New Line Learning Academy
Believe and Achieve

Humanities Curriculum Intent	Year 8

At New Line Learning Academy, the Year 8 Humanities curriculum builds upon the foundations established in Year 7 by exploring how power, inequality, industrialisation, migration, empire, development, and rights have shaped societies across the modern world. Through carefully connected History and Geography enquiries, students investigate how people, places, resources, political systems, and global relationships influence the way humans live and interact across time.

The curriculum combines strong disciplinary knowledge in both History and Geography with broader Humanities themes that help students make meaningful connections between the past and the modern world. Students study enquiries including:

- How did industry transform society?
- How has sugar changed the world?
- How did empire change Africa?
- What has shaped Russia?
- Why do people move?
- How equal is the world today?

These enquiries encourage students to explore how industrialisation, empire, migration, trade, political change, development, and protest continue to influence societies today.

The curriculum provides a rich and engaging Humanities experience through carefully sequenced topics linked to industrial Britain, global trade, Africa and colonialism, Russia and revolution, migration, women's rights, and global inequality. Students investigate how factories transformed cities, how sugar connected trade and exploitation across the world, how empire reshaped Africa, how geography and revolution influenced Russia, how migration changes communities, and how campaigners fought for equality and representation.

Throughout the year, students explore major concepts including power, inequality, industrialisation, development, migration, protest, sustainability, identity, empire, equality, and globalisation. These concepts are revisited across different contexts to help students strengthen long-term understanding and make connections between historical and contemporary issues.

A key focus of the Year 8 curriculum is helping students understand how global systems create both opportunity and inequality. Students explore how industrialisation transformed Britain socially and geographically, how empire and trade created wealth through exploitation, how migration shapes identities and communities, and how struggles for equality and rights continue across the world today. Students are encouraged to think critically about fairness, representation, exploitation, responsibility, and the impact human decisions have on societies and environments.

The curriculum also places strong emphasis on creativity, immersion, and memorable learning experiences. Each enquiry is designed to feel distinctive and atmospheric, helping students experience Humanities through investigation, interpretation, roleplay, debate, and practical activities. Students explore Chatham Dockyard as a local industrial case study, investigate hidden labour behind everyday products, trace

	migration journeys through oral histories, create revolutionary newspapers linked to Russia, use giant maps to investigate colonial borders, and explore Suffragette protests and global equality movements through museum exhibitions and speeches. Students regularly engage with real world issues and contemporary debates including ethical trade, migration, global inequality, climate change, development, women's rights, political protest, and cultural identity. The curriculum encourages students to recognise how historical events continue to shape the modern world and how Geography and History help explain current global challenges. The curriculum has been carefully designed to support students who require additional scaffolding whilst still maintaining strong academic ambition and full National Curriculum coverage in both History and Geography. Lessons are sequenced clearly, vocabulary is explicitly taught and revisited, and enquiry questions help students build secure understanding over time. Students regularly revisit and apply knowledge through discussion, retrieval practice, map work, source interpretation, extended writing, and enquiry-based learning. Throughout the year, students develop important Humanities skills including source analysis, interpretation of historical and geographical evidence, map reading, climate and population data analysis, explanation, evaluation, comparison of viewpoints, and decision making. Assessments balance substantive knowledge with disciplinary thinking, helping students learn not only what happened, but also how historians and geographers investigate, interpret, and explain the world. The curriculum also develops wider personal, social, and Citizenship understanding. Students explore themes including democracy, protest, migration, empire, equality, human rights, diversity, ethical consumerism, environmental responsibility, development, and active citizenship. Through discussion, debate, interpretation, and enquiry-based learning, students are encouraged to become thoughtful, informed, and reflective young people who can understand and engage critically with the wider world around them.

Topic 1 Enquiry	**How did industry transform society?**

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

This enquiry explores how industrialisation changed the lives of people, cities, and landscapes during the Industrial Revolution. Through combining History and Geography together, students investigate how Britain transformed from a mainly rural society into an industrial and urban nation shaped by factories, population growth, transport, and technological change.

Students examine how industry created wealth, opportunity, and innovation whilst also creating overcrowding, pollution, inequality, and dangerous living conditions. Alongside this, students investigate how industrial towns and cities grew rapidly as people migrated in search of work and opportunity.
The enquiry is designed to feel noisy, crowded, and transformative. Students experience the pace and pressure of industrial life through investigations into factories, housing, migration, child labour, and urban growth. Themes of progress, inequality, ambition, and social change run throughout the unit as students explore how industrialisation reshaped Britain and the wider world.

New Line Learning Academy
Believe and Achieve

This enquiry supports National Curriculum coverage through the study of significant turning points in British History, population change, urbanisation, industrialisation, and the development of geographical skills including map interpretation, data analysis, and understanding human and physical processes.

A strong local connection runs through the enquiry through the study of The Historic Dockyard Chatham, allowing students to investigate how industry and shipbuilding transformed their local area and connected Medway to global trade, empire, and naval power.

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

Students develop substantive historical knowledge linked to the Industrial Revolution, factories, child labour, industrial cities, working conditions, and changing interpretations of industrialisation. Students investigate why Britain industrialised first and explore how inventions, resources, transport, and empire supported rapid industrial growth.

A major focus of the enquiry is understanding how industrialisation transformed where and how people lived. Students investigate why Britain's population increased rapidly and explore how industrial cities expanded as people moved from rural areas into towns in search of employment.
Using census records, historical maps, and population data, students investigate how cities changed over time and examine the growth of industrial centres including Manchester and local examples linked to Chatham Dockyard. Students explore how docks, factories, railways, and shipbuilding industries reshaped local communities and working life in Kent.

Students also investigate the experiences of ordinary people during industrialisation. Through "day in the life" diary activities, students explore the lives of factory workers, children, dockyard labourers, and families living in crowded industrial cities. They investigate working conditions, housing, health, education, and social inequality whilst considering whether industrialisation improved life for everyone.
Alongside this, students develop substantive geographical knowledge linked to urbanisation, population growth, migration, settlement change, and industrial landscapes. Students investigate why towns and cities grew during industrialisation and explore the environmental and social challenges created by rapid urban expansion.

