

Denham Green E-ACT Humanities HLP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<b>Dinosaurs</b> <u>Historical Enquiry:</u> I can ask questions about why things happen and give explanations <u>Organisation and Communication:</u> I can build up vocabulary that reflects the breadth of their experience - I can use past, present and future forms accurately when talking about events that have happened  <u>Human &amp; Physical:</u> - 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 <u>Geographical Enquiry:</u> - 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	<b>Let's Celebrate</b> <u>Historical Enquiry:</u> I can talk about differences between old black and white photos and colour photos of the present day <u>Chronological Understanding:</u> I can talk about significant events in my own experience - I can talk about a past event in the correct order <u>Human &amp; Physical:</u> - Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow  <u>Geographical Enquiry:</u> - 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	<b>All Creatures Great and Small</b> <u>Human &amp; Physical:</u> - Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach, cold, hot, wet, snow - Begin to notice the difference between hot and cold seasons e.g. hot, cold, sunny, cloudy <u>Geographical Enquiry:</u> - Observe features in environment by pointing/looking closely - Naming simple features - Using some descriptive vocabulary to describe features	<b>Once Upon a Time</b> <u>Human &amp; Physical:</u> - 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 <u>Geographical Enquiry:</u> - Observe features in environment by pointing/looking closely - Naming simple features- Using some descriptive vocabulary to describe features	<b>People &amp; Our Community</b> <u>Historical Enquiry:</u> I can talk about differences between old black and white photos and colour photos of the present day <u>Human &amp; Physical:</u> - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow <u>Geographical Enquiry:</u> - 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	<b>Marvellous Me</b> <u>Chronological Understanding:</u> I can talk about significant events in my own experience - I can talk about past and present events in my own life - I can talk about a past event in the correct order <u>Investigation:</u> I can talk about the photos in my Summer Book <u>Human &amp; Physical:</u> - 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 <u>Geographical Enquiry:</u> - Observe features in environment by pointing/looking closely - Naming simple features - Using some descriptive vocabulary to describe features
	<b>Geography</b>  <b>Where I Live</b> <u>Content</u> (mostly substantive): • Tools used by geographers • Settlements <u>Themes</u> (mostly disciplinary): • Environmental characteristics • Human characteristics • Evidence and Investigation <u>Concepts</u> (Overarching 'big ideas'): • Region • Environment • Place	<b>History</b>  <b>Britain in the 1960's</b> <u>Content</u> (mostly substantive): • 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. <u>Themes</u> (mostly disciplinary): • Similarity and difference • Continuity and change <u>Concepts</u> (Overarching 'big ideas'): • Social and cultural development • Lifestyles • Health and well-being	<b>Geography</b>  <b>We are Britain</b> <u>Content</u> (mostly substantive): • Four nations of the UK • Physical features of the UK • Man-made features of the UK <u>Themes</u> (mostly disciplinary): • Environmental and human characteristics • National and regional culture and identity • Human and environment interaction <u>Concepts</u> (Overarching 'big ideas'): • Culture • Urban • Region	<b>History</b>  <b>Victorian Britain</b> <u>Content</u> (mostly substantive): • 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 was a period of inventions and inventors. <u>Themes</u> (mostly disciplinary): • Similarity and difference • Change and continuity • Evidence and contestability <u>Concepts</u> (Overarching 'big ideas'): • Social and cultural development • Lifestyles • Health and well-being • Innovation and development	<b>Geography</b>  <b>7 Continents</b> <u>Content</u> (mostly substantive): • World's continents and oceans <u>Themes</u> (mostly disciplinary): • Environmental characteristics • Human characteristics • Evidence and Investigation <u>Concepts</u> (Overarching 'big ideas'): • Region • Environment • Place	<b>History</b>  <b>Britain in the Georgian Era</b> <u>Content</u> (mostly substantive): • 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 transported goods and raw materials. • Know that much transport was horse-drawn, and not powered by engines. • Introduced to parliament and prime ministers, and voting in Georgian times. <u>Themes</u> (mostly disciplinary): • Similarity and difference • Continuity and change • Power and authority, democracy <u>Concepts</u> (Overarching 'big ideas'): • Social, political and cultural development • Lifestyles • Health and well-being • Innovation and development
1						

	History	Geography	History	Geography	History	Geography
2	<b>Stuart Britain: The Great Fire of London</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Know the main facts about the Great Fire of London</li> <li>Explore other factors linked to the fire, including how people lived in the mid-17<sup>th</sup> century.</li> <li>Contrast this with knowledge about Georgian times, which began a little while after the Great Fire.</li> <li>Develop an understanding of disciplinary knowledge in history.</li> <li>Know how historian use evidence about the past from various sources to help them to understand events.</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Similarity and difference</li> <li>Continuity and change</li> <li>Evidence and contestability</li> <li>Where knowledge comes from</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Social and political development</li> <li>Health and well-being</li> <li>Innovation and development</li> <li>Development of historical knowledge</li> </ul>	<b>Building Geography Skills/Local Fieldwork</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Environment surrounding Denham Green</li> <li>Geographical tools</li> <li>Features of a map/map drawing</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Development</li> <li>Environmental characteristics</li> <li>Human processes</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Urban</li> <li>Place</li> <li>Environment</li> </ul>	<b>Roman Britain</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Know the main features of the influence of the Roman Empire in Britain, including some background knowledge about the Roman Empire.