

Long Term Plan- Humanities

Assessment Objectives	Year 7	Year 8	Entry Level Geography	Entry Level History	GCSE History
<p>1.1</p> <p>Autumn Term</p> <p>(Sep – Oct)</p>	<p>Topic: KS2 Geography Introduction to key skills and concepts.</p> <p>Intent: Students will develop a grounding of geographical knowledge and skill. These skills will include reading a map, understanding the location of different countries and study some key locations from around the world. This aims to support students in their concepts of the world around them. Students will focus on contrasting environmental regions, key physical and human characteristics of geography, exploring major cities in the UK and in the wider world.</p> <p>Key Learning:</p>	<p>Topic: KS3 Geography Tectonic Plates</p> <p>Intent: The aim of this half term is to look at physical geography, specifically volcanoes and earthquakes and the effects of both. Students will explore a range of case studies to learn about the immediate and lasting impact of these disasters.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • The Earth’s structure and the Earth’s crust. • Plate tectonic theory. • Volcanoes: Structure, types, effects and monitoring. • Earthquakes: prediction, protection and preparation. 	<p>Topic: Dynamic World Part 1: Our World</p> <p>Intent: Students are encouraged to engage with their local place by understanding who lives there and how it has changed over time. Learners will have the opportunity to explore how the UK’s population has become more ethnically diverse and the issues of a aging population.</p> <p>Students will also cover a case study of a UK city, learners can offer a unique perspective as they explore what life is like for teenagers in cities.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • How is the UK changing? Who lives in your place? Who lives in the UK? Why are cities complex places? 	<p>Topic: Crime and punishment.</p> <p>Intent: Entry-level history begins with the start of the Medieval period in looking at what made a criminal and how they were punished for their crimes during the age of the renaissance and discovery. In this thematic study, students will look at how crime and punishment has evolved over time in the face of pivotal changes in society. This will entail looking at different types of criminals, in analysing influences of their day-to -day lives and how control was enforced upon them by the divine right of the monarch.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Medieval Britain, c1250-1500: understanding the types of crime and society at this time. • Medieval Britain, c1250-1500: How law and order was implemented and the types of punishments introduced. 	<p>Topic: The Making of America.</p> <p>Intent: GCSE History follows on from topics and content covered in Entry Level. Students will cover the following modules for completion of their GCSE:</p> <p>Thematic Study: Crime and Punishment Depth Study: Normans History around us: Beamish Museum Period Study: Making of America World Depth Study: Life in Nazi Germany.</p> <p>This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the gold rush in the west in 1860. Learners will need to understand how and why American territory expanded during these years and the</p>