Students examine overcrowding, pollution, poor sanitation, disease, and unsafe housing conditions within industrial cities. Through practical design activities, students create healthier industrial cities by considering housing, transport, green space, sanitation, and public health.

The enquiry also introduces students to different historical interpretations of the Industrial Revolution. Students investigate whether industrialisation should be seen as progress and opportunity or as a period of exploitation and hardship for working people.

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

- How did Britain change during the Industrial Revolution?
- What was the Industrial Revolution?

New Line Learning Academy
Believe and Achieve

- Why did Britain's population grow so quickly?
- Why was Britain the first country to industrialise?
- Why did towns and cities grow during industrialisation?
- What problems did industrial cities face?
- Was the Industrial Revolution a "Liberty's Dawn" for working people?
- How did industrialisation change where and how people lived?
- Did industrialisation improve life for everyone?
-

Alongside this, students strengthen disciplinary understanding by interpreting census data, historical maps, photographs, population graphs, historical interpretations, local evidence, and first-hand accounts linked to industrial Britain.

Key vocabulary including industrialisation, urbanisation, migration, population, factory, sanitation, inequality, pollution, and infrastructure 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 settlements, trade, empire, and technological development through previous Humanities enquiries. They may also have some prior awareness of factories, steam power, and industrial cities from primary learning and wider media.

This enquiry develops those foundations further by introducing students to industrialisation, urban growth, population change, and the social consequences of rapid economic development.

Pitch Up
How will we challenge ourselves?

Students experience the enquiry through investigation, local history, interpretation, and problem solving. Lessons are designed to immerse students in the rapid changes and harsh realities of industrial Britain whilst encouraging them to think critically about how industrialisation transformed society.

Students investigate industrial growth through maps, census records, and local evidence linked to Chatham Dockyard. Where possible, students explore the Dockyard itself as a living example of industrial change, shipbuilding, engineering, and Britain's growing global influence during the nineteenth century.

The enquiry also includes creative and reflective activities where students produce "day in the life" diaries exploring the experiences of factory workers and children living through industrialisation. Design challenges encourage students to improve industrial cities by tackling overcrowding, pollution, disease, and poor living conditions.

Throughout the enquiry, students are encouraged to consider both the opportunities and inequalities created by industrialisation. By comparing industrial Britain with modern cities and industries, students begin recognising how industrial change continues to influence urban life today.

New Line Learning Academy
Believe and Achieve

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

This enquiry prepares students for later Humanities topics linked to empire, migration, global trade, development, inequality, and urbanisation. Students begin understanding how industrial growth transformed societies and created many of the economic and social systems that continue to shape the modern world.

The enquiry also strengthens important Humanities skills including interpretation of historical evidence, use of population data, comparison of viewpoints, and understanding how geographical and historical changes are interconnected.

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

This enquiry helps students understand that industrialisation changed far more than factories and machines. Students explore how industrial growth transformed families, communities, health, work, transport, and the physical landscape of towns and cities.

The enquiry also highlights the uneven nature of progress. Whilst some people gained wealth and opportunity during industrialisation, others experienced poverty, exploitation, and dangerous living conditions. Students begin recognising that periods of rapid change often create both opportunities and challenges within 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 how industrialisation affected the lives of workers, families, and communities. Moral understanding is developed through considering child labour, inequality, exploitation, and poor living conditions within industrial cities. Students experience spiritual development through reflecting on how industrialisation transformed people's lives, identities, and local communities. Cultural understanding is developed through investigating local industrial heritage, migration into cities, and the experiences of different social groups during the Industrial Revolution.

The enquiry also supports Citizenship education through discussions surrounding workers' rights, public health, housing, social reform, inequality, and how governments respond to challenges created by urban growth. Students begin considering how modern cities continue to face some of the same challenges linked to overcrowding, pollution, and inequality today.

Cross curricular links are made with Mathematics through census data and graphs; English through diary writing and interpretation of firsthand accounts; Science through industrial inventions and pollution; and Design Technology through city planning and engineering.

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

- Problem Solving through investigating challenges created by industrial cities and designing improvements.
- Creativity through diary writing, city planning, and interpretation activities.
- Teamwork through collaborative investigations and enquiry tasks.

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

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

New Line Learning Academy
Believe and Achieve

• Read: BBC Bitesize – The Industrial Revolution • Watch: BBC Teach – Life in Industrial Britain • Explore: The Historic Dockyard Chatham Learning Resources • Investigate: The National Archives – Victorian Britain Resources • Read: Historic England – Industrial Revolution and Cities • Explore: Google Earth	Students complete a combined Humanities assessment exploring how industrialisation transformed society and urban life. Assessment activities include interpretation of historical sources and population data, analysis of industrial city growth, and an extended written response evaluating whether industrialisation improved people's lives. Assessment tasks encourage students to explain how industrialisation changed work, population, settlement, and living conditions whilst considering differing experiences and viewpoints linked to industrial society. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation and analysis. The end point of the enquiry is for students to understand how industrialisation reshaped Britain socially, economically, and geographically and evaluate the extent to which industrial change improved life for different groups within society.

Topic 2 Enquiry		**How has sugar changed the world?**

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

This enquiry explores how a single product transformed trade, empires, societies, diets, and global economies across history. Through combining History and Geography together, students investigate how sugar became one of the most important and profitable commodities in the world and how its production shaped slavery, colonialism, industrialisation, inequality, and modern consumer culture.

Students follow the journey of sugar from early trade routes and plantations to modern supermarkets and multinational corporations. Alongside this, students investigate how geography influenced plantation economies, global trade networks, resource exploitation, and modern patterns of globalisation.
The enquiry is designed to feel global, challenging, and thought provoking. Themes of exploitation, wealth, inequality, consumer culture, and ethical responsibility run throughout the unit as students explore the hidden human and environmental costs behind everyday products.

