

LRB SCHEME OF WORK FOR KS3 COHORT 2022-2023

Theme		Heritage Heroes	Heritage Heroes	Vile and Victorious Victorians	Vile and Victorious Victorians	Gods and Monsters	Gods and Monsters
Humanities	Geography	<p>WHERE IS WALES? - To understand the geography, culture and attractions of Wales. Students will explore the geography of Wales by studying maps of Britain and Wales. Students will locate the capital city of Wales as well as cities, main rivers and attractions. Students will look at key geographical features such as mountains and the processes that has formed them. Students will examine how the human geography of Wales has changed over time such as the culture and the language.</p>	<p>LOCAL AREA - Students will discover how and why Ebbw Vale has changed over time and how the population of Ebbw Vale has changed over time. They will look at land use maps to compare how Ebbw Vale has changed over time, looking at what it was used for and why people use it now.</p>	<p>INDUSTRIAL REVOLUTION - To be able to understand how the British landscape changed during the Industrial Revolution. To be able to locate key locations from the Industrial Revolution and to be able to identify how the British Empire grew during the period of the Industrial Revolution.</p>	<p>IMPACT OF INDUSTRIAL REVOLUTION TO MY LOCAL AREA - To be able to identify the importance of rivers in the Industrial Revolution and visit UNESCO site Blaenavon which evidences the pre-eminence of South Wales as the world's major producer of iron and coal in the 19th century.</p>	<p>WHERE IN THE WORLD IS GREECE?- Looking at the physical &amp; Human Geography of Greece.</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>IS GREECE LIKE WALES? - Compare and contrast activities that look at similarities and differences between Wales and Greece. Comparing two countries is a great way to discover more about the world we live in and introduce your learners to a diverse range of cultures. Using this worksheet, you can have children record their findings in several labelled boxes. The different comparison activities include sections for languages spoken, capital cities, physical landscape, significant facts, and more. Some areas of interest for comparison activities about two different countries include:</p> <p>Climate and weather – What is the average temperature and rainfall?. Geographical location – What continent is each country found on, and what are its neighbours? Total population – How many people live there? Food and drink – What are the main national dishes and delicacies? Popular interests – Which sports, hobbies, or games do people enjoy?</p>
	History	<p><a href="https://bit.ly/3syeT3T">https://bit.ly/3syeT3T</a> What does the English and Welsh relationship reveal about Medieval Britain? Back ground , what is a principality and what does medieval wales look like ? The Christmas Massacre- What does that reveal about early English/ Welsh relations. Welsh and English Laws and customs - How do they differ and what can they tell us ? Llewelyn's changing relationship with John and his marriage to Joanna. What do they reveal about ongoing relationships?</p>	<p>Early Modern- Does Wales change under English rule? 'Oh we are English, now what' Henry VII the welsh connection does this change wales? Oliver Cromwell divides wales, how does this change wales relationship with England. Slave cloth and black land owners . How does the wales relationship with the rest of the world change? Modern - Partnership or Exploitation? Can we judge the past on today's morals. Welsh Mining communities. Were all mine owners bad? Would our communities exist without them? Merched Becca, heroes or villains? Marie Llwyd.</p>	<p>The scheme of work in History focuses on the British Empire. We will be tackling the question 'How did the British Empire change Wales and How did Wales change the British Empire'. · We will know what the British Empire was. · Analyse how different people in the Empire lived. · Evaluate how the Empire changed life in Wales and how Wales changed the Empire.</p>	<p>INDUSTRIAL REVOLUTION - Students will learn about the Industrial revolution with a focus on the role of children. Students will explore the technological, scientific and industrial innovations (e.g. mass production, steam engines, railways, sewing machines, gas and electric light, the telegraph) that led to an enormous expansion of production, particularly through the factory system. There will be a focus on the dehumanisation of work, child labour, pollution, and the growth of cities where poverty, filth and disease flourished. Students will compare and contrast life for children in the towns and in the country and will investigate what a Victorian school would have been like? KEY CONCEPTS: Industrialisation, Urbanisation, Global Empire, Progress (this is contentious: progress for whom, and progress of what type?), Respectability, Self-help, Suffrage (the vote: both men and women) and Migration</p>	<p>WHERE AND WHEN WAS ANCIENT GREECE? - Students will develop their knowledge of some of the key features of life in Ancient Greece, developing an understanding of the distinctiveness of the civilisation of Ancient Greece and, importantly, where it fits into the broader chronological framework. Students will study an overview of the civilisation and its chronology to the experience of individual historical actors encouraging them to establish clear narratives within and across the periods studied, noting connections, contrasts and trends and developing an appropriate use of historical terms. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. This unit is structured around 2 sequential history enquiries: How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?</p>	<p>The second part of the unit focuses on the continuing legacy of Ancient Greeks, and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance.</p>

	<b>RVE</b>	<p>RELIGIONS IN WALES - Students will explore a variety of religious festivals and understand how these are celebrated, recognised and expressed within Wales in comparison to the wider world.</p>	<p>CHRISTMAS IN WALES- Students will learn about the different traditions in Wales that are linked to Christmas and the New Year. Students will look at past Pagan and Christian festivals and discuss whether they are relevant today.</p>	<p>The scheme of work for RE will tackle some of the key religions present in the footprint of the former British Empire. These will consist of Hinduism, Islam and Buddhism.  <a href="https://ebbwfawr-my.sharepoint.com/:p/g/personal/rfieldhousebooth_ebbwfawr_co_uk/EUmmeuVscXRLjgzEfl6M_FkBiS1Z2jAnkcx23H3AvN0w4Q?e=ll6qGQ">https://ebbwfawr-my.sharepoint.com/:p/g/personal/rfieldhousebooth_ebbwfawr_co_uk/EUmmeuVscXRLjgzEfl6M_FkBiS1Z2jAnkcx23H3AvN0w4Q?e=ll6qGQ</a></p>	<p>The scheme of work for RE will tackle some of the key religions present in the footprint of the former British Empire. These will consist of Hinduism, Islam and Buddhism.  The learning objectives are as follows:  · To understand the fundamental beliefs of these religions.  · To understand the difference between monotheism, polytheism and philosophy.  · To analyse how these different belief systems can peacefully live alongside each other.</p>	<p>WHAT DID THE ANCIENT GREEKS BELIEVE? -Ancient Greek theology was polytheistic, based on the assumption that there were many gods and goddesses, as well as a range of lesser supernatural beings of various types. There was a hierarchy of deities, with Zeus, the king of the gods, having a level of control over all the others, although he was not almighty. The emphasis of this unit is on:  i) building up knowledge of ancient Greek culture and religious activities, and understanding of how we develop this from a range of different kinds of evidence; ii) developing some understanding of the experience of ancient Greek religion. Through their investigations the children find out about different kinds of rituals that the Greeks used to worship their gods, and are encouraged to think about the physical experience of worship and the emotions of their ancient subjects.</p>	<p>WHAT DO GREEK PEOPLE BELIEVE IN NOW? - Religion in Greece is dominated by Christianity, in particular the Greek Orthodox Church, which is within the larger communion of the Eastern Orthodox Church. It represented 90% of the total population in 2015 and is constitutionally recognized as the "prevailing religion" of Greece. Students will compare and contrast the beliefs of ancient Greece and modern day Greece and form comparisons and contrasts to Wales. Students will complete research tasks and create reports to show their findings.</p>
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