New Line Learning Academy
Believe and Achieve

Humanities Curriculum Intent	Year 9

The Year 9 Humanities curriculum encourages students to explore some of the most significant global issues, conflicts, and changes that have shaped the modern world. Through carefully connected History and Geography enquiries, students investigate war, inequality, urbanisation, sustainability, activism, responsibility, and social change while continuing to develop strong disciplinary understanding in both subjects.

The curriculum combines explicit History and Geography teaching with broader Humanities themes that help students make meaningful links between people, places, power, and change. Students study topics including:

- Conflict and the First World War
- Global cities and 1920s America
- Transforming Asia and Mao's China
- The Holocaust and World War Two
- How is the Earth shaped?
- Activism and protest movements during the 1960s

A key focus of the Year 9 curriculum is helping students understand how human decisions can shape societies both positively and negatively. Students investigate how conflict begins, how propaganda influences people, how economic and political systems affect quality of life, and how individuals and movements can challenge injustice and create change. Throughout the year, students are encouraged to think critically about responsibility, equality, sustainability, human rights, and global citizenship.

The curriculum has been carefully designed to support students who require additional scaffolding whilst still maintaining strong academic ambition and full Humanities curriculum coverage. Lessons are sequenced clearly, vocabulary is explicitly taught and revisited, and enquiry questions help students build secure understanding over time. Students revisit important concepts including power, conflict, inequality, protest, sustainability, responsibility, and social change across a range of historical and geographical contexts.

Throughout the year, students continue developing important disciplinary skills including source analysis, interpretation of evidence, map analysis, data interpretation, explanation, evaluation, and extended judgement writing. Assessments balance substantive knowledge with disciplinary thinking so that students learn both secure factual knowledge and how historians and geographers investigate and explain the world.

The Year 9 curriculum also places strong emphasis on Citizenship, personal development, and preparing students for life beyond school. Students explore themes including democracy, activism, human rights, prejudice, environmental responsibility, equality, conflict, sustainability, and protest movements. Through discussion, debate, enquiry based learning, and reflective thinking, students are encouraged to become thoughtful, informed, and responsible young people who can understand the challenges of the modern world and consider how they themselves can contribute positively to society.

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Topic 1 Enquiry	**Why do conflicts begin and what are their consequences?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores why conflicts develop and investigates the human, political, and geographical consequences of war across the modern world. Through combining History and Geography together, students examine how competition for resources, alliances, nationalism, inequality, and political tensions can lead to conflict whilst also exploring the long-term effects war has on people, places, and societies.

Students investigate modern geographical conflicts linked to resources, child soldiers, blood diamonds, and landmines before studying the causes, experiences, and consequences of World War One. Alongside this, students explore how governments used propaganda and recruitment campaigns to maintain support for war and how geography shaped military strategies and outcomes.

The enquiry is designed to feel tense, emotional, and reflective. Themes of suffering, sacrifice, power, fear, and responsibility run throughout the unit as students investigate both the causes of conflict and the devastating impact war has upon ordinary people and communities.

Students are encouraged to think critically about how conflicts begin, why wars continue, and whether conflict can ever truly solve global problems.

The enquiry also supports National Curriculum study through the investigation of twentieth century conflict and World War One, political and military change, human geography linked to conflict and resources, and the development of geographical and historical skills including source interpretation, map analysis, and understanding human and environmental processes.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge linked to conflict, resources, inequality, development, and post conflict challenges. Students investigate how competition for valuable resources can create instability and fuel violence in different parts of the world today.
A major focus of the enquiry is understanding how geography can contribute to conflict. Students investigate water conflict, blood diamonds, and the exploitation of natural resources whilst exploring how unequal access to wealth and resources can intensify tensions between groups and countries.

Students also investigate the experiences of child soldiers and examine the lasting impact of landmines on communities after wars have officially ended. Through modern case studies, students explore how conflict affects civilians, environments, economies, and development across different regions of the world.

Alongside this, students develop substantive historical knowledge linked to the causes and experiences of World War One. Students investigate the tensions and alliances which made Europe unstable before 1914 and examine how nationalism, militarism, empire, and alliances contributed to the outbreak of war.

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Students explore how the assassination of Archduke Franz Ferdinand escalated into a global conflict and investigate the role of governments, military planning, and alliances within the development of World War One. Through battlefield maps and tactical investigations, students examine how geography influenced warfare and military decisions on the Western Front.

The enquiry also investigates life in the trenches and explores the experiences of soldiers during the war. Students examine how propaganda posters, recruitment campaigns, and government messaging were used to encourage support for the war effort and shape public opinion.

Through alliance games and peace conference roleplay activities, students explore how tensions developed before the war and investigate the difficulties involved in maintaining peace during periods of international instability. Ethical investigations linked to conflict diamonds and modern warfare encourage students to reflect upon the human consequences of conflict and exploitation.

The enquiry is structured around a sequence of focused questions including:

- Why do conflicts happen?
- How can resources create conflict?
- How do valuable resources fuel war?
- How are children affected by conflict?
- Why do conflicts continue after wars end?
- Why was Europe unstable before 1914?
- Why did one assassination lead to world war?
- What was life like on the Western Front?
- How did governments keep support for the war?
- Which causes and consequences of conflict are most serious?

Alongside this, students strengthen disciplinary understanding by interpreting propaganda posters, battlefield maps, political cartoons, photographs, recruitment campaigns, geographical data, and historical evidence linked to conflict and warfare.

Key vocabulary including nationalism, militarism, alliance, propaganda, trench warfare, conflict diamonds, refugees, landmines, resources, and peacekeeping is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Students will already have encountered ideas linked to empire, inequality, resources, industrialisation, migration, and political power through previous Humanities enquiries. They may also have some prior awareness of war, protest, and twentieth century history through earlier History and Geography learning. This enquiry develops those ideas further by introducing students to global conflict, nationalism, propaganda, resource exploitation, and the long term social and environmental consequences of warfare.	Students experience the enquiry through simulation, investigation, ethical debate, and interpretation. Lessons are designed to immerse students in the tensions and consequences of conflict whilst encouraging them to think critically about the causes of war and the human impact of violence. Students participate in alliance games which simulate rising tensions between countries before World War One and explore battlefield maps through tactical planning activities. Through propaganda investigations, students analyse recruitment posters and government campaigns to understand how public opinion was influenced during wartime. The enquiry also includes reflective and emotionally engaging activities where students investigate stories of child soldiers, landmine survivors, and civilians affected by conflict. Peace conference roleplays encourage students to consider how leaders attempt to negotiate peace and manage tensions after war. Students also investigate conflict diamonds through ethical enquiries and debates linked to exploitation, inequality, and responsibility. Throughout the enquiry, students are encouraged to recognise the lasting consequences of conflict and understand that wars affect societies long after fighting ends.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry prepares students for later Humanities topics linked to World War Two, genocide, political extremism, activism, sustainability, and global responsibility. Students begin understanding how conflict can shape societies politically, geographically, economically, and socially across time. The enquiry also strengthens important Humanities skills including source analysis, interpretation of propaganda, map reading, evaluation of causes and consequences, geographical reasoning, and balanced judgement surrounding conflict and responsibility.	This enquiry helps students understand that conflicts are rarely caused by a single event. Students explore how geography, politics, resources, fear, and human decisions combine to create tensions and violence whilst recognising the devastating consequences war can have for individuals and communities. The enquiry also encourages students to reflect upon the importance of diplomacy, cooperation, and peacebuilding within the modern world whilst considering how societies respond to conflict and remembrance.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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Through this enquiry, students develop social understanding by exploring how conflict affects communities, families, and societies across the world. Moral understanding is developed through considering violence, exploitation, suffering, propaganda, and responsibility during wartime. Students experience spiritual development through reflecting on sacrifice, remembrance, loss, and resilience during periods of conflict. Cultural understanding is developed through exploring memorials, wartime experiences, propaganda, and the different perspectives of people involved in conflicts.