Students are encouraged to question how products reach consumers, who benefits from global trade, and how historical systems of exploitation continue to shape the modern world today.

The enquiry also supports National Curriculum study through the investigation of Britain's role in world history, trade and empire, slavery and its consequences, global economic activity, development, resource management, and the development of geographical skills including map interpretation, data analysis, and understanding human and economic processes.

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

Students develop substantive historical knowledge linked to the global history of sugar, the transatlantic slave trade, Caribbean plantations, industrialisation, empire, and changing consumer culture. Students investigate how sugar spread through the Islamic world before becoming a highly desired luxury product within Europe.

A major focus of the enquiry is understanding how sugar production shaped global trade and exploitation. Students investigate why plantations developed in the Caribbean and explore how European powers used enslaved African labour to produce enormous profits through sugar cultivation and trade.
Students examine the development of triangular trade and investigate how goods, enslaved people, and resources moved between Europe, Africa, and the Americas. Through trade maps and geographical investigations, students explore how oceans, climate, and colonial geography supported plantation economies and long-distance trade networks.

Students also investigate the human cost of sugar production. They explore the experiences of enslaved people living and working on plantations whilst examining the environmental impact of plantation agriculture including deforestation and land exploitation.

The enquiry then moves into the modern world as students investigate how industrialisation transformed sugar production and consumption. Students examine how sugar became part of everyday diets and explore how mass production, advertising, branding, and multinational corporations increased global demand. Alongside this, students develop substantive geographical knowledge linked to trade, globalisation, multinational corporations, supply chains, development, and economic inequality. Students investigate how global trade connects countries together whilst also creating unequal relationships between producers and consumers.

Students trace sugar through modern food packaging and investigate how much sugar exists within modern diets. They explore how multinational corporations influence global consumption and compare historical plantation systems with modern supply chains and global businesses.

The enquiry also encourages students to investigate hidden labour behind everyday products and consider ethical questions surrounding consumer choices, Fairtrade, labour rights, and global inequality. Through museum exhibit projects, students present the story of sugar through artefacts, trade evidence, branding, maps, and historical accounts.

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

- How did sugar spread through the world?
- Why did Europeans want sugar?

New Line Learning Academy
Believe and Achieve

- Why were plantations created in the Caribbean?
- How did triangular trade shape the world?
- What was the human and environmental cost of sugar?
- How did industrialisation change sugar production?
- Why has sugar become a global health issue?
- How do maps and data help us understand trade?
- How does the sugar trade still affect the world today?
- How much power do multinational corporations have in the modern world?

Alongside this, students strengthen disciplinary understanding by interpreting trade maps, plantation records, advertisements, census data, packaging, branding, historical interpretations, and geographical evidence linked to global trade and economic systems.

Key vocabulary including plantation, slavery, trade route, globalisation, multinational corporation, exploitation, inequality, consumerism, supply chain, and ethical trade 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 will already have encountered ideas linked to empire, trade, exploration, and global connections through previous Humanities enquiries. They may also have some prior understanding of slavery, industrialisation, and modern trade through earlier History and Geography learning. This enquiry develops those ideas further by introducing students to global trade systems, colonial exploitation, consumer culture, and the lasting impact of economic inequality across the modern world.	Students experience the enquiry through investigation, debate, interpretation, and real-world connections. Lessons are designed to encourage students to look beyond everyday products and investigate the global systems, labour, and trade networks behind them. Students trace sugar through global trade maps, food packaging, and branding activities to explore how products move across the world before reaching consumers. Through tasting activities and consumer investigations, students examine how sugar became linked to advertising, identity, and modern consumer culture. The enquiry also includes creative and reflective activities where students design museum exhibits exploring the global history of sugar and its impact upon societies across time. Students compare historical plantations with modern multinational corporations and investigate hidden labour behind everyday products, encouraging them to question how global economies operate. Ethical discussions and decision-making tasks encourage students to consider whether modern trade systems are fair and how consumer choices can affect

New Line Learning Academy
Believe and Achieve

	workers, environments, and communities around the world. Throughout the enquiry, students are encouraged to recognise that global trade creates both opportunity and inequality.
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 empire, development, industrialisation, migration, globalisation, inequality, and environmental exploitation. Students begin understanding how historical trade systems continue to influence global economies, wealth distribution, and consumer behaviour today. The enquiry also strengthens important Humanities skills including interpretation of historical evidence, analysis of economic and geographical data, comparison of historical and modern systems, and evaluation of ethical issues linked to trade and globalisation.	This enquiry helps students understand that everyday products can have deep historical, geographical, and ethical significance. Students explore how sugar shaped migration, slavery, industrial growth, global trade, and consumer culture whilst recognising how the legacies of exploitation continue to influence societies today. The enquiry also encourages students to reflect upon their own role as consumers within a globalised world. By investigating the hidden journeys behind everyday products, students begin recognising how personal choices connect to wider systems of trade, labour, and inequality.

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 trade and exploitation affected communities across different continents and time periods. Moral understanding is developed through considering slavery, inequality, labour exploitation, ethical trade, and consumer responsibility. Students experience spiritual development through reflecting on human suffering, resilience, and the importance of fairness and dignity. Cultural understanding is developed through exploring how sugar influenced diets, traditions, trade, migration, and global cultural exchange.

The enquiry also supports Citizenship education through discussions surrounding globalisation, ethical consumerism, workers' rights, multinational corporations, inequality, sustainability, and modern global trade systems. Students begin considering how consumer choices can affect communities and environments across the world.

Cross curricular links are made with Mathematics through trade data and statistics; English through persuasive advertising and historical accounts; Science through nutrition and health; and Business Studies through branding, marketing, and multinational corporations.

