

## Humanities Curriculum Map Year 7 & Year 8



| Year | Autumn 1  | Autumn 2  | Spring 1   | Spring 1  | Summer 1  | Summer 2  |
|------|---|---|--|---|---|---|
| 7    |   |   |  |   |   |   |
|      | Geography (10 lessons) Baseline Bridging the Gap Core Geography Skills Baseline Assessment History (9 lessons) Historical skills, Chronology, Bias, Source and Interpretation Baseline Assessment 1066 Claims to the Throne – Stamford Bridge, Hastings, How did Harold die? (4 lessons) Assessment: Core Knowledge | RE )10 lessons) What are my Values? (3 lessons) To clarify what my beliefs and values are. Baseline Assessment – Abrahamic Religions Judaism (7 lessons) To investigate Jewish beliefs and practices and determine Jewish core values. Assessment: Extended writing/Quiz Geography (12 lessons) Weather and Climate Understanding Physical geography skills and processes. Understanding of weather patterns and how they impact. Climate Change Environmental Impacts and changing weather patterns and how they impact the physical & human world. Assessment: World Quiz | History (7 Lessons) How did William keep control of England? Castles, Feudal System, Domesday Book. Assessment: Extended Writing RE (10 lessons) Christianity. To investigate Christian beliefs and practices. To develop on our own values. Assessment: Extended Writing/Quiz | Rivers Students will be aware of the delicate balance within global ecosystems and how human actions have a direct impact. Links to weather and climate and balance in environments. Assessment: tbc History (10 Lessons) Magna Carta Medieval Life and the Black Death. To begin to explore democracy in Britain. Develop an understanding of health and medicine in the Medieval Period. Assessment: The Black Death & Peasants' Revolt | RE (7 Lessons) Islam To investigate Islamic beliefs and practices. To develop on our own values. Assessment: Extended Writing/Quiz Geography (8 Lessons) UK Geography & Eco Systems [Fieldwork Skills – Homework Task] The chance to investigate some of the issues that students have looked at over the year. Assessment: tbc | History (13 lessons) War of the Roses The Tudors The English Reformation, the Tudor Dynasty, Elizabethan England Assessment: Extended Writing/Core Knowledge Quiz RE (2 Lessons) Religion and Me Students review their learning this year and have dedicated lessons to learn where in the working world their skills can be applied. Careers |





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|------|--|----------------------------------|---|--|--|--|
| 8    |  |                                  |   |  |  |  |
|      | History (11 Lessons)                       | RE (10 Lessons)                  | History   | Geography  | RE (8 Lessons)                               | History (6 lessons)                                |
|      | Industrial Revolution &                    | Hinduism                         | (10 lessons)  | (10 Lessons)   | Buddhism                                     | Causes of World War 2                              |
|      | Industrial Health                          | To investigate Hinduism beliefs  | Empire  | Coasts   | To investigate Buddhist beliefs              | Impact of WW1, Treaty of                           |
|      | Knowledge Test, source                     | and practices. To develop on our |   | How coastal communities have                             | and practices. To develop on our own values. | Versailles, Rise of the Nazi                       |
|      | analysis. Preparation for GCSE depth study | Assessment: Extended             | To explore the concept of Empire. What did Britain gain | impacted our coastlines and vice versa. A combination of | Assessment: Extended                         | Party, political dictatorship,<br>Greater Germany. |
|      | Includes local history study.              | Writing/Quiz                     | from the empire? Was Empire                             | both human and physical                                  | Writing/Quiz                                 | Assessment: Extended Writing                       |
|      | Geography (10 Lessons)                     | Careers                          | a good thing? The Slave                                 | geography through a system                               | Geography (10 Lessons)                       | task   |
|      | Settlements                                | Geography (12 Lessons)           | Triangle, Life of Slaves, End of                        | case study   | Resource Management: Energy,                 | RE (2 Lessons)                                     |
|      | The growth of towns and cities             |                                  | Slavery & collapse of African                           | Assessment: World Assessment                             | Water & Food                                 | Religion and Me                                    |
|      | and the issues that presents.              | Africa & Asia                    | nations   | History (9 Lessons)                                      | Can resources keep up with                   | Students evaluate their own                        |
|      | Explore the development of                 | Extending locational knowledge,  | Assessment: Core Knowledge                              | Suffrage   | population and the growing                   | values by making comparisons                       |
|      | sustainable cities.                        | focusing on environmental        | RE (8 Lessons)  | To explore the fight for the vote                        | demand?                                      | to the religions they have                         |
|      | Assessment: Design a                       | regions and key physical and     | Sikhism   | in British history, including the                        | Assessment: Core Knowledge                   | learned about.                                     |
|      | sustainable city                           | human characteristics            | To investigate Sikh beliefs and                         | Peterloo Massacre, Chartist                              | Quiz   | careers.   |
|      |  | Assessment: Research task (tbc)  | practices. To develop on our                            | Movement, Suffragettes                                   |  |  |
|      |  |                                  | own values.   | Assessment: Which protest was                            |  |  |
|      |  |                                  | Assessment: Extended                                    | the most important? Extended                             |  |  |
|      |  |                                  | Writing/Quiz  | Writing  |  |  |