The enquiry also supports Citizenship education through discussions surrounding conflict resolution, international cooperation, propaganda, human rights, ethical responsibility, and the role of governments during times of war. Students begin considering how peace can be maintained and why conflicts continue to affect societies today.

Cross curricular links are made with English through speeches and propaganda analysis; Mathematics through interpretation of conflict data and statistics; PSHE through discussions of violence and responsibility; and Citizenship through debates linked to war, peace, and global issues.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly:

- Teamwork through alliance simulations, peace conference roleplay, and collaborative investigations.
- Speaking through debate, ethical discussion, and evaluative argument.
- Problem Solving through analysing the causes of conflict and evaluating possible solutions to global tensions.

Resources

What books, websites, videos and materials will support our learning?

- Read: BBC Bitesize – Causes of World War One
- Explore: The National Archives – First World War Resources
- Investigate: United Nations – Child Soldiers and Conflict
- Read: BBC Newsround – Conflict and Refugees
- Explore: Google Earth – Conflict Zones and Geography
- Watch: Imperial War Museums Learning Resources

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Humanities assessment exploring the causes and consequences of conflict across the modern world. Assessment activities include interpretation of propaganda and geographical evidence linked to conflict, analysis of historical sources and battlefield maps, and an extended written response evaluating why conflicts begin and the impact they have on societies.

Assessment tasks encourage students to explain connections between geography, resources, alliances, nationalism, propaganda, and warfare whilst considering the short- and long-term consequences of conflict for people and places.

Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation, analysis, and evidence-based reasoning.

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	The end point of the enquiry is for students to understand why conflicts occur and evaluate how war affects societies politically, geographically, economically, and emotionally across time.

Topic 2 Enquiry		**How did modern life change in the 20th century?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores how modern cities, technology, consumer culture and social change transformed people's lives during the twentieth century. Through combining History and Geography, students investigate how urbanisation, economic growth, entertainment, inequality and technological advances reshaped societies across the modern world.

Students begin by investigating the characteristics of global cities, using New York as an example of a highly developed global city whose influence extends across finance, culture, politics and international trade. They explore why some cities become globally significant and investigate how migration, economic opportunity and investment have driven rapid urban growth.

Students then compare New York with Rio de Janeiro, examining how life in a Newly Industrialising Country (NIC) differs from that in a Highly Developed Country (HIC). Through the study of Rio, students investigate inequality, informal settlements, access to services, environmental challenges and the opportunities created by economic development. Brief comparisons with cities such as Shanghai allow students to recognise how rapidly growing global cities continue to transform the world economy.

Alongside this geographical understanding, students investigate the dramatic social and economic changes that took place in the United States during the 1920s. They explore how economic prosperity, mass production, consumer goods, advertising, jazz, cinema and new technologies transformed everyday life whilst also considering how inequality, organised crime and prohibition revealed that prosperity was not experienced equally. The enquiry is designed to feel modern, energetic, ambitious and thought-provoking. Themes of urban growth, innovation, consumer culture, opportunity and inequality run throughout as students investigate how cities shape people's lives and how modernisation creates both benefits and challenges.

Students are encouraged to think critically about whether modernisation improved life for everyone and how cities continue to reflect both wealth and inequality in different parts of the world. The enquiry also supports the National Curriculum through the study of twentieth-century world history, urbanisation, settlement, economic development and global cities whilst strengthening students' historical and geographical disciplinary knowledge through source interpretation, map analysis, data interpretation and the evaluation of evidence.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Students develop substantive geographical knowledge by investigating the characteristics of global cities, urbanisation, migration, development, sustainability and inequality. Using New York as a case study, students explore why some cities become centres of finance, culture, technology and political influence before examining the opportunities created by living in a highly developed urban environment.

Students then compare New York with Rio de Janeiro, investigating how rapid urban growth within a Newly Industrialising Country has created both economic opportunity and significant social inequality. Through geographical enquiry, students explore informal settlements, housing, employment, transport, environmental quality and access to healthcare and education, recognising that life within cities can vary greatly depending upon wealth and development.
Students briefly compare these cities with rapidly developing global cities such as Shanghai, recognising how urbanisation continues to reshape the modern world and influence patterns of migration, investment and economic growth.

Alongside this, students develop substantive historical knowledge linked to the United States during the 1920s. Students investigate why America experienced rapid economic growth after the First World War before exploring how new technologies, consumer goods, advertising and mass entertainment transformed everyday life.

Students examine changing lifestyles through fashion, jazz, cinema, sport and radio before investigating prohibition and organised crime, considering why attempts to improve society often produced unintended consequences. The enquiry also explores inequality beneath the prosperity of the 1920s. Students compare the experiences of wealthy and poorer Americans whilst investigating how race, gender and social class influenced opportunities during the decade.
Through city-planning simulations and sustainable city design challenges, students investigate how cities continue to evolve and evaluate how future cities can become more sustainable, inclusive and resilient.

The enquiry is structured around a sequence of focused questions including:

- What makes a city globally important?
- Why is New York one of the world's leading global cities?
- How has Rio de Janeiro grown and changed?
- Is life equal for everyone in Rio de Janeiro?
- What challenges do global cities face today?
- Why did the USA prosper during the 1920s?
- How did modern technology and consumer culture transform America?
- Why did prohibition create new problems?
- Who benefited from the economic boom—and who did not?
- Did modernisation improve people's lives?
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Alongside this, students strengthen disciplinary understanding by interpreting maps, photographs, census data, development indicators, historical sources, advertisements, population statistics and urban land-use information. Students compare evidence from cities at different stages of development whilst using historical and geographical evidence to construct balanced explanations and supported judgements.