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

- Critical Thinking / Problem Solving through investigating ethical trade, exploitation, and globalisation.
- Speaking through debate and discussion surrounding consumer responsibility and fairness.
- Creativity through museum exhibitions, branding analysis, and campaign design.

New Line Learning Academy
Believe and Achieve

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• Explore: Fairtrade Schools Resources • Investigate: National Geographic – Sugar and Trade Resources • Read: British Museum – Empire and Trade Resources • Explore: Gapminder Data Explorer • Watch: BBC Newsround – Fairtrade and Ethical Consumerism	Students complete a combined Humanities assessment exploring how sugar transformed societies, economies, and global trade. Assessment activities include interpretation of trade routes and economic data, analysis of historical sources linked to slavery and plantations, and an extended written response evaluating how sugar created both wealth and inequality across the world. Assessment tasks encourage students to explain connections between trade, empire, exploitation, industrialisation, and globalisation whilst considering how historical systems continue to influence the modern world today. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation and analysis. The end point of the enquiry is for students to understand how sugar shaped global history and evaluate the social, economic, and ethical consequences of global trade and consumer culture.

Topic 3
Enquiry

How did empire change Africa?

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

This enquiry explores how European empire transformed Africa politically, economically, socially, and geographically. Through combining History and Geography together, students investigate how African societies were affected by colonisation, resource extraction, changing borders, and imperial control whilst also examining how the legacies of empire continue to shape Africa today. Students begin by exploring the richness and diversity of African kingdoms, trade networks, cultures, and societies before colonisation. Alongside this, students investigate why European countries became interested in Africa and how competition for land, resources, and power led to the rapid expansion of empire during the nineteenth century.

The enquiry is designed to feel reflective, political, and globally aware. Themes of exploitation, resistance, identity, inequality, and legacy run throughout the unit as students investigate how empires reshaped countries, environments, and communities across Africa.

New Line Learning Academy
Believe and Achieve

Students are encouraged to think critically about how power and wealth were created through empire whilst considering how colonialism continues to influence development, trade, borders, and global inequality today. The enquiry also supports National Curriculum study through the investigation of Britain's impact on the wider world, empire and colonialism, African societies and development, economic activity and resources, and the development of geographical skills including map interpretation, data analysis, and understanding human and environmental processes.

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

Students develop substantive historical knowledge linked to European empire, colonialism, African kingdoms, resistance movements, independence, and the long term consequences of imperial rule. Students investigate what Africa was like before colonisation and explore the achievements of African societies including trade, culture, governance, and technological development.

A major focus of the enquiry is understanding why European powers competed for Africa during the nineteenth century. Students investigate the "Scramble for Africa" and examine how countries divided the continent through treaties and agreements without considering existing communities, cultures, or identities. Using giant maps and border investigations, students explore how colonial borders were created and examine how these borders continue to affect countries and conflicts today. Students investigate how geography, natural resources, and strategic locations influenced imperial expansion and colonial decision making. Students also investigate how European empires controlled African countries and exploited resources including oil, diamonds, gold, and minerals. Through resource mapping games and trade activities, students explore how natural wealth shaped colonial economies whilst often benefiting imperial powers more than local populations.

Alongside this, students develop substantive geographical knowledge linked to resources, development, trade, population, inequality, and economic exploitation. Students investigate why some African countries remain less economically developed today and explore how colonialism affected infrastructure, trade relationships, industry, and wealth distribution.

Students examine case studies linked to Kenya, Nigeria, and South Africa to investigate how empire affected different African societies. They explore how colonial governments-controlled populations and investigate the experiences of indigenous communities under imperial rule.

The enquiry also introduces students to resistance movements and struggles for independence. Students investigate how African communities resisted empire and examine the role of identity, nationalism, and protest within anti colonial movements.

Students use development data and indicators to compare countries today and explore how colonial histories continue to influence inequality and development across Africa. Ethical debates encourage students to consider questions surrounding reparations, responsibility, and the long-term consequences of empire. Alongside political and economic history, students also explore African music, culture, storytelling, and art to ensure that Africa is studied as a diverse and vibrant continent rather than only through the lens of colonialism.

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

New Line Learning Academy
Believe and Achieve

- What was Africa like before European empire?
- Why did European countries compete for Africa?
- Why was Africa valuable to empires?
- How did Britain control African countries?
- How did colonialism change Africa geographically?
- Why did people resist empire?
- How did empire affect African environments and resources?
- Why are some African countries still less developed today?
- Does empire still affect Africa today?

Alongside this, students strengthen disciplinary understanding by interpreting maps, development indicators, photographs, historical accounts, trade evidence, political cartoons, and geographical data linked to empire and development.

Key vocabulary including colonialism, empire, exploitation, resources, development, inequality, resistance, nationalism, infrastructure, and independence 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 empire, trade, industrialisation, inequality, and global connections through previous Humanities enquiries. They may also have some prior awareness of colonialism and African geography through earlier History and Geography learning.

This enquiry develops those ideas further by introducing students to colonial rule, resource exploitation, development, and the long term political and economic consequences of empire.

Pitch Up
How will we challenge ourselves?

Students experience the enquiry through debate, investigation, interpretation, and global case studies. Lessons are designed to encourage students to think critically about empire and its consequences whilst exploring the diversity and complexity of African societies past and present.

Students use giant maps to investigate colonial borders and participate in resource mapping games where they examine how oil, diamonds, and minerals shaped imperial expansion and economic exploitation. Through development comparisons and geographical investigations, students explore why inequalities continue to exist between countries today.

The enquiry also includes reflective and discussion-based activities where students debate questions surrounding responsibility, reparations, exploitation, and fairness. Students investigate African culture, music, storytelling, and art alongside political history to develop a broader understanding of African identity and heritage.

