

WORLD STUDIES CURRICULUM MAP 2022-23

| TERM | SCHEME OF WORK | DESCRIPTION (OVERARCHING LEARNING OUTCOMES) | NC LINKS - OVERARCHING AIM: To engage in historical enquiry to develop as independent learners and as critical and reflective thinkers | FORMATIVE ASSESSMENT / FINAL PIECE |
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| Autumn | <p>THE PAST: History and Morality</p> <p>(Industrial Revolution and Capitalism)</p> | <p>-To assess the significance of key turning points in world history. -To discuss and describe how the Industrial revolution shaped the world today</p> | <p>HISTORY 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</p> <p>-develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of</p> | <p>One poster summarising 2 or 3 key events in history with a short written commentary describing how they interlink</p> |



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| | | | <p>sources in their historical context</p> <p>KS4 a substantial and coherent element of British history linking to modern (1700-present day) periods</p> <p>GEOGRAPHY -Cities and urban society – An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development.</p> | |
| Spring | <p>THE PRESENT: Civil Rights (Suffragettes and US Civil Rights Movement), and Climate Change</p> | <ul style="list-style-type: none"> -To understand the implications of segregation -To understand the key events of the civil rights movement -To be able to explain the key concepts of climate change -To understand how awareness of climate change has developed through time | <p>HISTORY</p> <ul style="list-style-type: none"> -A substantial and coherent element of the study of the history of the wider world (Civil Rights Movement in USA and the transference of the notion of protest to modern day Climate Change movement) | <p>A minimum 3 slide PowerPoint presentation with a mix of writing, images and short video links studying a key figure from a civil rights movement.</p> <p>This will be presented to the class</p> |



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| | | | <p>-This forms a comparative or thematic study to demonstrate an understanding of change and continuity</p> <p>CITIZENSHIP -human rights and international law</p> <p>GEOGRAPHY -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 -appreciation of different spatial, cultural and political contexts -Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards</p> | |
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| | | | -examine ways of life and contemporary challenges arising from and influencing urban change | |
| Summer | THE FUTURE: Activism and Securing the Future | -To be aware of and discuss prominent activists of our time and how they will shape the future -To imagine a world without activism and the impact this will have on the future -To create a multi-media product about the future | HISTORY the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period CITIZENSHIP -other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom -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 different ways in which a citizen can contribute to the improvement of his or her community, | Small group edited short movie sequence/montage/news report of how the world will be in the future if we don't start making changes to our world now. |

Commented [1]:



St Mary Magdalene Academy
The Courtyard

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