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Key vocabulary including global city, urbanisation, migration, consumerism, development, inequality, informal settlement, sustainability, prohibition, organised crime, segregation, investment and megacity is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will already have encountered ideas linked to industrialisation, migration, inequality, development, empire, and political change through previous Humanities enquiries. They may also have some prior awareness of cities, urbanisation, and twentieth century history through earlier History and Geography learning.

This enquiry develops those ideas further by introducing students to consumer culture, global cities, organised crime, modern urbanisation, and the social consequences of rapid technological and economic change.

Pitch Up

How will we challenge ourselves?

Students experience the enquiry through investigation, creativity, simulation, and interpretation. Lessons are designed to immerse students in the excitement and inequalities of modern urban life whilst encouraging them to think critically about the impact of rapid social and technological change.

Students explore fashion, music, advertising, and entertainment from the 1920s whilst creating radio broadcasts linked to life in modern America. Through organised crime mystery investigations, students examine prohibition, gangs, and law enforcement within rapidly changing urban societies.

The enquiry also includes city planning simulations where students investigate how urban areas develop and explore the challenges facing modern cities today. Students compare megacities around the world and design sustainable cities of the future, considering issues linked to transport, pollution, inequality, and quality of life.

Throughout the enquiry, students are encouraged to recognise that modernisation transformed societies dramatically but did not improve life equally for everyone. By exploring both opportunity and inequality, students develop a deeper understanding of how cities and modern life changed during the twentieth century.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry provides important foundations for future Humanities topics linked to globalisation, development, urban challenges, inequality, consumer culture, and social change. Students develop understanding of how cities and technological developments continue to shape societies and influence quality of life today.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

This enquiry helps students understand that modernisation transformed societies socially, economically, culturally, and geographically during the twentieth century. Students explore how cities became centres of opportunity, culture, and innovation whilst recognising the inequalities and challenges created by rapid urban growth and economic change.

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The enquiry also strengthens key Humanities skills including interpretation of evidence, urban data analysis, explanation, and evaluation of different viewpoints and interpretations.	The enquiry also encourages students to reflect upon how media, technology, and consumer culture influence people's lives and identities within modern societies.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring inequality, segregation, urban growth, and changing lifestyles within modern societies. Moral understanding is developed through considering organised crime, poverty, inequality, discrimination, and the impact of economic change on communities. Students experience spiritual development through reflecting on identity, aspiration, creativity, and the opportunities and pressures created by modern urban life. Cultural understanding is developed through exploring jazz, fashion, cinema, radio, advertising, and the cultural transformation of the 1920s.

The enquiry also supports Citizenship education through discussions surrounding inequality, sustainability, urban planning, crime, representation, and how governments respond to social and economic change. Students begin considering how cities can become fairer, safer, and more sustainable places to live.

Cross curricular links are made with English through radio broadcasts and advertising analysis; Mathematics through population and urban data; Music through jazz and popular culture; Art through advertising and design; and Citizenship through discussions of inequality, crime, and sustainability.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly:

- Creativity through radio broadcasts, advertising analysis, and sustainable city design.
- Problem Solving through investigating urban challenges and inequality within global cities.
- Speaking through discussion, presentation, and evaluative debate surrounding modernisation and social change.

Resources

What books, websites, videos and materials will support our learning?

- Watch: BBC Teach – The Roaring Twenties
- Explore: National Geographic – Megacities and Urbanisation
- Investigate: Gapminder Data Explorer
- Explore: Google Earth – Global Cities
- Watch: BBC Newsround – Sustainable Cities

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Humanities assessment exploring how modern life changed during the twentieth century and whether modernisation improved people's lives. Assessment activities include interpretation of historical and geographical evidence linked to urbanisation and consumer culture, analysis of sources and urban data, and an extended written response evaluating the impact of modernisation upon societies.

Assessment is weighted equally (50% and 50%) between substantive knowledge and disciplinary knowledge, ensuring students develop both secure historical and geographical understanding alongside the ability to interpret evidence, analyse sources, evaluate data, and make supported Humanities judgements.

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	Assessment tasks encourage students to explain connections between urbanisation, technology, inequality, consumer culture, and social change whilst considering both the opportunities and challenges created by modern life. The end point of the enquiry is for students to understand how modernisation transformed societies and evaluate whether twentieth century change improved life equally for all people.

Topic 3
Enquiry

How has Asia changed in the modern world?

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores how rapid development, political change, urbanisation, and industrial growth transformed Asia during the twentieth and twenty first centuries. Through combining History and Geography together, students investigate how countries across Asia experienced dramatic economic, social, and political transformation whilst also examining the challenges created by rapid change.

Students explore the rise of modern Asia through investigations into development, megacities, population growth, environmental change, and technological innovation alongside the historical transformation of China under Mao Zedong and Communist rule. Alongside this, students examine how governments attempted to reshape societies and how rapid industrial and economic growth changed people's lives across Asia.

The enquiry is designed to feel fast changing, ambitious, and complex. Themes of growth, control, inequality, innovation, and transformation run throughout the unit as students investigate booming cities, political revolutions, industrial expansion, and environmental challenges.

Students are encouraged to think critically about whether rapid change improved life for everyone and how economic success can also create inequality, environmental damage, and political tension.

The enquiry also supports National Curriculum study through the investigation of twentieth century world history, political revolution and change, urbanisation and development, population and migration, environmental geography, and the development of geographical and historical skills including interpretation of evidence, data analysis, map skills, and understanding human and physical processes.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Students develop substantive geographical knowledge linked to development, industrialisation, urbanisation, migration, population, inequality, sustainability, and environmental change across Asia. Students investigate why Asia has become one of the most economically powerful regions in the modern world and explore how rapid development transformed societies and landscapes.

A major focus of the enquiry is understanding how urbanisation changed Asia. Students investigate megacities across countries including China, India, and Japan whilst examining how migration from rural to urban areas created rapid population growth and transformed city life. Through population and migration mapping activities, students explore how urban growth affects housing, employment, transport, and quality of life.
Students also investigate environmental challenges created by rapid development. Through comparisons of pollution levels, industrialisation, and environmental change, students examine how economic growth can create both opportunities and environmental pressures. The enquiry encourages students to consider how Asian cities may become more sustainable in the future.

Alongside this, students develop substantive historical knowledge linked to Mao's China and the rise of Communist rule. Students investigate why many Chinese people supported communism and explore the problems facing China before Mao came to power.

Students examine how Mao attempted to transform China politically, economically, and socially after 1949. Through investigations into the Great Leap Forward and the Cultural Revolution, students explore how political policies dramatically affected people's lives and examine how governments used propaganda and control to maintain authority.

The enquiry also investigates how revolutionary ideas were communicated through propaganda and imagery. Students analyse posters, slogans, speeches, and revolutionary art to explore how governments influence public opinion and shape society.

Alongside this, students investigate modern Asian technology and innovation through case studies linked to transport, robotics, communication, and global industry. Students consider how countries across Asia became centres of manufacturing, technology, and economic growth within the modern world.