New Line Learning Academy
Believe and Achieve

	Throughout the enquiry, students are encouraged to recognise that empire changed Africa in many ways and that the consequences of colonialism continue to shape societies, economies, and global relationships today.
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 development, globalisation, migration, conflict, inequality, sustainability, and modern global politics. Students begin understanding how historical systems of empire continue to influence trade, borders, wealth, and international relationships today. The enquiry also strengthens important Humanities skills including interpretation of development data, analysis of historical evidence, geographical reasoning, evaluation of viewpoints, and balanced judgement surrounding historical responsibility and global inequality.	This enquiry helps students understand that empire shaped far more than political control. Students explore how colonialism transformed borders, trade, environments, economies, and identities across Africa whilst recognising the resilience and resistance of African societies during and after imperial rule. The enquiry also encourages students to challenge stereotypes and simplistic narratives about Africa by exploring the diversity, achievements, and cultural richness of African societies before, during, and after empire.

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 empire affected communities, identities, and opportunities across Africa. Moral understanding is developed through considering exploitation, racism, inequality, responsibility, and the consequences of colonial rule. Students experience spiritual development through reflecting on justice, identity, belonging, and the experiences of people living under empire. Cultural understanding is developed through investigating African music, storytelling, art, traditions, and diverse cultural identities.

The enquiry also supports Citizenship education through discussions surrounding human rights, global inequality, reparations, development, international responsibility, and how historical events continue to shape societies today. Students begin considering how modern global relationships are connected to histories of empire and exploitation.

Cross curricular links are made with Mathematics through development indicators and data analysis; English through speeches, debates, and historical accounts; Music and Art through African cultural studies; and Citizenship through discussions of justice, inequality, and global responsibility.

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

- Listening through engaging with different perspectives and experiences linked to empire and identity.
- Problem Solving through analysing development challenges and global inequality.
- Speaking through debate, discussion, and evaluative argument surrounding empire and responsibility.

New Line Learning Academy
Believe and Achieve

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• Read: BBC Bitesize – The British Empire • Explore: Royal Geographical Society – Africa Resources • Investigate: The Black Curriculum Resources • Read: National Geographic – Africa Resources • Explore: Gapminder Development Data • Watch: BBC Teach – Colonialism and Empire	Students complete a combined Humanities assessment exploring how empire changed Africa politically, economically, geographically, and socially. Assessment activities include interpretation of maps and development data, analysis of historical evidence linked to empire and colonialism, and an extended written response evaluating whether empire benefited Britain more than Africa. Assessment tasks encourage students to explain connections between resources, trade, development, colonialism, and inequality whilst considering the long-term consequences of empire for African societies and the wider world. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding, while 50% focuses on disciplinary knowledge through interpretation, explanation, analysis, and reasoning. The end point of the enquiry is for students to understand how empire reshaped Africa and evaluate how the legacies of colonialism continue to influence development, identity, and global relationships today.

Topic 4
Enquiry

What has shaped Russia?

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

This enquiry explores how geography, climate, resources, revolution, and political change have shaped Russia across the modern world. Through combining History and Geography together, students investigate how Russia's vast size, harsh climate, rich natural resources, and political upheavals created both opportunities and challenges for the people who lived there.

Students examine how physical geography influenced where people settled, how resources supported economic development, and why climate continues to shape life across Russia today. Alongside this, students investigate how revolution transformed Russian society and changed the country politically, economically, and socially during the twentieth century.

New Line Learning Academy
Believe and Achieve

The enquiry is designed to feel vast, cold, political, and intense. Themes of survival, hardship, control, inequality, and transformation run throughout the unit as students explore frozen landscapes, revolutionary movements, and the dramatic changes experienced by Russian society.

Students are encouraged to consider how both geography and human decisions can shape the development of countries and how environmental and political challenges continue to influence Russia today.
The enquiry also supports National Curriculum study through the investigation of significant twentieth century world events, political revolution and change, population and settlement, climate and biomes, economic activity and resources, and the development of geographical skills including map interpretation, climate analysis, and understanding human and physical processes.

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

Students develop substantive geographical knowledge linked to Russia's physical geography, climate, population distribution, natural resources, environmental challenges, and development. Students investigate why Russia's geography creates both opportunities and difficulties for people living across the country.
A major focus of the enquiry is understanding how climate shapes life in Russia. Students investigate Russia's frozen landscapes through climate graphs, maps, and imagery whilst exploring how harsh winters, permafrost, and distance affect transport, settlement, industry, and everyday life.

Students use virtual tours and GIS technology to explore major Russian cities including Moscow and St Petersburg whilst comparing urban life with more remote regions of the country. They investigate why most people live in western Russia and examine how geography influences population distribution and economic activity.

Students also explore how natural resources shape Russia's economy and global importance. Through geographical investigations, students examine the role of oil, gas, minerals, forests, and Arctic trade routes within modern Russia. The enquiry also introduces students to contemporary issues including climate change and the changing Arctic environment.

Alongside this, students develop substantive historical knowledge linked to the Russian Revolution and the rise of communism. Students investigate why many Russians became dissatisfied before 1917 and explore the inequalities and hardships experienced under the rule of the Tsar.

Students examine how revolution transformed Russian society and investigate how the Bolsheviks attempted to reshape the country politically and economically after taking power. Through comparison activities, students explore differences between life before and after revolution and consider whether conditions improved for ordinary people.

The enquiry also investigates how leaders used propaganda and control to maintain power during periods of political upheaval. Through the creation of revolutionary newspapers, students explore how ideas and political messages were communicated to influence public opinion.

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

- What challenges and opportunities has Russia faced?
- What is the physical geography of Russia?
- How does climate affect life in Russia?
- Where do people live in Russia and why?
- How do resources shape Russia?
- How is climate change changing Russia?
- Why were many Russians unhappy before 1917?
- Why did revolution happen in Russia?
- How did the Bolsheviks change Russia?
- What has shaped Russia the most?
-

Alongside this, students strengthen disciplinary understanding by interpreting climate graphs, maps, propaganda, photographs, GIS imagery, historical accounts, political cartoons, and population data linked to Russia and revolution.