	<ul style="list-style-type: none"> • Introduction to Geography: Human and Physical geography • Locational Geography: Continents and Oceans • Case Studies: United Kingdom, Brazil and Antarctica • Map Skills: Locating and finding grid references. 	<ul style="list-style-type: none"> • Tsunamis: understanding secondary effects. 	<p>Case study of one UK city.</p> <ul style="list-style-type: none"> • How is the world changing? How has the worlds population changed? Why are some cities so big? Why are megacities a challenge for the future? Case Study of one megacity. 	<ul style="list-style-type: none"> • Early Modern Britain, c1500-1750: the types of crime and how society has evolved. • Early Modern Britain, c1500-1750: How law and order was implemented and the types of punishments introduced. <p>Comparative study between Medieval Britain and Early Modern Britain</p>	<p>relationship between this expansion and cultures of indigenous Americans, African Americans and white Americans.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • America’s expansion, 1789-1838: politics and sectional differences between the North and South. • America’s expansion, 1789-1838: The expansion of Southern cotton plantations. • America’s expansion, 1789-1838: The removal of indigenous people from the East. • The West 1839-1860: The culture of plains Indians. • The West 1839-1860: The journeys of early migrants. • The West 1839-1860: The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah
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1.2 Autumn Term (Nov – Dec)	<p>Topic: KS2 Geography: Rivers and Landscapes</p> <p>Intent: Students will enhance their geographical knowledge of physical geography by looking at landscapes in the United Kingdom and the wider world. They will use a range of methods including fieldwork of a local river to understand river processes and formations.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Locational Geography: Landform Water Cycle Rivers: what it is and how it is formed. 	<p>Topic: KS3 Geography</p> <p>Intent: In this half term, we will be looking at the human aspect of geography, specifically resource management. Students will explore food, water and energy resources and the sustainable and renewable methods to protect our planet.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Resources and access in the UK. Resource management: Food and sustainability. Resource management: Water and sustainability. 	<p>Topic: Dynamic World Part 2: Destructive World</p> <p>Intent: Students will explore several hazards to people and places. In this topic learners will have the opportunity to explore both tectonic and flood hazards, focusing particularly on their causes and impacts. Students will study how places prepare for earthquakes or volcanic eruptions and floods.</p> <p>Students will study two places in a little more depth, where they can discover the causes and impacts of the hazard in a real-life context, know how people responded to the hazard and how they might prepare for any future hazards.</p> <p>Key Learning:</p>	<p>Topic: Crime and punishment</p> <p>Intent: In this half term, we will explore the changing nature of crimes and criminals through the beginning age of revolutions. Students will look at different means of enforcing law and order and the extending force of punishment through the bloody code. Again, students will be thinking thematically in how criminals and their treatment has evolved over time. This will entail looking at these pivotal changes through the lenses of socio-economic and political means. Key features of extended forms of punishment will be observed. Students will review the units of study to analyse key features of how our justice system has been shaped today.</p> <p>Intent:</p>	<p>Topic: Making of America</p> <p>Intent: Learners will continue the unit of study following from the era of Civil war in 1877 up to the making of America in 1900. They will need to understand how and why American territory expanded during these years and the relationship between this expansion and cultures of indigenous Americans, African Americans and white Americans.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Civil War and Reconstruction 1861–1877: Divisions over slavery and the causes of the Civil War. Civil War and Reconstruction 1861–1877: The African

	<ul style="list-style-type: none"> Oceans: waves and how our oceans are damaged Place Knowledge: Fieldwork: river velocity. <p>Assessment: Skill based assessment.</p>	<ul style="list-style-type: none"> Energy and sustainability. <p>Assessment: Content based assessment</p>	<ul style="list-style-type: none"> How to plate tectonics shape our world? Why are some places more dangerous than others? How can tectonic movement be hazardous? Why do people live in hazardous places? How can flooding be hazardous? What natural and human factors can cause flooding? What are the impacts of flooding? How hazardous can flooding be? Flood case study. 	<ul style="list-style-type: none"> Industrial Britain. c1750-1900: changes to criminals and crimes. Industrial Britain. c1750-1900: law and order and the development of policing. <p>Industrial Britain. c1750-1900: the end of the Bloody Code and changes to punishment.</p>	<p>American experience of the Civil War.</p> <ul style="list-style-type: none"> Civil War and Reconstruction 1861–1877: Reconstruction and continuing limitations to African American liberty. Settlement and conflict on the Plains 1861–1877: The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns Settlement and conflict on the Plains 1861–1877: Homesteaders: living and farming on the Plains. Settlement and conflict on the Plains 1861–1877: The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877) American cultures 1877–1900: Changes to the Native Americans of the Plains’ way of life including the impact of
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<p>2.1 Spring Term (Jan – Feb)</p>	<p>Topic: KS2 History: Ancient Empires</p> <p>Intent: Students will explore the expansion of the Roman empire and how the Romans managed to keep control over Britain. Students will explore the Ancient Egyptian civilisation focusing on beliefs and way of life. Opportunities are taken to use the strong archaeological record that exists of both cultures for the pupils to reconstruct aspects of</p>	<p>Topic: KS3 History: Industrial Britain (child labour), the suffrage movement and WW1 (women and mental impact)</p> <p>Intent: students will study the industrial revolution in Britain and the impact of this on children, looking at causes and consequences of child labour and looking wider at the idea of childhood. Students will learn how to reason that events or a person may be</p>	<p>Topic: Dynamic World Part Three: Resourceful world</p> <p>Intent: Students will investigate why tropical rainforests are so important, how they are being used and think about why we should be looking to interact with them more carefully in the future. This topic encourages learners to think about and explore where our food comes from and how more food can be produced, especially as the world’s population continues to grow. Students can explore why life is uncertain for some farmers in distant places and how fair trade has provided</p>	<p>Topic: Crime and Punishment</p> <p>Intent: This topic covers the change in crime and punishment through the dawning of technological and revolutionary change. Again, students will be thinking thematically in how criminals and their treatment has evolved over time. This will entail looking at these pivotal changes through the lenses of socio-economic and political means. Key features of extended forms of punishment will be observed. Students will review the units of study to analyse key features of how our justice system has been shaped today.</p>	<p>Topic: The Norman Conquest</p> <p>Intent: This unit of study enables students to understand the complexity of the Norman conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Students will investigate the contenders to the throne in 1066 and the battles which followed Harold’s succession. They will also identify the key features of Norman rule following Harold’s death and William’s succession to the throne in 1066.</p>

