



Subject: Humanities

Year 7

Overview

In Geography: links made to KS2 Geography expectations and the mastery of those skills, while embedding KS3 skills:

- locational knowledge
- place knowledge
- human and physical geography.

In History: links made to KS2 history expectations to ensure the acquisition of mastery, while embedding KS3 skills:

- chronological understanding
- vocabulary
- questioning
- knowledge

Autumn

Autumn Term - Geography

The World

- To be able to explain the scientific belief of how the Earth began.
- To examine how earthquakes and volcanoes are created.
- To be able to describe the structure of a volcano and how they form.
- To examine the impact of a volcanic eruption.
- To develop an understanding of what an earthquake is and what causes an earthquake to happen.
- To learn how earthquakes are recorded.
- To examine how an LEDC is affected by a natural disaster.
- To evaluate the understanding of tsunamis and natural disasters.

Autumn Term - History

Who held power in Britain pre-1066?

- To develop a greater knowledge of the site factors that early settlers looked for.
- To identify who held power in Iron Age Britain.
- To identify key reasons why the Romans wanted to invade Britain.
- To identify who held power in Roman Britain.
- To evaluate how reliable source evidence can be.
- To select and combine information from different sources.
- To recognise the power of monarchs before 1066

The Norman Conquest and the Monarchy.

- To examine alternative types of source evidence.
- To consider the effects of events.
- To be able to identify and describe key events.
- To give details on cause and consequence and begin to suggest links between them.
- To evaluate primary sources and their usefulness.

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	Spring Term - Geography Development • Case studies of different countries and comparisons. • To define development and how it varies. • To research different development indicators. • To describe what is meant by rich and poor. • To compare types of crime in developed and developing countries. • To recognise condition in favelas. • To compare and contrast slums within different countries. • To interpret evidence for improving conditions in slums. Spring Term – History <u>Significant Protests</u> • To identify the role of the medieval monarch. • To recognise how Henry II controlled his Kingdom. • To identify reasons for significant events. • To consider the reliability of evidence and why it does not always tell the truth. • To define the meaning of significance and set criteria for the study of the protests against the monarchy. • To evaluate source evidence. • To recall short and long term causes of events. • To consider different interpretations of historical 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.
Summer	Summer 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 Summer Term - History <u>Everyday life during the medieval period.</u> • To recognise the hierarchy of a medieval village. • To identify positive and negative factors affecting a peasant's life. • Identify the advantages and disadvantages. • Research systems of law and order. • To recognise why religion was so important to medieval people. • To evaluate the effectiveness of medieval doctors using the Black Death. • To consider the significance of inventions. • To identify change and continuity within the medieval period <u>Conflict during the medieval period.</u> • Identify different conflicts during the medieval period. • Identify the different groups involved in Crusades. • Evaluate the evidence showing the relationships between Christians and Muslims during the Middle Ages. • To recognise how the Crusades effected Europe. • To identify the origins and outcomes of the Wars of the Roses.	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.		