Key vocabulary including revolution, communism, propaganda, permafrost, industrialisation, urbanisation, inequality, Arctic, resources, and climate 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 will already have encountered ideas linked to empire, industrialisation, inequality, population, and political change through previous Humanities enquiries. They may also have some prior awareness of communism, revolution, and climate through earlier History and Geography learning. This enquiry develops those ideas further by introducing students to political revolution, environmental challenge, population distribution, and the relationship between geography and national development.	Students experience the enquiry through atmosphere, investigation, interpretation, and comparison. Lessons are designed to immerse students in the scale, intensity, and contrasts of Russian history and geography whilst encouraging them to think critically about how countries are shaped by both environment and politics. Students explore frozen landscapes, Arctic environments, and Russian cities through virtual tours, GIS technology, and climate investigations. Through map work and climate analysis, students investigate how geography creates both opportunities and challenges for settlement and development across Russia. The enquiry also includes creative and reflective activities where students design revolutionary newspapers, compare life before and after revolution, and investigate how political messages influenced society. Students explore how propaganda, leadership, and inequality shaped revolutionary change whilst considering the impact of these events on ordinary people.

New Line Learning Academy
Believe and Achieve

	Throughout the enquiry, students are encouraged to recognise that Russia's history cannot be understood without considering both its geography and its political transformation. By combining environmental and historical investigation, students develop a deeper understanding of how countries change over time.
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 conflict, political systems, global power, climate change, development, and twentieth century world history. Students begin understanding how geography, ideology, and leadership can shape countries and societies in dramatically different ways. The enquiry also strengthens important Humanities skills including interpretation of climate data, analysis of propaganda and historical evidence, geographical reasoning, comparison of societies, and evaluation of political and environmental change.	This enquiry helps students understand that geography and politics are deeply connected. Students explore how climate, distance, and resources influenced the development of Russia whilst recognising how revolution attempted to reshape society and create a new political system. The enquiry also encourages students to reflect upon how people respond to hardship, inequality, and change. Through studying both environmental and political challenges, students begin understanding how countries are shaped by a combination of physical conditions and human decisions.

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 geography and revolution affected communities and living conditions across Russia. Moral understanding is developed through considering inequality, poverty, political control, propaganda, and the consequences of revolution. Students experience spiritual development through reflecting on hardship, sacrifice, resilience, and the human impact of political and environmental challenges. Cultural understanding is developed through exploring Russian cities, culture, art, propaganda, and changing ways of life across time.

The enquiry also supports Citizenship education through discussions surrounding political systems, freedom, equality, propaganda, climate responsibility, and how governments respond to social and environmental challenges. Students begin considering how political decisions and environmental conditions can influence people's rights, opportunities, and quality of life.

Cross curricular links are made with Mathematics through climate and population data; English through newspaper writing and propaganda analysis; Science through climate change and Arctic environments; and Computing through GIS and virtual investigations.

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

- Planning through interpreting geographical and historical evidence to reach supported conclusions.

New Line Learning Academy
Believe and Achieve

- Creativity through propaganda design, newspaper writing, and interpretation tasks.
- Problem Solving through investigating how geography and revolution shaped Russian society.

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

- Watch: BBC Teach – Russia's Geography and Climate
- Explore: Google Earth
- Investigate: The National Archives – Russian Revolution Sources
- Read: National Geographic – Russia Geography Resources
- Explore: Climate Data and Maps
- Watch: BBC Newsround – Arctic Climate Change

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

Students complete a combined Humanities assessment exploring the factors that have shaped Russia politically, geographically, and socially. Assessment activities include interpretation of maps and climate data, analysis of historical evidence linked to revolution and political change, and an extended written response evaluating what has shaped Russia the most.

Assessment tasks encourage students to explain connections between geography, climate, resources, inequality, and revolution whilst considering how environmental and political factors combined to transform Russian society.

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

The end point of the enquiry is for students to understand how both geography and revolution shaped Russia and evaluate the extent to which environmental and political changes transformed the country across the modern world.

Topic 5
Enquiry

Why do people move?

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

This enquiry explores why people migrate and how migration has shaped societies, cultures, economies, and identities across time. Through combining History and Geography together, students investigate the reasons why people leave places, the challenges migrants face, and the ways migration changes both individuals and communities.

Students explore migration caused by opportunity, poverty, conflict, empire, and environmental pressures whilst examining how migration has influenced Britain and the wider world historically and today. Alongside this, students investigate how movement of people affects cities, cultures, economies, and national identities. The enquiry is designed to feel human, emotional, and personal. Themes of identity, belonging, resilience, opportunity, family, and cultural change run throughout the unit as students investigate real migration experiences and personal stories from different time periods and places.

Students are encouraged to recognise that migration is not simply about movement between places, but about people's lives, hopes, struggles, and contributions to society.

The enquiry also supports National Curriculum study through the investigation of migration through British and world history, population and settlement, human geography, urbanisation, cultural diversity, and the development of geographical skills including map interpretation, data analysis, and understanding human processes and global connections.

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

Students develop substantive geographical knowledge linked to migration, population movement, urbanisation, refugees, development, and globalisation.
Students investigate why people move and explore how push and pull factors influence migration decisions across the world today.
A major focus of the enquiry is understanding the different reasons why migration occurs. Students investigate economic migration, conflict migration, environmental migration, and movement linked to education, opportunity, safety, and quality of life. Through maps and migration case studies, students explore how people move across countries and continents over time.

Students also investigate urbanisation and megacities by exploring why people move from rural areas into large cities. Through geographical investigations, students examine how migration changes settlements, economies, and services whilst creating both opportunities and challenges for communities.
Alongside this, students develop substantive historical knowledge linked to Irish migration, empire migration, and the Windrush generation. Students investigate why Irish migrants came to Britain during the nineteenth century and explore how poverty, famine, and opportunity shaped migration experiences.
Students also examine how the British Empire influenced migration and investigate why Caribbean migrants travelled to Britain after World War Two. Through oral histories, interviews, photographs, and personal stories, students explore the experiences of migrants arriving in Britain and consider issues linked to identity, discrimination, belonging, and contribution.

