**Humanities - Yearly Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | School History | [Local Geography](file:///T%3A%5CCurriculum%20Resources%5CHumanities%5CYear%207%5CLocal%20geography%20and%20history)(ICT) | Different Beliefs | [Christianity](file:///T%3A%5CCurriculum%20Resources%5CHumanities%5CYear%207%5CChristianity) | Medieval Britain(ICT) | [The Black Death](file:///T%3A%5CCurriculum%20Resources%5CHumanities%5CYear%207%5CGreat%20Plague) |
| **Year 8** | Hinduism | Slavery | Industrial Revolution(ICT) | Travel  | Islam | [Buddhism](file:///T%3A%5CCurriculum%20Resources%5CHumanities%5CYear%208%5CBuddhism) |
| **Year 9** | WW1 |  | The Wider World(ICT) | Judaism | WW2(ICT) | The Holocaust |
| **Year 10** |  |  |  |  |  |  |
| **Year 11** |  |  |  |  |  |  |

Objectives

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|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| History | -[] explore significant historical places in my locality (e g Colchester Castle)-[] identify how things that have changed in my lifetime (people, places, technology)-[] order personal events into a chronological narrative | -[] find out about some significant historical events, people and places in my locality-[] order significant global historical events on a time line (e g prehistoric man, bronze age, creation of the pyramids, first man in space)-[] identify how things have changed in Britain over the last century (e g clothes, technology)-[] identify different historical sources (e g photos, artefacts, fossils, books etc) | -[] find out about significant figures in British history (e g Charles Darwin, Florence Nightingale)-[]I understand the difference between primary and secondary sources of evidence-[] order significant British historical events on a time line using dates (i e creation of Stonehenge, Roman invasion of Britain, Industrial revolution, WW1 etc)-[] identify how things have changed in Britain throughout history (e g clothes, technology)-[] compare different periods of history and make connections between them-[] study in depth a significant event in British history (e g Dunkirk, the Great Plague) | -[] use historical knowledge to make informed decisions about the future-[] create an historical argument using evidence to support my ideas-[] evaluate the reliability of historical evidence (e g authenticity, context, bias etc)-[] order significant civilisations, historical events and inventions on a time line using dates and terms (i e invention of writing 3000BCE)-[] study in depth a significant figures in global history (e g Genghis Kahn, Abraham Lincoln) and their impact on human culture and development-[] study in depth a significant event in global history (e g The Conquistadors) and talk about the impact on human development |
| Geography | -[] explore my school and surrounding environment (physical and human geography)-[] use basic geographical vocabulary (city, farm, beach, forest, hill)-[] use an atlas, map or globe to name the four countries of the UK and their capitals | -[] explore and study the local area (physical and human geography)-[] use an atlas, map or globe to name and locate the continents and some of the major countries of the world and their capitals-[] create a simple map with a key-[] use a range of geographical vocabulary (country, continent, desert, ocean)-[] use aerial photographs and plans to recognise landmarks (physical and human) | -[] use an atlas, map or globe to locate and name the environmental regions of the world (e g rainforests, mountain ranges, deserts)-[] compare the human and physical geography of one area with another (in the same country or different countries)-[] create a map of the human and physical geography of an area using keys and symbols-[] be aware of the interaction between physical and human geography (e g farming, settlements) | -[] study in depth the human geography of an area (i e types of settlement and land use, economic activity and trade, distribution of natural resources)-[] study in depth the physical geography of an area (i e climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle)-[] be aware of the global environmental issues facing society today (e g migration, climate change, population growth, resource depletion)-[] use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs-[] use compass directions, grid references, symbols and keys when using an atlas and map |
| R.E | -[]I am aware that people hold different beliefs-[] talk about what I believe | -[] explore questions regarding nature, truth and meaning (e g How do we know things are true? How do we know what is right and wrong?)-[]I am aware that people and cultures have different ways of expressing ideas about the fundamental questions in life-[] be aware of the place of religion and different worldviews in my community-[] understand the difference between a truth and a belief | -[] develop my critical thinking skills when asking and answering questions (e g making careful judgements, using reasoning, seeking alternatives, )-[] compare different worldviews and how they are similar/different-[] explore the major religions, their sacred texts and their significant figures-[] explore how different groups and individuals express their beliefs (in terms of worship, celebrations, festivals and places of worship)-[]I am aware of the place of religion and different worldviews in the wider world and how they influence communities and wider society | -[] explore a range of moral and ethical issues through different worldviews-[] critically compare and contrast different worldviews and the belief systems-[] understand how a belief can shape a person’s identity-[] understand the link between culture and religion |