The enquiry is structured around a sequence of focused questions including:

- How has Asia changed in the modern world?
- Why has Asia become economically powerful?
- How are cities transforming across Asia?
- Has development improved life for everyone in Asia?
- What problems has rapid development created?
- Why did many Chinese people support communism?
- How did Mao try to transform China?
- Why did Mao's economic policies fail?
- How did Mao maintain control in China?
- Has rapid change improved life in Asia?

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Alongside this, students strengthen disciplinary understanding by interpreting propaganda posters, photographs, migration maps, development indicators, climate and pollution data, historical accounts, political cartoons, and population statistics linked to modern Asia and Mao's China.

Key vocabulary including communism, propaganda, urbanisation, industrialisation, megacity, sustainability, migration, inequality, development, and revolution is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will already have encountered ideas linked to industrialisation, development, inequality, revolution, urbanisation, and political power through previous Humanities enquiries. They may also have some prior awareness of communism, population growth, and sustainability through earlier History and Geography learning.

This enquiry develops those ideas further by introducing students to rapid economic development, megacities, environmental change, and political transformation within modern Asia.

Pitch Up
How will we challenge ourselves?

Students experience the enquiry through interpretation, investigation, comparison, and futuristic thinking. Lessons are designed to immerse students in the speed and scale of change across modern Asia whilst encouraging them to think critically about development, political control, and environmental sustainability.

Students analyse propaganda and revolutionary imagery to investigate how governments attempted to influence society and shape political beliefs. Through drone footage, virtual tours, and city investigations, students explore modern Asian megacities and compare the opportunities and challenges of rapid urban growth.

The enquiry also includes mapping tasks where students investigate migration, population distribution, and urbanisation across Asia. Through pollution investigations and environmental comparisons, students explore how industrial growth changed environments and created sustainability challenges.

Students also investigate modern technology and innovation across Asia and design sustainable futures for Asian cities, considering how urban areas can respond to environmental pressures and population growth. Throughout the enquiry, students are encouraged to recognise that rapid transformation creates both progress and new challenges for societies.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry prepares students for later Humanities topics linked to sustainability, globalisation, climate change, conflict, activism, and modern global challenges. Students begin understanding how economic growth, political systems, and environmental pressures continue to shape societies across the world today. The enquiry also strengthens important Humanities skills including interpretation of propaganda, analysis of development and population data, geographical reasoning, evaluation of political and economic change, and balanced Humanities judgement.	This enquiry helps students understand that development and modernisation can dramatically reshape societies within a short period of time. Students explore how countries across Asia transformed economically and politically whilst recognising that rapid growth often creates inequalities and environmental challenges alongside opportunity and innovation. The enquiry also encourages students to reflect upon how governments influence societies and how technological and economic advances can affect people's lives in both positive and negative ways.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how rapid development changes communities, lifestyles, and opportunities across Asia. Moral understanding is developed through considering inequality, political control, propaganda, environmental damage, and the consequences of government decisions. Students experience spiritual development through reflecting on identity, ambition, progress, and the human impact of rapid social and economic transformation. Cultural understanding is developed through exploring modern Asian cities, technology, innovation, art, propaganda, and changing ways of life across the region.

The enquiry also supports Citizenship education through discussions surrounding sustainability, political systems, environmental responsibility, inequality, urbanisation, and the role of governments within modern societies. Students begin considering how countries balance economic growth with environmental and social responsibility.

Cross curricular links are made with Mathematics through population and pollution data; Science through climate and environmental investigations; Computing through technology and innovation studies; Art through propaganda analysis; and Citizenship through discussions of government, inequality, and sustainability.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly:

- Problem Solving through investigating urbanisation, pollution, and sustainability challenges across Asia.
- Planning through designing sustainable futures for rapidly growing cities.
- Critical Thinking / Speaking through analysing propaganda, development, and political change using evidence and discussion.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

• Watch: BBC Teach – China and Communism • Explore: National Geographic – Asia Resources • Investigate: Gapminder Population and Development Data • Explore: Google Earth – Asian Megacities • Watch: BBC Newsround – Pollution and Sustainability	Students complete a combined Humanities assessment exploring how Asia transformed during the modern world and whether rapid change improved people's lives. Assessment activities include interpretation of historical and geographical evidence linked to development and political change, analysis of propaganda and population data, and an extended written response evaluating the impact of rapid transformation across Asia. Assessment is weighted equally between substantive knowledge and disciplinary knowledge, ensuring students develop both secure historical and geographical understanding alongside the ability to interpret evidence, analyse sources, evaluate data, and make supported Humanities judgements. Assessment tasks encourage students to explain connections between industrialisation, urbanisation, communism, migration, inequality, environmental change, and development whilst considering both the opportunities and challenges created by rapid growth. The end point of the enquiry is for students to understand how Asia transformed politically, economically, and geographically and evaluate whether rapid modernisation improved life equally for all people.

Topic 4
Enquiry

How did the Second World War change the world?

Big Picture
What are the main ideas and big questions in this topic?

The fourth enquiry takes students into one of the most significant periods of modern history as they investigate the causes, events and consequences of the Second World War before exploring the Holocaust as one of the greatest human tragedies in history. Building upon students' understanding of conflict developed through the First World War earlier in Year 9, this enquiry examines how political extremism, dictatorship and international tensions led to a global conflict that transformed the twentieth century.

Students begin by investigating why another world war broke out only twenty years after the First World War. They examine the rise of Adolf Hitler and the Nazi Party, the weaknesses of the Treaty of Versailles and the failure of appeasement, considering why Europe once again descended into conflict. Through the study of key turning points, students explore how the war expanded into a truly global conflict involving millions of people across Europe, Africa and Asia.

The enquiry then examines life during the Second World War from a range of perspectives. Students investigate evacuation, rationing, the Blitz and civilian experiences alongside major military events, allowing them to understand that war affected every aspect of society. They consider how technological developments, propaganda and total war transformed both military strategy and everyday life.

The final part of the enquiry focuses on The Holocaust, which is deliberately taught as a distinct and carefully planned historical study using high-quality resources produced by the Holocaust Educational Trust. Students investigate the growth of antisemitism, the persecution of Jewish communities, the escalation from discrimination to genocide and the experiences of victims, survivors and rescuers. Throughout this study, emphasis is placed upon historical accuracy, individual stories and the importance of remembrance, ensuring that students develop a respectful and informed understanding of the Holocaust rather than viewing it simply as another event within the war.

The enquiry concludes by considering the lasting impact of the Second World War and the Holocaust upon the modern world. Students investigate the creation of the United Nations, the development of international human rights and the continuing importance of remembrance in preventing prejudice and discrimination today. The enquiry is designed to feel powerful, reflective and thought-provoking. Students examine difficult historical questions, evaluate evidence from a range of sources and consider the responsibilities of individuals, governments and societies when faced with injustice and persecution.

