

Key Stage 3 Overview

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	<p>University Challenge:</p> <p>Creative Engineering</p> <p>Context: Crown Vs Church Vs People. Battle of Hastings; murder of Thomas Becket; peasants' revolt</p> <p>Skills:</p> <ul style="list-style-type: none"> - Identify the chronology of the time periods studied - Explain why there was a power struggle between crown, church and the people - Evaluate how Kings tried to protect the crown from outside threats - Design a castle to improve upon the Motte and Bailey castles used in the early 1100s - Investigate what happened to Thomas Becket. What were the causes of his murder? What were the consequences - Evaluate what moments in history can be considered significant - Analyse arguments and justify opinions - Essay writing practice 	<p>University Challenge:</p> <p>F1 in schools Challenge</p> <p>Context: F1 tracks around the world – geography and religion of the countries. Christianity, Islam and Buddhism</p> <p>Skills:</p> <ul style="list-style-type: none"> - Produce a newspaper article/ information poster - Identify patterns in data - Analyse geographical evidence - Investigate the human and physical characteristics of selected countries - Examine the religious background of countries that hold F1 around the world - Compare religious beliefs and practices around the world - Self-reflect on ones own religious practices with those from around the world 	<p>University Challenge:</p> <p>TFL</p> <p>Context: Mapping London and the London Underground</p> <p>Skills:</p> <ul style="list-style-type: none"> - Map skills – grid references and the use of maps - Mapping London through time - Explaining what the TFL is and its use in London - Producing new ways of mapping London - Analysing a variety of maps of London and building a story of London 	<p>University Challenge:</p> <p>STEM Inventions during the war</p> <p>Context: WW1 Advancements in weapons and warfare during WW1</p> <p>Skills:</p> <ul style="list-style-type: none"> - Source work from the Battle of the Somme - Evaluate whether the Battle of the Somme was a case of 'lions led by donkeys' - Investigating the causes of WW1 - Examine the weapons used during WW1 - Evaluate how technology changed during WW1 - Analyse the impact of WW1 on the global arena – was the world changed permanently? - Explain the core battles within land, sea and air warfare 	<p>University Challenge:</p> <p>Sustainability</p> <p>Context: Global sustainability and the London Olympic Games – was it sustainable? How successful was it?</p> <p>Skills:</p> <ul style="list-style-type: none"> - Identify what sustainability is - Describe and explain the different types of sustainability - Examine some of the most 'sustainable' projects planned in the world - Investigate the London Olympics and whether they were sustainable - Investigate the Rio Olympics and whether they were sustainable - Produce a plan for a sustainable Olympics in 2020. What can we learn from the previous two Olympics about what sustainability in reality really means? 	<p>University Challenge:</p> <p>Community</p> <p>Context: Who are the British? What is community? Religious communities in London</p> <p>Skills:</p> <ul style="list-style-type: none"> - Critically discuss the Universal Declaration of human rights, assessing their uses - Individually judge which human rights are the most important and justify this decision - Describe religions role in promoting human rights - Interpret religious text and discuss their influences on religious practices today - Investigate different types of religious discrimination people face in London and the UK - Identify similarities and differences between religions and their views on human rights, accounting for why conflicts may arise

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