</li> <li>Know how Romans lived when they arrived in Britain, including what they wore and ate.</li> <li>Know that the Roman influence had a big impact on diet and lifestyles.</li> <li>Explore the impact of the Romans on communication, particularly the development of roads and the evidence we still see today.</li> <li>Learn about an enduring legacy of Roman Britain – Hadrian's Wall.</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Evidence and contestability</li> <li>Continuity and change</li> <li>Power and influence</li> <li>Political and social development</li> <li>Where knowledge comes from</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Empire</li> <li>Social and political development</li> <li>Health and well-being</li> <li>Innovation and development</li> <li>Development of historical knowledge</li> </ul>	<b>Oceans and Seas</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>World's oceans and Continents</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Environmental characteristics</li> <li>Human characteristics</li> <li>Evidence and Investigation</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Region</li> <li>Environment</li> <li>Place</li> </ul> <u>Summative assessment</u> : Knowledge Assessment	<b>Britain in the Stone Age</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Know about the main features of the stone age.</li> <li>Begin to understand how disciplinary knowledge in history develops – especially the use of evidence of the past.</li> <li>Understand the homes and lifestyles of Stone Age people.</li> <li>Know about food and diet and clothing in the Stone Age.</li> <li>Know how the early stages of travel and trade emerged.</li> <li>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.</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Evidence and contestability</li> <li>Artefacts and inference</li> <li>Where knowledge comes from</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Archaeology and inference.</li> <li>Civilisation</li> <li>Social and cultural development</li> <li>Development of historical knowledge</li> </ul>	<b>A Contrasting Locality (China)</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Location of China</li> <li>Key physical and human features</li> <li>Social and economic dependencies</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>National and regional culture and identity</li> <li>Environmental characteristics</li> <li>Similarity and difference</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Culture</li> <li>Region</li> <li>Place</li> </ul>
3	<b>Villages, Towns and cities</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Types of settlements</li> <li>Cities</li> <li>Distribution of settlements</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Density and dispersion</li> <li>Development</li> <li>Human and environment interaction</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Urban</li> <li>Rural</li> <li>Socio-economic</li> </ul> <u>Summative assessment</u> : Essay - Where do people live?	<b>Prehistoric Britain</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Evolution of humans</li> <li>Humans arrival in Britain</li> <li>Palaeolithic, Mesolithic and Neolithic eras</li> <li>Discovery of metals</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Interaction and the environment</li> <li>Similarity and difference</li> <li>Continuity and change</li> <li>Evidence and contestability</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Civilisation</li> <li>Migration</li> <li>Innovation</li> </ul> <u>Summative assessment</u> : Essay - 'What do we know about the Prehistoric period?'	<b>Mountains, Volcanoes and Earthquakes</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The structure of the earth</li> <li>Mountain formation</li> <li>Volcano formation</li> <li>Earthquake formation</li> <li>Impact of volcanic eruption</li> <li>Impact of an earthquake</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Physical processes</li> <li>Environmental characteristics</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Environment</li> <li>Place</li> <li>Uncertainty</li> </ul> <u>Summative assessment</u> : Essay - Why do volcanic eruptions and earthquakes occur?	<b>Shang Dynasty</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Archaeological evidence of the Shang Dynasty</li> <li>The rise and fall of the Shang Dynasty</li> <li>General Fu Hao</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Evidence and contestability</li> <li>Power and legitimacy</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Kingship and succession</li> <li>Social classes</li> <li>Archaeology and inference.</li> </ul> <u>Summative assessment</u> : Essay - 'What do we know about life in the Shang Dynasty?'	<b>Water, Weather and Climate</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The water cycle</li> <li>UK Weather</li> <li>Changes in weather around the world</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Change and continuity</li> <li>Physical processes</li> <li>Cause and effect</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Environment</li> <li>Climate</li> <li>Causation</li> </ul> <u>Summative assessment</u> : Essay - To what extent is the UK's weather to be expected?	<b>Ancient Greece</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The establishment of Ancient Greece and its states</li> <li>The cultural achievements of that period</li> <li>Alexander the Great</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Significance</li> <li>Power and legitimacy</li> <li>Political and social development</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Democracy</li> <li>Culture</li> <li>Civilisation</li> </ul> <u>Summative assessment</u> : Essay - 'How did the Ancient Greeks leave their mark on the world?'