This enquiry explicitly supports the History National Curriculum through the study of twentieth-century world history, the causes and consequences of the Second World War, dictatorship, genocide and the changing political landscape of the modern world. Students strengthen their disciplinary understanding by interpreting historical sources, evaluating historical interpretations, establishing causation and significance and constructing balanced historical arguments supported by evidence. By the end of the enquiry, students understand that the Second World War reshaped the political, social and moral landscape of the modern world. They recognise the importance of democracy, human rights and remembrance whilst appreciating the responsibility of historians to investigate the past with accuracy, evidence and sensitivity.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive historical knowledge by investigating the causes of the Second World War, including the legacy of the Treaty of Versailles, the rise of Hitler, Nazi ideology and the policy of appeasement. They explore the key events of the conflict, examining how the war developed and why it became a global struggle. Students investigate the experiences of civilians during wartime through the study of evacuation, rationing, the Blitz and propaganda, recognising that the conflict transformed everyday life as well as military operations.

A significant focus of the enquiry is the Holocaust. Students investigate the development of Nazi racial ideology, the persecution of Jewish communities and the progression from discrimination to genocide. Using carefully selected resources from the Holocaust Educational Trust, students examine personal testimony, survivor accounts and historical evidence to understand both the scale of the Holocaust and the experiences of individuals affected by it. They also investigate resistance, rescue and remembrance, considering why the Holocaust continues to hold such significance today.

The enquiry concludes by exploring the consequences of the Second World War, including the establishment of the United Nations, the Universal Declaration of Human Rights and the continuing importance of challenging prejudice and discrimination.

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The enquiry is structured around a sequence of focused questions including:

- Why did the Second World War begin?
- How did Hitler expand Nazi Germany?
- How did the Second World War affect Britain?
- What was life like during the Blitz?
- What was Nazi ideology?
- How were Jewish people persecuted?
- How did the Holocaust happen?
- Why is it important to remember the Holocaust?
- How did the Second World War change the world?
- What can we learn from the Holocaust today?

Alongside this, students strengthen disciplinary understanding by analysing primary and secondary sources, interpreting historical interpretations, evaluating evidence, identifying causation and significance and constructing balanced historical judgements supported by historical knowledge.

Key vocabulary including dictatorship, fascism, appeasement, Blitz, evacuation, propaganda, antisemitism, genocide, Holocaust, persecution, resistance, liberation, remembrance and human rights is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students build upon their prior understanding of conflict developed through the Year 9 enquiry into the causes and consequences of the First World War. They already understand how nationalism, alliances, militarism and political instability contributed to international conflict and have explored how warfare transformed societies during the early twentieth century. Students also draw upon earlier studies of dictatorship, revolution and political change through their enquiry into Mao's China, allowing them to compare different political systems and understand how authoritarian governments consolidate and maintain power. Throughout Key Stage 3, students have developed disciplinary skills including chronological understanding, source analysis, interpretation and historical explanation. This enquiry extends those skills by introducing increasingly	Students experience this enquiry through historical investigation, personal testimony and enquiry-based learning that encourages empathy, critical thinking and reflection. Students analyse propaganda posters, political cartoons, speeches and contemporary newspaper articles to investigate how dictators gained and maintained power. They explore historical photographs, letters, diary extracts and government documents to understand the experiences of civilians during the Second World War, considering how conflict affected everyday life across Europe. Throughout the enquiry, students investigate a range of primary and secondary historical sources, learning how historians build interpretations of the past using evidence. Structured role-play, decision-making activities and source

complex historical interpretations, ethical considerations and the evaluation of significance, causation and consequence.	investigations encourage students to consider the difficult choices faced by political leaders, soldiers and ordinary civilians during wartime. The Holocaust is taught as a discrete historical enquiry using the Holocaust Educational Trust's educational guidance and resources. Students engage with carefully selected survivor testimony, personal stories and historical evidence to develop an accurate, respectful and age-appropriate understanding of the Holocaust. The focus remains on the experiences of individuals, the progression from prejudice to persecution and genocide, and the importance of remembrance rather than sensationalism. Throughout the enquiry, students are encouraged to ask challenging historical questions, evaluate evidence and reflect upon the responsibilities individuals and societies have in challenging prejudice, discrimination and injustice.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides students with an essential understanding of one of the defining events of the twentieth century and establishes important foundations for future historical study at GCSE. Students develop a secure understanding of dictatorship, democracy, conflict, genocide, human rights and international cooperation, all of which continue to shape contemporary society. The enquiry also strengthens students' disciplinary understanding by requiring them to interpret historical evidence critically, evaluate different historical interpretations and construct balanced historical judgements supported by precise evidence. These skills directly prepare students for GCSE History and wider academic study. Students also deepen their understanding of citizenship, democracy and human rights, recognising how historical events continue to influence international law, global organisations and modern political decision making.	This enquiry encourages students to appreciate that history is not simply about learning what happened but understanding why events occurred, how people experienced them and what lessons can be learned for the future. Students recognise that the Second World War and the Holocaust fundamentally changed international attitudes towards human rights, prejudice and global cooperation. The study of the Holocaust develops historical understanding whilst encouraging students to recognise the dangers of antisemitism, racism, discrimination and intolerance in all societies. Through carefully planned historical enquiry, students appreciate the importance of evidence, remembrance and challenging misinformation. Students also develop a broader understanding of how democratic values, international organisations and human rights legislation emerged from the experiences of the Second World War, helping them recognise the continued relevance of history within the modern world.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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This enquiry develops students' understanding of the consequences of prejudice, discrimination, conflict and political extremism whilst encouraging them to reflect upon the importance of democracy, human rights and active citizenship. SMSC is embedded throughout the enquiry. Social development is promoted through exploring how war affected individuals, families and communities across Europe. Moral development is strengthened through discussions surrounding responsibility, justice, prejudice, persecution and genocide. Students develop spiritually through reflecting upon the resilience, courage and dignity demonstrated by many individuals during periods of extreme suffering. Cultural understanding is developed through studying Jewish life before the Holocaust, recognising the diversity of European society and appreciating the importance of remembrance.

The enquiry promotes British Values through the exploration of democracy, the rule of law, individual liberty and mutual respect. Students investigate the dangers of totalitarianism and extremism whilst recognising the importance of protecting democratic institutions and respecting the rights and freedoms of others. The enquiry contributes directly to the Citizenship curriculum by exploring democracy, justice, human rights, equality, discrimination, the role of international organisations and the responsibilities individuals have in challenging prejudice and promoting inclusion.

Links to PSHE/RSHE are developed through discussions about identity, respectful relationships, prejudice, discrimination, bystander behaviour, resilience, empathy and ethical decision making. Students are encouraged to consider how individuals can respond positively when confronted with injustice and discrimination in contemporary society.

Cross-curricular links are made with English through the analysis of personal testimony and extended historical writing; Religious Studies through discussions surrounding ethics, belief, persecution and remembrance; Politics through democracy and dictatorship; and Geography through mapping the changing geography of Europe during the Second World War.