The enquiry also encourages students to compare historical and modern migration experiences. Students investigate similarities and differences between migration stories across time whilst recognising how movement of people has shaped cultures, languages, food, music, and communities.

Students' complete identity projects celebrating diversity and explore food, music, traditions, and cultural influences connected to migration. Through "welcome guide" activities, students consider how societies can support new arrivals and help communities feel inclusive and welcoming.

Where possible, students engage with community voices through recorded interviews, oral histories, or local migration stories which help bring the enquiry to life and strengthen connections to the local community.

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

- Why do people move?
- What makes people leave or move to places?

New Line Learning Academy
Believe and Achieve

- How does poverty influence migration?
- How does conflict force people to migrate?
- Why do people move to cities?
- Why did Irish people migrate to Britain?
- How did the British Empire shape migration?
- Why did Caribbean migrants come to Britain?
- Should countries limit migration?
- How does migration change societies?

Alongside this, students strengthen disciplinary understanding by interpreting migration maps, oral histories, census data, photographs, population data, interviews, and historical accounts linked to migration and identity.

Key vocabulary including migration, refugee, asylum seeker, urbanisation, diversity, identity, belonging, push factor, pull factor, and multiculturalism 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 trade, empire, development, inequality, and global connections through previous Humanities enquiries. They may also have some prior awareness of migration, refugees, and multicultural Britain through earlier History and Geography learning.

This enquiry develops those ideas further by introducing students to migration theory, population movement, cultural identity, urbanisation, and the social impact of migration across time.

Pitch Up
How will we challenge ourselves?

Students experience the enquiry through storytelling, discussion, mapping, reflection, and personal connection. Lessons are designed to help students understand the human experiences behind migration whilst encouraging empathy and critical thinking about movement, identity, and belonging.

Students explore migration journeys across time and space using maps, timelines, and migration stories. Through oral histories and recorded interviews, students investigate the experiences of individuals and families who moved to new countries in search of safety, opportunity, or a better life.

The enquiry also includes creative and celebratory activities where students explore music, food, traditions, and cultural influences brought through migration. Identity projects encourage students to reflect on their own communities and consider how diversity strengthens societies.

Students compare historical and modern migration experiences and throughout the enquiry, students are encouraged to recognise that migration has shaped societies throughout history and continues to influence communities today.

New Line Learning Academy
Believe and Achieve

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

This enquiry prepares students for later Humanities topics linked to conflict, citizenship, globalisation, inequality, development, and modern global challenges. Students begin understanding how migration shapes population patterns, cultures, economies, and identities within societies across the world.

The enquiry also strengthens important Humanities skills including interpretation of maps and demographic data, analysis of oral histories and personal accounts, comparison of historical and modern experiences, and balanced discussion surrounding migration and identity.

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

This enquiry helps students understand that migration is a central part of human history and modern society. Students explore how movement of people shapes languages, traditions, communities, and national identities whilst recognising the resilience and contributions of migrants throughout history.
The enquiry also encourages students to challenge stereotypes and simplistic narratives about migration by exploring real human experiences and understanding the complex reasons why people move.

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 migration experiences, identity, and belonging within communities. Moral understanding is developed through considering prejudice, discrimination, refugees, fairness, and human rights. Students experience spiritual development through reflecting on resilience, hope, identity, and the emotional experiences linked to migration and belonging. Cultural understanding is developed through exploring food, music, traditions, language, and diversity brought through migration.

The enquiry also supports Citizenship education through discussions surrounding diversity, equality, multicultural Britain, refugees, migration policy, community cohesion, and respectful debate. Students begin considering how societies can support inclusion and celebrate diversity whilst responding thoughtfully to modern migration challenges.

Cross curricular links are made with English through oral histories and storytelling; Mathematics through population and migration data; Music and Food Technology through cultural traditions; and Citizenship through discussions of identity, rights, diversity, and belonging.

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

- Listening through oral histories, migration stories, and respectful discussion.
- Teamwork through collaborative enquiry and identity projects.
- Speaking through discussion, reflection, and debate surrounding migration and belonging.

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

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

New Line Learning Academy
Believe and Achieve

• Watch: BBC Teach – Windrush Generation • Explore: Migration Museum Learning Hub • Investigate: UNHCR Refugee Education Resources • Read: The Windrush Foundation • Explore: Our Migration Story • Watch: BBC Newsround – Migration and Refugees	Students complete a combined Humanities assessment exploring why people migrate and how migration changes societies over time. Assessment activities include interpretation of migration maps and demographic data, analysis of historical and personal migration accounts, and an extended written response evaluating the reasons why people move and the impact migration has upon communities. Assessment tasks encourage students to explain connections between migration, opportunity, conflict, identity, diversity, and urbanisation whilst considering both historical and modern migration experiences. 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 understand why migration occurs and evaluate how movement of people shapes societies, cultures, identities, and communities across the world.

Topic 6
Enquiry

How equal is the world today?

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

This enquiry explores how people have campaigned for rights and equality and investigates how far equality has improved across the modern world. Through combining History and Geography together, students investigate protest, representation, development, education, employment, and gender inequality whilst examining how individuals and movements have challenged unfairness and discrimination.

Students explore the struggle for women's voting rights in Britain alongside modern global issues linked to gender equality, opportunity, education, and development. Alongside this, students investigate how equality differs between countries and examine how political, social, and economic factors continue to shape opportunities for women and girls today.

The enquiry is designed to feel empowering, political, and forward looking. Themes of protest, equality, representation, courage, and social change run throughout the unit as students investigate how campaigners challenged injustice and transformed societies.

Students are encouraged to consider how rights are gained, why inequality still exists, and how individuals and movements continue to create change within societies today.