	History	Geography	History	Geography	History	Geography
4	<b>Roman Britain</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Birth and development of Rome</li> <li>Roman invasion of Britain</li> <li>Romanisation of Britain</li> <li>Fall of the Roman Empire</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Change and continuity</li> <li>Significance</li> <li>Cause and consequence</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Empire</li> <li>Conquest</li> <li>Culture</li> </ul> <u>Summative assessment:</u> Essay - 'The Romans changed the world forever'. How far do you agree?	<b>Rivers</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>River processes</li> <li>River landforms</li> <li>Rivers and people</li> <li>Flooding</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Human and environment interaction</li> <li>Cause and effect</li> <li>Physical processes</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Environment</li> <li>Socio-economic</li> <li>Causation</li> </ul> <u>Summative assessment:</u> Essay - What impact do rivers have on people's lives?	<b>Anglo Saxons and Scots</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Life in Saxon Britain</li> <li>Invasions after the Romans</li> <li>The seven kingdoms of England</li> <li>Pagan beliefs and the re-introduction of Christianity</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Evidence and contestability</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Conquest</li> <li>Culture and religion</li> <li>Social</li> </ul> <u>Summative assessment:</u> Essay - 'How did the Anglo Saxons and Scots change life in Britain?'	<b>Migration</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Types of migration</li> <li>Push and pull factors</li> <li>Impacts of migration</li> <li>Economic migration</li> <li>Refugee migration</li> <li>Climate change and migration.</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Density and dispersion</li> <li>Movement</li> <li>Cause and effect</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Interdependence</li> <li>Socio-economic</li> <li>Migration</li> </ul> <u>Summative assessment:</u> Essay - 'All migrants are forced to leave their home.' To what extent do you agree?	<b>Vikings</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The invasions of the Vikings</li> <li>Significant explorers of that period</li> <li>King Cnut</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Power and authority</li> <li>Interaction and the environment</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Culture and religion</li> <li>Exploration</li> <li>Colonialism</li> </ul> <u>Summative assessment:</u> Essay - 'How did the Vikings change Britain?'	<b>Natural Resources in Northern Chile</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Location of resources</li> <li>Uses of resources</li> <li>Impact of global resources</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Human and environment interaction</li> <li>Cause and effect</li> <li>Change and continuity</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Socio-economic</li> <li>Interdependence</li> <li>Causation</li> </ul> <u>Summative assessment:</u> Essay - To what extent is our use of natural resources sustainable?
	Geography	History	Geography	History	Geography	History
5	<b>Slums</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Development of slums</li> <li>Life in the slums</li> <li>Challenges in the slums</li> <li>Improvements to slums</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Development</li> <li>Cause and effect</li> <li>Density and dispersion</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Urban</li> <li>Socio-economic</li> <li>Causation</li> </ul> <u>Summative assessment:</u> Essay - 'The state should shut down all slums around the world'. How far do you agree?	<b>Benin Kingdom</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Golden age of Benin Kingdom (900-1897)</li> <li>Art &amp; culture</li> <li>Craft, guilds and trade</li> <li>Colonisation and the transatlantic slave trade</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Change and continuity</li> <li>Diversity</li> <li>Perspective</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Empire</li> <li>Culture</li> <li>Colonialism</li> </ul> <u>Summative assessment:</u> Essay - 'The artistic culture was the Benin Kingdom's greatest achievement.' How far do you agree?	<b>Biomes</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Biomes and ecosystem</li> <li>Ecosystem influences</li> <li>Tundra, Taiga and Savanna</li> <li>Threats to Biomes</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Environmental characteristics</li> <li>Human and environment interaction</li> <li>Cause and effect</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Climate</li> <li>Place</li> <li>Environment</li> </ul> <u>Summative assessment:</u> Essay - 'The Earth's biomes are fragile environments.' To what extent do you agree?	<b>Medieval Monarchs</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The Norman invasion</li> <li>Henry II, Richard, John, Edward I</li> <li>Elizabeth I and the Spanish Armada</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Power and authority</li> <li>Political and social developments</li> <li>Change and continuity</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Kingship and succession</li> <li>Monarchy and the church</li> <li>Social classes</li> </ul> <u>Summative assessment:</u> Essay - 'Who was the greatest medieval monarch?'	<b>Energy and Sustainability</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>Energy production</li> <li>Sustainable cities</li> <li>Energy security</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Human and environment interaction</li> <li>Change and continuity</li> <li>Development</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Sustainability</li> <li>Interdependence</li> <li>Uncertainty</li> </ul> <u>Summative assessment:</u> Essay - 'Humans are not capable of living sustainably.' To what extent do you agree?	<b>Middle East</b> <u>Content</u> (mostly substantive): <ul style="list-style-type: none"> <li>The world's earliest civilisations and empires</li> <li>The Arab-Israeli war</li> <li>Significance of Middle East regarding religion</li> </ul> <u>Themes</u> (mostly disciplinary): <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Evidence and contestability</li> <li>Power and legitimacy</li> <li>Perspective</li> <li>Cause and consequences</li> </ul> <u>Concepts</u> (Overarching 'big ideas'): <ul style="list-style-type: none"> <li>Religion</li> <li>Colonialism</li> <li>Civilisation</li> </ul> <u>Summative assessment:</u> Essay - 'What would it take for peace in the Middle East to be achieved?'

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