



The curriculum for this stage of students' education has been designed to be inclusive for all students and progressively develop knowledge and understanding of issues that have influenced or and will influence the development of the United Kingdom. Students will gain competence in a range of skills associated with studying both Geography and History in order to prepare them for their future studies.

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| <p>HALF TERM 1: GEOGRAPHY-PHYSICAL SYSTEMS: WEATHER AND CLIMATE, RIVERS AND COASTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Where are the main physical and human features of the UK? • What type of weather do we have in the UK? • How do anticyclones and depressions affect our weather? • How do local features affect the climate of a place? • How do physical processes change the landscape? • How do headlands and bays form? • How does geology influence the Dorset coastline? • Why is the Holderness coastline eroding so quickly? • How can we use the coastline more sustainably? <p>HOW THIS WILL BE ASSESSED: Data response, graphing data, multi-choice and extended written answers.</p> | <p>HALF TERM 2: GEOGRAPHY- PHYSICAL SYSTEMS: WEATHER AND CLIMATE, RIVERS AND COASTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How does water move through a drainage basin? • How are the water cycle and the drainage basin linked? • How does the river change down the long profile? • How do waterfalls and gorges form and why has a waterfall formed at Niagara? • How do meanders and oxbow lakes form? • How do people make sustainable use of rivers? • What caused the Boscastle Floods? • How do different types of flood management work and which types of flood management are most effective and sustainable? <p>HOW THIS WILL BE ASSESSED: Decision making exercise on flood management.</p> | <p>HALF TERM 3: HISTORY -NORMANS AND THE BLACK DEATH STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • What was life like in Anglo – Saxon England? • Who had the best claim to the throne in 1066? • Who won the Battle of Stamford Bridge? • Who won the Battle of Hastings? • Why did William win the Battle of Hastings? <p>HOW THIS WILL BE ASSESSED: Students will have the opportunity to develop their evaluating skills by assessing why William won the Battle of Hastings and incorporate knowledge attained from previous lessons.</p> |
| <p>HALF TERM 4: HISTORY- NORMANS AND THE BLACK DEATH STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • What was the Harrying of the North? • Were castles the solution to all of William's problems? • What was the Domesday Book? • How to William control society? • What was the Black Death of 1348? • What did Medieval people think caused the Black Death? Was the Black Death a disaster? • Who held power in the Middle Ages? • Who was the blame for Becket's murder? <p>HOW THIS WILL BE ASSESSED: Students will use their source skills to assess whether or not the Black Death was a disaster and make a judgement on it.</p> | <p>HALF TERM 5: GEOGRAPHY/HISTORY EXPLORING THE WEST MIDLANDS: PAST AND PRESENT STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How is the West Midlands connected to the rest of the UK? • What is the relationship between natural resources and the development of the West Midlands region? • What are towns and cities like in the West Midlands? • The formation of Dudley and the importance of Dudley Castle. Why did Dudley play an important role in the English Civil War? <p>HOW THIS WILL BE ASSESSED: Written report to demonstrate subject specific skills in presenting, evaluating, analysing and reaching conclusions about the West Midlands region past and present.</p> | <p>HALF TERM 6: GEOGRAPHY/HISTORY EXPLORING THE WEST MIDLANDS: PAST AND PRESENT STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • What is the population structure of the West Midlands and how and why has this changed over time? • How are people employed in the West Midlands and how and why is this changing? • Case study of retail change in Dudley- How are our High Streets changing? • The industrialisation of Dudley and the impact in the town of de-industrialisation. <p>HOW THIS WILL BE ASSESSED: Written report to demonstrate subject specific skills in presenting, evaluating, analysing and reaching conclusions about the West Midlands region past and present.</p> |

Embedding this knowledge can be supported at home by using the online resources provided by the department, encouraging wider reading and research, visiting local places together such as Dudley Museum, Dudley Zoo and the Black Country Museum to experience the locations taught in class and discussing topical issues related to events happening within the UK which relate to the past and present. The archives in Dudley have an array of resources that will show the development of Dudley through the ages.