



Subject: Humanities

Year 8

Overview

Y8 History has been sequenced to allow students to understand diverse British and global studies. Pupils will work with a range of conceptual skills developed in year 7 including causation, source work and change and continuity in a broader sense.

The Geography curriculum provides pupils with a knowledge of diverse places, people, resources, and natural and human environments. It enables pupils to develop a deep understanding of the Earth's physical and human processes allowing students to celebrate the opportunities and understand the challenges of a range of places.

Autumn

Autumn Term - Geography

China

- To learn basic facts about a country.
- To investigate the similarities and differences between China and the UK.
- To learn about development over time.
- To learn about the physical and human geography of China.
- To use climate graphs to compare different regions.
- To investigate cause and consequence.
- To learn about the environmental issues affecting China.

Coasts

- To explain what a coast is using key vocabulary.
- To understand how waves form and how they vary.
- To identify key topographical features within UK regions.
- To examine the physical processes affecting coastlines.
- To identify the features and processes of the coast.
- To describe key aspects of human geography, such as types of settlement or land use.
- To explore a coastline as a case study example of managing a vulnerable coastline.

Autumn Term - History

Religious Conflict

- To identify the different types of historical evidence.
- To evaluate the usefulness of different types of evidence.
- To evaluate picture sources.
- To examine the causes and some of the consequences of the break with Rome.
- To recognise similarities and differences between beliefs.
- Identify the reasons behind the dissolution of the monasteries.
- To evaluate evidence and use it to support a judgement.

Parliament

- To compare and contrast the power of the monarchy and parliament.
- To explore short and long term causes of events.
- To evaluate responsibility of the outbreak of war.
- To extend their chronological knowledge and understanding by developing and sense of period.
- To analyse different interpretations of events.

Assessment:

All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment.

One task formally assessed over the course of the unit.

Spring Term - Geography**Water and Food**

- To use a variety of media to identify patterns and trends.
- To identify issues created by globalisations.
- To understand the impact of meat production.
- To understand the concept of food insecurity.
- To compare and contrast urban and rural populations.
- To use geographical tools to deepen understanding.
- To evaluate the impact of an issue.
- To examine case studies.

Tourism

- To understand the different forms that tourism can take and why tourism is so important
- To be familiar with the range of factors that have led to the rapid growth of the tourism industry.
- To draw and interpret data, maps and diagrams.
- To be able to describe growth.
- To look at the impact of tourism using case studies.

Spring Term -History**Voting**

- To construct a hypothesis as to why ordinary people wanted the vote.
- To explain the ideas in the American Declaration of Independence.
- Identify some of the causes of the French Revolution and make links with other protests.
- To explain how living and working conditions led to a growing demand for change.
- To evaluate whether factors helped or hindered the demand for change.
- To identify the aims and evaluate the achievements of the Chartists.
- Identify the different methods used by women to get the vote.
- To evaluate historical sources and their usefulness.

Slavery

- To investigate the West African culture from images and text.
- To identify the economic reasons behind the slave trade.
- To explain how people justified their involvement in the slave trade.
- To evaluate different interpretations of historical events.
- Assess the impact of resistance on changing attitudes towards slavery.
- To evaluate the impact of the Transatlantic Slave Trade on the development of the countries involved.

Assessment:

All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment.

One task formally assessed over the course of the unit.

Summer Term - Geography**Crime**

- To justify the seriousness of different types of crime
- To consider the consequences of crime on people's lives, communities and local services
- Identify reasons why people commit crime
- Identify the economic consequences of crime
- Analyse situations that can facilitate the occurrence of crime
- Know of and distinguish between the different categories of crime
- Provide reasons why crime is not always reported to the police
- to investigate case study countries for occurrences of crime
- to consider the human and physical geographical factors and impacts of crime
- Give reasons why some areas are more prone to crime than others
- To recognise the differences between the number of crimes and the crime rate
- Analyse and draw conclusions from crime statistics

Weather and Climate

- To distinguish the difference between weather and climate
- To explain how the weathers affects us.
- To demonstrate an understanding of how weather can be measured.
- To identify factors that affect the regional climate in the UK and in Europe.
- To explore the causes and consequences of global warming.
- To consider the impact of rainfall and the human and physical causes of river flooding using case studies.
- To explore the causes of hurricanes and wildfires and their effect on the natural and human environment

Summer Term - History**Empires**

- To recognise why there are difference interpretations of the British Empire.
- To evaluate the importance of India to the British Empire.
- To investigate an aspect of the British Empire to produce and interpretation of the British Empire.
- Identify the motives for building the British Empire.
- To identify the impact of the empire on Britain.
- To identify the impact of European interest on Africa in the 19th century.

Assessment:

All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment.

One task formally assessed over the course of the unit.

Homework:

- For geography and history one piece of homework is set every half term. The type of homework will vary depending on the topic being studied but will be a longer piece to complete. The homework set will require a mix of research (on the web on library based), writing and creativity.