

Landau Learner Curriculum Overview

Subject: World Studies

Mr P Butler

Year: 9

Curriculum organisation			
Students are taught in mixed ability groups for the equivalent of 4 lessons per fortnight on a rotation. Every 4 weeks they will rotate between different Humanities subjects and the unit on Derby. The curriculum includes aspects of History, Geography, and Religious Education through the context of China, the Middle East and Africa.			
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*			
Topic 1 – terms 1, 2, 3:	Topic 2 – terms 3 and 4	Topic 3- Term 5	On-going
<ul style="list-style-type: none"> China <p>*Links: Prior learning KS3: Understanding of eastern religions. Understanding of development and how to measure development. China's economic growth. Students have looked at urbanisation in the context of the UK so will now look at it in relation to China.</p> <p>Curriculum Intent: Students explore the region of China. Issues such as global trade, spread of Buddhism and role of faith in modern urbanised China. A study into 20th century Chinese history. Students study the rise of Mao Zedong and the Chinese Communist Revolution in China and will evaluate consequences of Mao's policies in China before evaluating the impact of his legacy. Students then look at how China grew economically from 1979 and the social, economic and environmental impacts of this.</p> <p>National Curriculum: Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. History – A study of a significant society or issue in world history and its interconnections with other world developments</p>	<ul style="list-style-type: none"> Middle East <p>*Links: Prior learning KS3: Understanding of the religions of Judaism, Islam and Christianity. Migration and inequality. Students have previously looked biomes/ecosystems, weather and climate and climate change so will link this to desertification in the Middle East.</p> <p>Curriculum Intent: Exploring the region of the Middle East. This includes the history and conflict in Israel, and claims to Jerusalem. Sites of Religious importance are explored and their importance for Muslims, Christians and Jewish people. Students will explore reasons for migration and refugees. Students will study the history and expansion of the Ottoman Empire in the Middle East and the way in which their empire was consolidated and maintained in the Middle East. Students will look at the environmental regions of the Middle East including hot deserts and the impact of desertification.</p> <p>National Curriculum: Locational knowledge, place knowledge, population, international development. Physical geography hot deserts, weather, and climate. History – A one study of a significant society or issue in world history and its interconnections with other world developments</p>	<ul style="list-style-type: none"> Africa <p>*Links: Prior learning KS3: Reasons for the development gap. Ecosystems.</p> <p>Curriculum Intent: Students identify the different cultures within the continent of Africa. Recognise the influence of colonialism. Develop an understanding of poverty in this region and responses to it. Students will recap the reasons for the development gap as well as colonisation and decolonisation and Christian responses to poverty and the golden rule. They will then look at sub-Saharan Africa and build on their previous knowledge of desertification, by looking at how and why development aid has been used to respond this.</p> <p>National Curriculum: Locational knowledge, place knowledge. Human geography relating to: population and urbanisation; international development; and the use of natural resources.</p>	<ul style="list-style-type: none"> Derby <p>*Links: Prior learning KS3: Place and space, map skills, Burgess model, historical enquiry and source work. Industrial revolution and Silk Mill historical study. Early settlements. Source analysis. Rural to urban migration. Introduction to world faiths, community cohesion. Windrush generation. British Empire – expansion in India and Africa. Decolonisation.</p> <p>Curriculum Intent: An opportunity for students to reflect upon what they have studied in Humanities in a local context. To make links within and between the different subject areas. To develop understanding of the geography and history of Derby, and its multiculturalism.</p> <p>National Curriculum: Locational knowledge, place knowledge, population, international development. Analysing and interpreting data. 6 figure grid reference, Hoyt Model. Urbanisation. Enlightenment and Industrial revolution. British Empire and trade.</p>

Equipment needed for sessions:		What can you do to support your child?	
Computer access; SMHW and email access Booklets and folders		<ul style="list-style-type: none"> Locate different regions on a map 	
How will learning be assessed and progress measured?		Extension and enrichment activities:	
<ul style="list-style-type: none"> Marking of written is carried out on a regular basis in line with the College policy End of unit summative assessment. Regular peer and self-marking. Regular SMHW knowledge check quizzes 		<ul style="list-style-type: none"> Visit of local historical sites 	