

SUBJECT:	HUMANITIES	YEAR GROUP:	7
PURPOSE OF STUDY			
<p>Geography: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>History: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>			
THE NATIONAL CURRICULUM FOR HUMANITIES AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>Geography: The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) 		<p>Maths: Interpreting tables, graphs and statistical data; Using the mean to measure weather.</p> <p>IT: Researching; Using IT packages and technology to create work.</p> <p>English: Creating non-fiction writing; Speaking and listening through discussion, debate and presenting; Writing essay style responses.</p> <p>Science: Exploring weather, condensation, evaporation; Rocks and rivers.</p>	

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History: The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

TOPICS COVERED:

- Norman England and Medieval Kings
- Henry VII and The Black Death
- Africa, trade and globalisation
- Russia and climate
- Rivers and rock types

INTENT OF SUBJECT:

The Humanities curriculum aims to equip pupils with the skills needed to further study Geography and History at KS4 as well as allowing them to explore the History and Geography of England, Britain, and the world. They do this through the study of significant historical events in England as well as exploring different eras of Britain, what the impact of these moments in history had on society and how that has influenced the current society. Throughout the second half of the academic year the study focuses more on geographical skills and content and pupils will explore physical and human geography, the effects these have around the world and how natural occurrences, such as climate, rivers and flooding, have an impact on different areas of the world. Ultimately, pupils will gain a greater understanding of the history and geography of the world and the skills needed to fully understand these topics.

SKILLS OVERVIEW BY HALF TERM:
AUTUMN ONE

- Make chronological comparisons
- Understand differences
- Retrieve relevant information from a range of sources
- Describe historical events
- Summarise key facts
- Explain impact of historical events

AUTUMN TWO

- Summarise key facts
- Explain the impact of historical events
- Evaluate the impact of historical events
- Retrieve relevant information from a range of sources and apply to a description of events
- Explain key events in chronological order
- Create an argument for or against based on source materials

SPRING ONE

- Know and analyse the impact of historical events
- Describe historical events and compare to modern day events
- Analyse the significance of historical events
- Understand chronology of key organisations
- Retrieve key facts from sources
- Participate in discussion based on understanding of a topic

SPRING TWO

- Understand geographical terminology
- Understand key world agreements and their impact
- Explain the impact of physical geography
- Retrieve key facts about geographical topics
- Apply key fact knowledge to different areas of the world
- Explain how countries can be supported in relation to human geography
- Compare the differences between areas of the world and within countries.

SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Describe geographical terminology • Understand a variety of measuring tools related to geography • Explain differences between parts of the world • Interpret data • Retrieve key facts from a variety of sources • Apply knowledge of geographical make up to cities • Explain the different purposes of cities 	<ul style="list-style-type: none"> • Communicate changes causes by physical and human geography • Identify key information about geographical features • Explain the effects of physical geography • Explain why natural disasters occur • Explain geographical processes • Explore geographical differences • Describe geographical differences