



### Long Term Planning for KS3 Humanities

Key Skills-History/Geography/RE	Ability starting point (based on assessment)	
<p><b>Curriculum Aims:</b></p> <p><b>Autumn</b>  <i>History-Historical knowledge/Historical concepts/Historical enquiry</i>  <i>Geography-Geographical knowledge/Geographical understanding/Geographical skills and enquiry</i>  <i>RE- Knowledge, skills and understanding</i>  <i>History- Concepts-Changes and developments/ Cause and effect</i>  <i>Geography- The world and continents/ Physical themes/ Locate the world's countries,</i>  <i>RE-Learning from religion/wonder</i></p> <p><b>Summer</b>  <i>History- Historical enquiry-Planning and carrying out a historical enquiry/ Using resources as evidence</i>  <i>Geography- Understanding places and connections/ Skills and Field work and enquiry, Maps and atlas work/Field work and investigation</i>  <i>RE-Breadth of study</i></p>		
<b>Long Term Overview 2017/17 Year 7 Humanities Key Skills</b>		
<b>Autumn-Local</b>		
<p><b>History</b></p> <p>What is history?          Why is history important?          Concept of past, present and future-order/sort          British history-<i>Bonfire Night/Guy Fawkes</i>          World history-<i>Remembrance-WWI</i>          Local History-<i>Coal mining</i></p>	<p><b>Geography</b></p> <p>What is geography?          What is physical geography?          What is human geography?          Knowledge of human and physical of Britain:          Name 4 countries and capitals          Name physical features in all areas          Name human features in all areas          Name the continents and seas</p>	<p><b>RE</b></p> <p>What is a belief?          What do people believe in?          Why should we respect the beliefs of others?          Name world religions          October/November          Halloween/ All Saints/All Souls/Day of the Dead          Christmas as a holiday-traditions          Christmas as a religious festival</p>
<b>Spring-National</b>		
<p><b>History</b></p> <p><i>Changes and developments/ Cause and effect -Industrial Revolution</i></p>	<p><b>Geography</b></p> <p><i>Location of world countries, major cities</i>  <i>Longitude and latitude, equator, N&amp;S hemisphere, time zones</i>  <i>Weather</i>  <i>Water cycle</i></p>	<p><b>RE</b></p> <p><i>World Religion Day-naming of world religions and identifying symbols</i>  <i>Compare and contrast world religions</i>  <i>Lent</i></p>



		<b>Easter as a holiday-traditions</b> <b>Easter as a religious festival</b>
<b>Summer-International</b>		
<b>History</b>	<b>Geography</b>	<b>RE</b>
<b>Historical enquiry/using resources-History of Australia/New Zealand Compare British history to Australian history</b>	<b>Summer 1</b> <i>Study of Sunderland</i> <i>Field study/Map work</i> <b>Summer 2</b> <i>Geography of Australia and New Zealand</i> <i>Compare and contrast UK and Australia</i>	<b>Religions/Culture of Australia and New Zealand</b> <b>Compare British culture to Australian culture</b>

## Notes

### History learning points

Historical knowledge-Constructing the past

- Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.
- Sequencing the past
- Know where people and events fit within a chronological framework.
- Develop awareness of the past, using common words and phrases relating to the passing of time.
- Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.

### Concepts-Changes and developments

- Identify similarities and differences between ways of life in different periods. Study changes within living memory

### Cause and effect

- Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.
- Significance and interpretations
- Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

### Historical enquiry-Planning and carrying out a historical enquiry

- Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.

### Using resources as evidence

- Understand some of the ways in which they find out about the past and identify different ways in which it is represented

### Geography learning points

#### The UK and local area

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Develop knowledge of the human and physical geography of a small area of the United Kingdom.
- Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.
- Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

#### The world and continents

- Name and locate the world's seven continents and five oceans.
- Understanding
- Human themes
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.



- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

#### **The world and continents**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).

#### **Physical themes**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle
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- Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.

#### **Locate the world's countries**

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)
- Describe and understand key aspects of human geography, including: types of settlement and land use.
- Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.

#### **Understanding places and connections**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.
- Establish an understanding of the interaction between physical and human processes.
- Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.
- Deepen an understanding of the interaction between physical and human processes.

#### **Skills and enquiry**

##### **Maps and atlas work**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- 8 point of a compass
- Use 4 & 6 point grid ref ord surv maps
- Symbols and keys

##### **Field work and investigation**

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use a range of methods including sketch maps, plans and graphs, and digital technologies



- Use fieldwork to observe, measure, record and present the human and physical features in the local area.

## RE learning points

### Knowledge, skills and understanding

#### Learning about religion

##### 1. Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

#### Learning from religion

##### 2. Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

#### Wonder

##### 3. Pupils have the opportunity to develop appreciation and wonder.

#### Breadth of study

##### Religions and beliefs

###### Christianity

- at least one other principal religion
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

##### Themes

- believing: what people believe about God, humanity and the natural world
- story: how and why some stories are sacred and important in religion
- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious meaning
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- belonging: where and how people belong and why belonging is important
- myself: who I am and my uniqueness as a person in a family and community

##### Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences

Glossary of terms for each subject are save on Staff drive-Humanities -Glossary of terms