

## HALF TERMLY CURRICULUM CONTENT: Humanities

### Year 9

Topics	<u>History</u> <b>GCSE Paper 2 EEE</b> Students will gain an understanding of the first thirty years of the reign of Elizabeth I.	<u>Geography</u> <b>GCSE Development Dynamics</b> To understand the scale of global inequality and how it can be reduced. To explore how India is managing to develop. <b>GCSE Hazardous Earth</b> To understand tectonic hazards alter depending on location and type of country. To explore tropical cyclones, earthquakes and volcanoes in both developing, emerging and developed countries.	<u>RE</u> <b>The Changing Nature of Religion in the UK</b> To understand how religion is changing in the UK & exploring some non religious worldviews.  <b>Life After Death across religion</b> A thematic exploration of the belief in Life After Death across major world religions.
Prior knowledge / skills	Role of religion & society (Yr 7) Tudor women (Yr 8) Social change in Britain (Yr 7) Exam structure and style – Years 9, 10 & 11	Development indicators Colonialism TNC's India  Hazardous Earth: <ul style="list-style-type: none"> <li>- Volcanoes (Yr 7)</li> <li>- Extreme weather and impacts (Yr 8)</li> <li>- Earthquakes (Yr 8)</li> </ul>	These are thematic units – in Year 9 we will use the religious theory learned across Years 7 & 8 to fuel exploration of religious themes
Key concepts / knowledge / skills covered this half term	Explain features Explain (12 marks) Evaluation	Income quintiles, flow line maps, maths skills – percentage, range, average, median, mode, mean	Debate Presentation – group & individual Use of evidence To think reflectively & critically

			about spiritual, moral, social and cultural issues. Empathetic understanding of people and the issues that concern them.
Assessment	Term 1 assessments will take place week beginning 6th November 2023. This will encompass both half terms for every subject.		
Personal Development opportunities	<p><u>History:</u> Students will consider the role of women in society and women in positions of authority.</p> <p>The role of religion in the state will also be explored - students will begin to debate if religion and state can ever really be separate</p> <p><u>Geography:</u> To explore the social consequences of global inequalities and understand how they can be reduced. To show how rapid economic growth can have positive and negative impacts on the physical environment.</p> <p>To explore the social, economic and political consequences of tectonic hazards and understand how countries can reduce the impacts based on education and the economy.</p> <p><u>RE:</u> Students will begin to understand the differences and similarities in practical beliefs across diverse communities, specifically surrounding the changing nature of religious belief, life after death and belief in the afterlife.</p>		
Homework requirements	Homework in RE will be set on Google Classroom every two weeks.		