<p>Roman and Egyptian life from the fragmentary evidence, some of which will be local.</p> <p>Trip to Roman site locally: Vindolanda or Housesteads.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Roman Society and key features • The Roman Empire and the invasion of Britain. • The Romanisation of Britain. • Ancient Egyptian Society and key features. • Ancient Egyptian beliefs and way of life. 	<p>significant and use a wide range of source material to explain their own judgements of the historical significance of these aspects. They will focus on the reasons for the Suffragette movement, how it brought about change and the cultural shifts it caused within modern society. To develop this knowledge further, students will look at the importance of women and the impact of mental health during WWI, while explicitly looking at causes, consequences and effects of the war.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Industrial Britain 1750-1900: Child labour • Industrial Britain 1750-1900: Child labour laws • Suffragism: tactics and attitudes to the movement. 	<p>benefits and a sustainable future for those involved.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Why should tropical rainforests matter to us? Why are tropical rainforests so rich with life? Why are the tropical rainforests important? How is the tropical rainforest useful to us? Case study of one rainforest. • Will we run out of natural resources? Where does our food come from? What type of energy is best for the future? Does fair trade make a difference? Case study of one fair trade product. <p>Assessment: Exam board set paper.</p>	<p>Key Learning:</p> <ul style="list-style-type: none"> • Britain since c. 1900: changes to criminals and their crimes. • Britain since c. 1900: Law and order in Modern day Britain. • Britain since c. 1900: The development of prisons and modern-day punishments. • Task 1 assessment 	<p>Key Learning:</p> <ul style="list-style-type: none"> • England on the eve of the conquest <i>Issue: The character of late Anglo-Saxon England</i> The nature, structure and diversity of late Anglo-Saxon society. Religion in late Anglo-Saxon England. Anglo-Saxon culture: buildings, art and literature. • Invasion and victory <i>Issue: How and why William of Normandy became King of England in 1066.</i> Norman society, culture and warfare pre-1066. The succession crisis of 1066. The battles of Fulford, Stamford Bridge and Hastings. • Resistance and response
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2.2 Spring Term (Feb-Mar)	<p>Topic: KS2 History: Ancient Empires</p> <p>Intent: students will look at the achievements of the earliest civilizations. For Ancient Greece students will study an overview of where and when the first civilizations appeared. The focus is upon the formation of early civilisations as well as their achievements for example in</p>	<p>Topic: KS3 History: World War One</p> <p>Intent: In this half term the students will look at the importance of women and the impact of mental health during WWI, while explicitly looking at causes, consequences and effects of the war. Students will then study the Atlantic Slave Trade, the end of slavery and the following Jim Crow laws and segregation.</p>	<p>Topic: Field Work</p> <p>Intent: In completing fieldwork, learners practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real-world context.</p> <p>Students will answer the question: Where do all the staff and students travel from to get to school?</p>	<p>Topic: A site or individual study task 3.</p> <p>Intent: Students will have the opportunity to complete independent research on a chosen individual. There are two tasks to be completed, and these can be presented in any suitable format. The first task requires learners to produce an up-to-150-word biography of the individual, or guide to the site. The second task requires learners to explain the importance of either the individual or the site across a</p>	<p>Topic: The Norman Conquest</p> <p>Intent: This unit of study enables students to understand the complexity of the Norman conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Students will continue to explore key features of Norman rule in England, looking closely at the purpose of the Domesday book and castles. Students will evaluate the</p>