Students explore careers including history, education, museums and heritage, archives, journalism, law, diplomacy, international relations, politics, the armed forces, humanitarian organisations, the Civil Service and the charity sector. The enquiry supports the Skills Builder Universal Framework, particularly Speaking through discussion and debate, Problem Solving through analysing historical evidence and evaluating interpretations, and Teamwork through collaborative historical investigations and source analysis.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Watch: BBC Teach – D-Day and Naval Warfare • Investigate: Imperial War Museums – Battle of the Atlantic • Read: Holocaust Educational Trust • Watch: BBC Teach – Holocaust Education Resources • Investigate: US Holocaust Memorial Museum	The assessment consists of structured questions assessing both historical and geographical knowledge and disciplinary skills developed throughout the enquiry. Questions include source interpretation, map and coastal data analysis, explanation questions, and an extended Humanities judgement linked to oceans, warfare, and human activity.

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	Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation, analysis, and evidence-based reasoning. The end point of the enquiry is for students to confidently explain how oceans influenced warfare and evaluate the importance of oceans and coastal environments in shaping human activity across time.

Topic 5
Enquiry

How is the Earth shaped?

Big Picture
What are the main ideas and big questions in this topic?

The fifth Geography enquiry takes students to some of the world's most spectacular landscapes, where they investigate the powerful natural processes that continually shape the Earth's surface. Building upon their understanding of tectonic processes, weather, climate and rivers from earlier enquiries, students now explore how mountains, glaciers, waves and oceans have created many of the landscapes we see today. Students begin by investigating the formation of mountain landscapes through the case study of Snowdon (Yr Wyddfa) and Eryri National Park in North Wales. They explore how tectonic forces created mountain ranges before considering how mountains influence climate, biodiversity, tourism and human activity. Using maps, photographs and virtual fieldwork, students investigate why mountain environments are both valuable and vulnerable.

The enquiry then focuses on glaciation, exploring how ice transformed the landscape of Snowdon during the last Ice Age. Students investigate how glaciers erode, transport and deposit material, creating distinctive landforms such as corries, arêtes, pyramidal peaks and U-shaped valleys. By studying a real landscape, students recognise that evidence of glaciation can still be seen across the British landscape today. Students then investigate coastal landscapes, exploring how waves continually reshape coastlines through erosion, transportation and deposition. They examine how physical processes create cliffs, caves, arches, stacks, beaches and spits before considering how coastal communities respond to erosion, rising sea levels and increasing environmental pressures.

The enquiry concludes by exploring the world's oceans, recognising them as one of Earth's most important life-support systems. Students investigate how oceans regulate climate, support biodiversity, provide food and transport routes and influence weather systems across the globe. Through the study of coral reefs, students explore one of the planet's most valuable ecosystems before considering the threats posed by climate change, plastic pollution, overfishing and ocean acidification. Students evaluate how individuals, governments and international organisations can work together to protect marine environments for future generations.

The enquiry is designed to feel awe-inspiring, investigative and environmentally significant. Students become physical geographers, interpreting landscapes, modelling natural processes and investigating how the Earth's most powerful forces continue to shape the world around us.

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This enquiry explicitly supports the Geography National Curriculum through the study of physical geography, including mountain environments, glaciation, coastal processes, marine environments and environmental sustainability. Students strengthen their geographical skills through interpreting Ordnance Survey maps, satellite imagery, aerial photographs, GIS, diagrams and environmental data whilst developing an understanding of the relationship between physical processes and human activity.

By the end of the enquiry, students understand that the Earth's landscapes are continually changing through powerful natural processes. They recognise that mountains, glaciers, coasts and oceans are interconnected systems which influence both the natural environment and human societies, and that protecting these environments is one of the most important geographical challenges of the twenty-first century.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive geographical knowledge by investigating how tectonic uplift creates mountain landscapes before exploring the distinctive characteristics of mountain environments through the case study of Snowdon (Yr Wyddfa). They examine how altitude, relief and climate influence ecosystems, tourism and human activity within upland environments.

Students then investigate the processes of glaciation, learning how glaciers erode, transport and deposit material to create distinctive landforms. Using Snowdon and the surrounding landscape of Eryri National Park, students identify and explain the formation of corries, arêtes, pyramidal peaks, ribbon lakes and U-shaped valleys, recognising how evidence of the last Ice Age continues to shape the British landscape today.

The enquiry then focuses on coastal processes, where students investigate hydraulic action, abrasion, attrition, solution, longshore drift and deposition. Students explore how these processes create and continually reshape coastal landforms including cliffs, caves, arches, stacks, wave-cut platforms, beaches and spits. They also investigate how people manage coastlines through a range of coastal defence strategies.

Students conclude the enquiry by exploring the world's oceans. They investigate the importance of oceans in regulating climate, supporting biodiversity and connecting the world through trade and transport. Through a focused study of coral reefs, students examine one of Earth's richest ecosystems before investigating contemporary challenges including plastic pollution, coral bleaching, overfishing and climate change. Students evaluate how marine environments can be protected through conservation, sustainable fishing and international cooperation.

The enquiry is structured around a sequence of focused questions including:

- How are mountains formed?
- Why is Snowdon (Yr Wyddfa) an important mountain landscape?
- How do glaciers shape landscapes?
- What evidence of glaciation can we find in Eryri National Park?
- How do waves shape the coastline?
- What landforms are created by coastal erosion and deposition?
- How do people protect coastlines?

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- Why are the world's oceans so important?
- Why are coral reefs under threat?
- How can we protect our oceans?
- How do Earth's most powerful forces shape our planet?

Alongside this, students strengthen disciplinary understanding by interpreting OS maps, contour maps, aerial photographs, GIS, satellite imagery, geological diagrams and environmental data. Students learn how geographers identify physical processes, explain landscape formation, analyse environmental evidence and evaluate different approaches to environmental management.

Key vocabulary including upland, glaciation, erosion, transportation, deposition, corrie, arête, pyramidal peak, U-shaped valley, hydraulic action, abrasion, longshore drift, cliff, arch, stack, biodiversity, coral reef, ocean acidification, sustainability and conservation is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon the physical geography knowledge developed throughout Key Stage 3, including tectonic processes, weather and climate, rivers, biomes and environmental change. Earlier enquiries into volcanoes, Antarctica, deserts and tropical rainforests have introduced students to the concept that physical processes continually shape landscapes and influence where and how people live.

This enquiry brings together many of these concepts by exploring how different Earth systems interact to create the landscapes we see today. Students apply their understanding of erosion, climate, ecosystems and natural hazards whilst developing increasingly sophisticated explanations of landscape formation and environmental change.

Students also continue to strengthen the disciplinary skills developed throughout the Geography curriculum, including interpreting maps, photographs, satellite imagery and geographical data, recognising patterns, analysing evidence and constructing balanced geographical explanations. These foundations provide excellent preparation for GCSE Geography, where students will study physical landscapes, environmental management and sustainability in greater depth.