The enquiry also supports National Curriculum study through the investigation of significant individuals and movements in British History, democracy and political reform, development and inequality, population and human geography, and the development of geographical skills including data interpretation, comparison of global development indicators, and understanding human and economic processes.

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

Students develop substantive geographical knowledge linked to development, gender inequality, education, employment, health, and global differences in quality of life. Students investigate how geographers measure development and explore why opportunities for women and girls vary between countries around the world. A major focus of the enquiry is understanding how inequality affects people's lives and opportunities. Students investigate indicators including literacy, life expectancy, healthcare, education, and employment whilst comparing countries using development and gender equality data.

Students also examine the importance of girls' education and explore how access to education can influence health, income, rights, and quality of life. Through global case studies, students investigate why barriers to equality continue to exist in some places and consider how education can support social and economic change.

Alongside this, students develop substantive historical knowledge linked to women's suffrage, political protest, democracy, and social reform. Students investigate why women campaigned for the vote and explore how Suffragists and Suffragettes used different methods to demand political equality.

Students examine protest methods including speeches, marches, petitions, demonstrations, and acts of civil disobedience whilst considering why some methods were controversial. Through analysis of historical sources, speeches, posters, and propaganda, students investigate how campaigners communicated their message and influenced society.

The enquiry also encourages students to explore stories of inspirational women from different countries and time periods who challenged inequality and fought for change. Students compare historical struggles for rights with modern campaigns linked to education, representation, employment, and gender equality today. Students investigate women's rights across countries using maps, statistics, and development data whilst considering how equality can be measured and evaluated. Through museum exhibition projects, students present stories of protest, activism, and social change linked to rights and equality.

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

- What does equality mean?
- How do geographers measure quality of life?
- How equal are men and women around the world?
- Why is girls' education important?

New Line Learning Academy
Believe and Achieve

- Why do women still face inequality in employment?
- Why did women want the vote?
- How did Suffragists and Suffragettes campaign for change?
- Why were Suffragette methods controversial?
- How far did women's rights improve?
- How equal is the world today?
-

Alongside this, students strengthen disciplinary understanding by interpreting development data, historical sources, speeches, propaganda, photographs, maps, timelines, and statistical evidence linked to equality and social change.

Key vocabulary including equality, democracy, suffrage, development, protest, discrimination, representation, empowerment, activism, and inequality 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 will already have encountered ideas linked to protest, migration, inequality, empire, development, and citizenship through previous Humanities enquiries. They may also have some prior awareness of democracy, rights, and discrimination through earlier History and Geography learning. This enquiry develops those ideas further by introducing students to gender equality, political reform, activism, development indicators, and the continuing struggle for equal rights across the modern world.	Students experience the enquiry through debate, investigation, interpretation, and activism. Lessons are designed to encourage students to think critically about fairness, rights, and social change whilst exploring how individuals and movements challenged inequality. Students investigate Suffragette protests and speeches through source analysis, roleplay, and interpretation activities. Through discussion and debate, students consider why campaigners used different protest methods and evaluate how effective those methods were in creating political change. The enquiry also includes creative and reflective activities where students explore stories of inspirational women from around the world and create museum exhibitions linked to equality, protest, and social reform. Students compare women's rights across countries using development data and investigate how opportunities differ globally. Throughout the enquiry, students are encouraged to recognise that rights and equality have changed significantly over time, but that inequality and barriers still exist within many societies today. By studying protest movements and global development, students begin understanding how individuals and communities can influence social change.

New Line Learning Academy
Believe and Achieve

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

This enquiry prepares students for later Humanities topics linked to civil rights, protest movements, development, citizenship, political change, and modern global issues. Students begin understanding how social movements can influence governments, laws, and opportunities within societies across time.

The enquiry also strengthens important Humanities skills including interpretation of statistical and geographical data, analysis of historical evidence and protest material, comparison of viewpoints, and evaluation of progress and inequality.

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

This enquiry helps students understand that rights and equality are not automatically guaranteed but are often achieved through long periods of protest, campaigning, and social change. Students explore how people challenged unfair systems whilst recognising that inequalities continue to affect opportunities and experiences around the world today.

The enquiry also encourages students to reflect upon fairness, representation, and participation within society whilst considering how individuals can contribute to positive social change within their own communities and beyond.

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 discrimination, representation, and equality within societies across the world. Moral understanding is developed through considering fairness, prejudice, rights, and the responsibilities people have to challenge inequality. Students experience spiritual development through reflecting on courage, resilience, identity, and the determination of individuals who fought for social change. Cultural understanding is developed through exploring the experiences, achievements, and contributions of women from different countries, cultures, and historical periods.

The enquiry also supports Citizenship education through discussions surrounding democracy, voting rights, equality, protest, representation, gender rights, and active participation within society. Students begin considering how democratic systems and protest movements can influence social and political change.

Cross curricular links are made with Mathematics through development data and statistics; English through speeches and persuasive writing; Citizenship through rights and democracy; and PSHE through equality, identity, and respectful relationships.

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

- Leadership through exploring how campaigners and protest movements created social change.
- Speaking through speeches, debate, and persuasive communication.
- Critical Thinking / Problem Solving through evaluating inequality, rights, and global development challenges.

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

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

New Line Learning Academy
Believe and Achieve

• Watch: BBC Teach – Women's Rights and Protest • Explore: UN Women Educational Resources • Investigate: UK Parliament – Votes for Women Resources • Read: Amnesty International Education Resources • Explore: Gapminder Gender Equality Data • Watch: BBC Newsround – Gender Equality Around the World	Students complete a combined Humanities assessment exploring how far equality has improved for women across time and around the world. Assessment activities include interpretation of historical and geographical evidence linked to protest and development, analysis of statistical data and campaign materials, and an extended written response evaluating progress towards equality. Assessment tasks encourage students to explain connections between protest, rights, education, development, representation, and social change whilst considering both historical struggles and modern global inequalities. 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 understand how people have campaigned for equality and evaluate how far societies around the world have become more equal today.