	<p>mathematics, government, trade, building and art. When studying British history from the stone age to the iron age students will be given the opportunity to look at the remains of ancient peoples of the British Isles studying 'bog people' and how their preservation provides information and evidence for how they lived.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Ancient Greece: Society and key features. • Ancient Greece: beliefs and way of life. • Stone age to Iron age: changes. • Stone age to Iron age: challenges of survival. 	<p>Key Learning:</p> <ul style="list-style-type: none"> • World War One: Short and long-term causes. • World War One: Recruitment and life in the trenches. • Slave Trade: The Transatlantic Slave Trade • Slave Trade: The end of Slavery • Slave Trade: Segregation. <p>Trip: Visit to Eden Camp WW1 Museum.</p> <p>Assessment: Skill based assessment.</p>	<p>They will be required to collect data and present this in a chosen way, such as a notebook, a poster or a PowerPoint presentation.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Planning fieldwork. • Collecting and recording data. • Presenting data in a range of ways. • Working independently as much as possible. • Demonstrate geographical understanding of the topic area fieldwork is related to. • Risk assesses field work. • Provide a summary of data collected. 	<p>period of time (at least 50 years), and should be up to 250 words.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Demonstrating understanding and knowledge of key features and characteristics of the topics studied. <p>Develop understanding of historical events and periods studied.</p>	<p>consequences of the Norman invasion on England.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Resistance and response <i>Issue: The establishment of Norman rule between 1067 and 1071.</i> First uprisings against Norman rule including resistance in the west and in Mercia. Northern resistance and William's 'Harrying of the North'. The rebellion of Hereward in the east and the end of English resistance. • Castles <i>Issue: The nature and purpose of Norman castles in England to 1087</i> Pre-conquest fortifications and the first Norman castles in England. The distribution and design of Norman
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<p>3.1</p> <p>Summer Term</p> <p>(Mar – Jun)</p>	<p>Topic: KS2 Religious Education: Christianity</p> <p>Intent: Students will be introduced to the concept of religion and why religion is important within the UK and globally. This will look to develop their</p>	<p>Topic: KS3 Religious Education:</p> <p>Intent: Students will extend and deepen understanding of a range of religions and beliefs. They will understand how beliefs influence the values and lives of</p>	<p>Topic: Personal Project (one)</p> <p>Intent: Students will complete one personal project which will be based on a chosen area of the specification. The project can be presented in any appropriate manner for example a poster, PowerPoint</p>	<p>Topic: Nazi Germany</p> <p>Intent: This topic will explore the establishment of Nazi Germany following their defeat of WW1 and prolonged economic hardship. Students will learn about the effects on German society in analysing the actions of the Nazi government in their fight against</p>	<p>Topic: History around us</p> <p>Intent: This unit will enable learners to explore a site of study and its relationship with other historical sources in line with set criteria. Students will be analysing the site through second-order concepts: significance, diversity,</p>