Pitch Up
How will we challenge ourselves?

Students experience this enquiry through practical investigations, virtual fieldwork and geographical enquiry that brings physical landscapes to life.

Students explore Snowdon (Yr Wyddfa) using Ordnance Survey maps, drone footage, 3D landscape models and virtual fieldwork, investigating how mountains and glaciation have shaped one of Britain's most iconic landscapes. Practical modelling activities allow students to recreate glacial erosion and deposition, helping them visualise how ice transforms landscapes over thousands of years.

Students investigate coastal processes using wave tanks, sand trays and interactive simulations, modelling erosion, transportation and deposition to understand how coastlines continually change. They analyse photographs and satellite imagery to identify coastal landforms before evaluating different methods of coastal management through decision-making activities.

The enquiry concludes with students investigating the world's oceans through documentary footage, GIS mapping and environmental case studies. Students explore coral reef ecosystems and examine contemporary issues including plastic pollution, overfishing and coral bleaching before working collaboratively to develop evidence-based proposals for protecting marine environments.

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	Throughout the enquiry, students are encouraged to think like geographers by asking questions, analysing evidence and developing informed geographical judgements.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry brings together many of the key physical geography concepts studied throughout Key Stage 3, allowing students to see how the Earth's systems work together to shape landscapes and influence human activity. Students revisit tectonic processes, weather and climate, erosion, transportation and deposition whilst developing a more sophisticated understanding of landscape formation and environmental management. The enquiry provides an excellent foundation for GCSE Geography by introducing many of the physical geography concepts explored in greater depth at Key Stage 4, including glaciated landscapes, coastal processes, ecosystem management and environmental sustainability. Students continue to strengthen disciplinary skills including map interpretation, geographical enquiry, data analysis, process explanation, decision making and the evaluation of environmental issues using evidence. Students also develop a greater appreciation of how physical geography influences tourism, settlement, biodiversity, conservation and the long-term management of natural environments. These concepts provide important preparation for further study of climate change, ecosystems, natural hazards and sustainable development.	This enquiry encourages students to recognise that the landscapes we admire today have been shaped by powerful natural forces acting over thousands and even millions of years. Students develop a sense of awe and curiosity as they investigate mountain environments, glaciated valleys, dramatic coastlines and the vast interconnected oceans that regulate life on Earth. Through the study of Snowdon (Yr Wyddfa), students appreciate how physical geography has shaped one of Britain's most iconic landscapes and recognise the importance of conserving upland environments for future generations. The enquiry also develops students' understanding that coastlines and oceans are constantly changing systems which require careful management to balance environmental protection with the needs of people and communities. By studying coral reefs and marine conservation, students begin to understand the global significance of healthy oceans and recognise that environmental stewardship is one of the defining geographical challenges of the twenty-first century. The enquiry encourages students to appreciate that geography not only explains how the world works, but also helps us make informed decisions about protecting it.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
This enquiry develops students' understanding of the powerful relationship between people and the physical environment, encouraging them to appreciate both the beauty and fragility of the natural world. SMSC is developed throughout the enquiry as students reflect upon the scale, beauty and power of mountain landscapes, glaciers, coastlines and oceans. Social development is strengthened through discussions about how communities adapt to living within changing environments. Moral development is encouraged by considering humanity's responsibility to protect vulnerable ecosystems such as coral reefs and marine environments. Cultural understanding is developed through exploring how different societies value and depend upon mountains, coastlines and oceans for recreation, livelihoods, culture and identity.	

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The enquiry promotes British Values through respectful discussion, evidence-based debate and consideration of shared responsibility for protecting the environment. Students recognise that environmental challenges require cooperation, informed decision making and active participation at local, national and global scales. The enquiry contributes directly to the Citizenship curriculum by exploring environmental responsibility, sustainable development, global cooperation and the role of governments, charities and international organisations in protecting natural environments. Students consider how individual actions can contribute to wider environmental change and develop an understanding of active citizenship through conservation initiatives.

Links to PSHE/RSHE are developed through discussions surrounding responsible decision making, environmental wellbeing, community action, resilience and understanding the impact of personal choices upon the wider world. Students explore how sustainable lifestyles can positively influence future generations. Cross-curricular links are made with Science through ecosystems, climate change, biodiversity and geological processes; Mathematics through interpreting graphs, maps and environmental data; Computing through GIS, satellite imagery and digital mapping; and Design and Technology through sustainable engineering and coastal management solutions.

Students also explore careers linked to physical geography and environmental management, including environmental science, geology, conservation, marine biology, oceanography, climatology, coastal engineering, national park management, environmental consultancy, renewable energy, tourism and geographic information systems (GIS).

The enquiry supports the Skills Builder Universal Framework, particularly Problem Solving through investigating environmental challenges and evaluating sustainable solutions, Creativity through modelling physical processes and designing conservation strategies, and Speaking through presenting geographical explanations, participating in discussion and communicating evidence-based judgements.

Resources
What books, websites, videos and materials will support our learning?

Students use a wide range of high-quality geographical resources throughout the enquiry, including Ordnance Survey maps, aerial photography, satellite imagery, GIS, contour maps and digital elevation models. The case study of Snowdon (Yr Wyddfa) is explored through virtual fieldwork, drone footage, interactive mapping and National Park resources.

Students investigate glaciation and coastal processes through practical modelling activities, diagrams and animations supported by resources from the Royal Geographical Society, BBC Bitesize, National Geographic, Google Earth, the British Geological Survey and the Environment Agency. Ocean conservation is explored through contemporary case studies from organisations including the WWF, Coral Reef Alliance, Blue Marine Foundation and the Marine Conservation

Assessment
How will we show what we know, remember and can apply?

The assessment has been carefully designed to balance substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of mountain formation, the Snowdon (Yr Wyddfa) case study, glaciation, glacial landforms, coastal processes, coastal landforms, oceans, coral reefs and environmental conservation.

Alongside this, students demonstrate disciplinary knowledge by interpreting geographical evidence, analysing maps and satellite imagery, explaining physical processes, evaluating environmental issues and constructing balanced geographical judgements using evidence to justify their conclusions.

Society, ensuring students engage with current environmental issues using authentic geographical evidence. • Explore: Royal Geographical Society – Coasts and Oceans Resources • Read: National Geographic – Oceans and Marine Ecosystems • Explore: Google Earth – Coastal Landscapes and Oceans • Watch: BBC Newsround – Plastic Pollution and Climate Change	

Topic 6
Enquiry

How can people change the world?

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores how individuals and movements have challenged inequality, campaigned for rights, and attempted to create social and environmental change across the modern world. Through combining History and Geography together, students investigate how protest, activism, sustainability, and global awareness have shaped societies during the twentieth and twenty first centuries.

