> <p>GCSE style questions linked to explanation of consequences and evaluation of key events.</p> <p><i>All students practice the skill of evaluation after the assessments</i></p>
5 AND 6	<p><u>End of Year exam and feedback and then ONTO THEIR GCSE OPTION CHOICES</u></p>	<p><u>ONTO THEIR GCSE OPTION CHOICES</u></p>	<p><b>Milestone assessments / GCSE questions</b></p>