	<p>cultural capital allowing them to reason and interact with the world around them. Individual religions such as Christianity will be studied that are prominent within the UK that have helped shape and influence culture that the students will interact with in their daily lives.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • What is religion? • Christianity: beliefs and values. • Christianity: celebrations in Christianity. • Christianity: Jesus as a miracle worker and teacher. 	<p>individuals and groups, and how religions and beliefs have an impact on wider current affairs. Students will be able to appraise the practices and beliefs they study with analysis and evaluation, developing their capacity to articulate well-reasoned positions.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Christian morals and ethics: Should Christians be greener than everyone else? • Christian morals and ethics: Why are people good and bad? • Christian morals and ethics: What do Christians do when life gets hard? • Jesus in historical context 	<p>or written project to suit learners needs.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Research skills. • Independent working • Use of valid sources. • Demonstrating knowledge and understanding of places and environments. • Developing and using Geographical vocabulary. • Drawing information together. • Presenting work in a logical structure. 	<p>opposition and increased use of persecution. The role of education, women, children and everyday life will too be explored.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Germany 1925–33: Weimar inheritance and the burden of World War One. • Germany 1925–33: The rise of Hitler and the Nazi party. • Germany 1925–33: Living under Nazi rule. • Germany 1933–39: Nazi policies and persecution 	<p>importance and its challenges. They will identify relevant sources, significant historical individuals, conduct fieldwork and observational skills and explore religious beliefs and practices.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • History around us: location and key features of the site. • History around us: purpose of the site and developments over time. • History around us: Typicality and attitudes towards the site. • History around us: Accessing primary and secondary material. • Discovering Local History: society and influences over time. • Investigation of a Local Area: Location and key features. • Investigation of a Local Area: purpose and developments.
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<p>3.2</p> <p>Summer Term</p> <p>(June-July)</p>	<p>Topic KS2 Religious Education: Islam and Judaism</p> <p>Intent: Specific religions will be studied here. These religions will be Islam and Judaism – Studying these religions individually will allow for study to be in-depth.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Islam: beliefs and values. • Islam: celebrations and way of life. • Judaism: beliefs and values 	<p>Topic: KS3 Religious Education:</p> <p>Intent: Students will extend and deepen understanding of a range of religions and beliefs. They will understand how beliefs influence the values and lives of individuals and groups, and how religions and beliefs have an impact on wider current affairs. Students will be able to appraise the practices and beliefs they study with analysis and evaluation, developing their capacity to articulate well-reasoned positions.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Being a Muslim teenager today. • Being a Jewish teenager today. • Being non-religious today. • Good/bad right/wrong how 	<p>Topic: Personal Project (two)</p> <p>Intent: Students will complete one personal project which will be based on a chosen area of the specification. The project can be presented in any appropriate manner for example a poster, PowerPoint or written project to suit learners needs.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Research skills. • Independent working • Use of valid sources. • Demonstrating knowledge and understanding of places and environments. • Developing and using Geographical vocabulary. • Drawing information together. <p>Presenting work in a logical structure.</p>	<p>Topic: Life in Nazi Germany</p> <p>Intent: This topic will explore Germany at war with the allies and its eventual defeat in 1945. Students will explore life on the home front in terms of its socio-economic impact but also, the holocaust genocide. This unit of study will end with the denazification in Germany and the beginning developments of the cold war.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Germany 1939–45: total war and the people. • Germany 1945–55: defeat and origins of the cold war. • Germany 1945-55: Holocaust education. • Task 2 Assessment. 	<p>Topic: History Around Us</p> <p>Intent: This unit will enable learners to explore a site of study and its relationship with other historical sources. Students will be analysing the site through second-order concepts: significance, diversity, importance and its challenges. Students will continue their investigation of a local area, exploring the human geography and religious practices and lifestyles associated with the faith. They will describe in detail the main changes of the area from the 19th century onwards and explore historical sources, including maps. Students will also visit a living museum where they will interact and pose questions to those working in the museum to gain an understanding about life in the period.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • History around us: change and continuities of the site. • Diversities of the site.
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do you decide
which is which?

- Religious and non-religious life after death.

- Comparative study to the site.
- Investigation of a local area: influences of the site and diversities.
- Accessing primary and secondary material.
- Visiting a Living Museum: interaction and impact.