Students explore the causes and consequences of climate change and investigate how environmental activists and organisations campaign for a more sustainable future. Geography helps students understand global warming, human impact on the planet, sustainability, and environmental responsibility, while History focuses on protest movements and social change during the 1960s including Civil Rights, feminism, and youth activism.

The enquiry also supports National Curriculum study through the investigation of protest movements, civil rights, equality and social reform, climate change, sustainability, environmental geography, and the development of geographical and historical skills including interpretation of evidence, analysis of climate and population data, evaluation of historical interpretations, and understanding human and environmental change.

The enquiry encourages students to think critically about how ordinary people can influence society, challenge injustice, and create lasting change both locally and globally. As the final KS3 Humanities enquiry, the unit brings together many of the major themes explored across the curriculum including equality, responsibility, protest, sustainability, rights, and global citizenship.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Students develop substantive geographical knowledge linked to climate change, sustainability, global warming, environmental futures, activism, and environmental responsibility. Students investigate how and why the Earth's climate is changing and explore the evidence for global warming including rising temperatures, melting ice caps, changing weather patterns, and rising sea levels.

A major focus of the geography enquiry is understanding how human activity has changed the planet. Students investigate the role of fossil fuels, deforestation, industry, transport, and consumption in contributing to climate change while considering how environmental damage affects ecosystems and communities globally. Students also investigate sustainability and environmental futures, exploring renewable energy, recycling, conservation, carbon reduction, and sustainable living. The enquiry then examines environmental activism and investigates how campaigners, charities, and protest groups attempt to influence governments and public opinion to protect the planet.

Alongside this, students develop substantive historical knowledge linked to protest, equality, activism, and social change during the 1960s. Students investigate the Civil Rights movement in the United States and explore why people campaigned against racial segregation and discrimination. Students also investigate protest movements and youth culture during the 1960s, exploring how music, media, demonstrations, and changing attitudes challenged traditional ideas and authority. The enquiry then examines women's liberation and social reform, investigating how campaigners fought for greater equality and rights for women.

The final History lesson explores whether the 1960s was truly a turning point and considers how far society changed during this period. Students investigate how activism, protest, and public pressure influenced governments, laws, and social attitudes.

The enquiry is structured around a sequence of focused questions including:

- How can people change society?
- How is the Earth's climate changing?
- How have humans changed the planet?
- Can humans create a sustainable future?
- How have activists tried to protect the planet?
- Why did people fight for equality in the 1960s?
- Why did protest movements grow in the 1960s?
- How did campaigners change society?
- How far did society change in the 1960s?
- What makes activism successful?

Alongside this, students develop disciplinary knowledge by interpreting climate graphs, photographs, protest posters, speeches, propaganda, historical interpretations, population data, environmental case studies, and source material. Students learn how historians and geographers investigate activism, protest, sustainability, inequality, and social change across time.
Key vocabulary including activism, sustainability, protest, discrimination, climate change, equality, global warming, civil rights, feminism, and social reform is explicitly taught and revisited throughout the enquiry.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have prior understanding of inequality, sustainability, conflict, development, protest, human rights, and globalisation from earlier Humanities enquiries. They may also have some prior knowledge of climate change, equality, and protest movements from previous Humanities and Science learning. This enquiry builds upon those foundations by developing deeper understanding of activism, social reform, environmental responsibility, discrimination, protest movements, and sustainability while strengthening core Humanities skills including source interpretation, data analysis, explanation, and evaluation.	Students are challenged to think critically about how individuals and groups can create change within societies and across the wider world. They investigate how protest movements challenged inequality during the 1960s while also considering how environmental activists campaign for a more sustainable future today. Students apply their understanding to unfamiliar scenarios through analysing climate data, protest material, speeches, historical interpretations, environmental campaigns, and source material linked to activism and social change. They evaluate what makes activism successful and consider whether protest movements can genuinely influence governments, societies, and public attitudes. Through crossover Humanities lessons, students combine historical evidence with geographical understanding to develop balanced and evidence-based judgements about how people can challenge injustice, influence society, and change the world.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides important foundations for future study linked to politics, climate change, sustainability, social reform, protest movements, environmental management, human rights, and global citizenship. Students develop understanding of how activism and collective action can influence governments, laws, attitudes, and environmental futures. The enquiry also strengthens key Humanities skills including interpretation of evidence, climate and population data analysis, explanation, and evaluation of different viewpoints and interpretations.	This enquiry helps students understand how activism and protest have shaped societies historically and continue to influence the modern world today. Students explore how campaigners challenged inequality and injustice while also considering how environmental movements are attempting to respond to global climate challenges. The enquiry encourages students to think critically about responsibility, equality, sustainability, democracy, and the role individuals and communities play in creating change. As the final KS3 Humanities enquiry, the unit encourages students to reflect on how they themselves can contribute positively to society and the wider world.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how protest movements and environmental change affect communities and societies. Moral understanding is developed through considering discrimination, inequality, climate responsibility, activism, and social justice. Students experience spiritual development through reflecting on hope, courage, identity, resilience, and how individuals can influence change. Cultural understanding is developed through studying protest movements, youth culture, music, environmental activism, and changing social attitudes across different societies.

The enquiry also supports Citizenship education through discussions surrounding democracy, protest, sustainability, equality, human rights, environmental responsibility, freedom of speech, and active citizenship. Students begin developing understanding of how individuals and groups can participate in society and influence change through campaigns, protest, and public action.

Cross curricular links are made with science through climate change and renewable energy; English through speeches, protest writing, and source interpretation; and PSHE through discussions surrounding equality, identity, rights, and responsible citizenship.

The enquiry also supports employability and career related skills through the Skills Builder Universal Framework, particularly:

- Leadership through investigating activism, protest movements, and social change.
- Speaking through speeches, campaigns, debate, and persuasive communication.
- Creativity through protest design, campaign planning, and sustainability solutions.

Resources

What books, websites, videos and materials will support our learning?

- Read: BBC Bitesize – Civil Rights Movement
- Watch: BBC Teach – Protest and Activism
- Explore: Amnesty International Education Resources
- Investigate: United Nations Climate Action
- Read: BBC Bitesize – Climate Change and Sustainability
- Explore: Gapminder Climate and Population Data
- Watch: BBC Newsround – Climate Activism and Equality
- Explore: Gapminder Climate and Development Data
- Watch: BBC Newsround – Climate Change and Human Rights
- Explore: United Nations Sustainable Development Goals

Assessment

How will we show what we know, remember and can apply?

The assessment consists of structured questions assessing both historical and geographical knowledge and disciplinary skills developed throughout the enquiry. Questions include source interpretation, climate and sustainability data analysis, explanation questions, and an extended Humanities judgement linked to protest, activism, and social change.

Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation, analysis, and evidence-based reasoning.

The end point of the enquiry is for students to confidently explain how activism and protest can influence societies and evaluate how people can change the world through collective action and responsibility.

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