

Humanities Curriculum Overview 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 7					
Y7 Hist/Geog	What makes Britain beautiful?	What can we learn about our local landscape? Visit: Cheddar Gorge	Why do we describe religion in the Tudor period as a rollercoaster? Visit: Wells Cathedral	How did people's lives change during the Industrial Revolution?	What makes India so Incredible?
Substantive Knowledge (Key Concepts)	Locational Knowledge: Counties and cities of the UK; human and physical characteristics of a region; Key topographical features of the area. Physical Geog: Understanding of physical features of the UK e.g. Climate zones, Rivers and Mountains. Human Geog: Population of the UK, impact of migration. Geographical enquiry: Key geographical skills (Map skills)	Locational knowledge: Regionality – Mendips Physical Geography: Gorge and Cave formation (RGS); Erosion and weathering, Human Geog: Distribution, Extraction and production of natural resources Sustainability and environmental impact of quarrying.	Chronology: Chronology and conditions of the Tudor dynasty. Understanding the changes after 1066 and how the nature of power had changed for the Monarch, the Church and the people. Change and Continuity: Protestant and Catholic comparisons; how religious policy changed under each Tudor Monarch and why. Cause and Consequence: Cause and consequence of religious change; impact of persecutions – Protestant in England and France (Huguenots) Significance: Break with Rome; Elizabeth I Religious settlement	Chronology: Understanding how people lives changed in the period between the Tudors and modern day learning about the war. Change and Continuity: Recognising the similarities and differences between the way that people lived in 1750 – 1900. Cause and consequence: Rural-to-urban migration; The changing nature of work (reform); impact of Cholera on ordinary people. Significance: Significance of invention and technological development.	Locational Knowledge: Asia as a continent. Knowledge about India; key cities and physical features. Physical Geog: Earth's tectonic structure and movement; Earthquakes and Tsunami processes on the 'Ring of Fire'. Depth study: Boxing Day Tsunami and 2001 Indian earthquake. Human Geog: Understanding of social, political and economic, development
Disciplinary Knowledge	GA03: Geography Skills: Using atlases, globes, 8 points of the compasses, 4 figure grid references, map symbols, OS Maps. GA04: Fieldwork: Observe human and physical features (sketch maps of local area); Measure and record weather data for local area. GA02: Processes: Human impact of economic migration on the UK.	GA02: Physical processes: Investigation into the formation of Cheddar Gorge. Human impact of quarrying on the local area; environmental impact of sustainability. GA03: Geography Skills: Using maps to identify places of interest in the local area. GA04: Fieldwork: Enquiry question looking into the effect of weathering; Cheddar Gorge Fieldwork opportunity.	HA01 Chronology: Understanding the gap between the Battle of Hastings and the introduction of the Tudor dynasty. Recognising the change that had occurred in the power of the Church, the Monarch and the people. HA02 Change and Continuity: Recognising the religious change that occurs over the Tudor dynasty and the impact that this has n different areas of society. HA02 Cause and Consequence: Why was Richard Whiting killed?; Did Bloody Mary deserve her title?. HA04 Interpretations: Looking at historical evidence to consider why Richard Whiting was killed.	HA01 Chronology: Change: Similarities / Differences:	GA01 Locational knowledge: Understanding of location of Asia. GA02 Physical processes: Investigation into tectonic plates and how earthquakes / Tsunamis happen.
NC Links	Locational Knowledge: Geographical regions of the UK; Place Knowledge: Geographical similarities and differences; Human and Physical Geog: Rivers and mountains; Geog skills and fieldwork: Map skills and fieldwork to observe and measure.				

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Sequencing	Spiral of Learning links: Y5 Biomes (Geog), Y8 Rocks (Sci), KS2 Map skills (Geog), GCSE Our World (Geog) British Values: Individual Liberty, Rule of Law Additional Opportunities: Hinkley Point B TBC	Spiral of learning: Y6 American west (geog); GCSE Physical Environments of the UK (Geog), GCSE the challenges of managing natural resources Additional Opportunities: Cheddar Gorge (rocks and Geography) British Values: Individual Liberty, Rule of Law	Spiral of Learning links: Y5 Christian symbols, festivals and beliefs (RE), Y7 Government (Citz); GCSE: Elizabethan England; (Hist) Additional Opportunities: Wells Cathedral/Glastonbury Abbey British Values: <i>Individual liberty</i> , Mutual respect and tolerance of faith and belief	Spiral of learning links: Y5 Victorians (Hist); Y8 Suffragettes (Hist), GCSE Whitechapel study (Hist), Additional Opportunities: British Values: <i>Individual Liberty</i>	Spiral of Learning links: Y6 The Great Plains (volcano), Y6 Himalayas (mountain formation); GCSE The Challenge of Natural Hazards (Geog), GCSE Urban Issues and Challenges Additional Opportunities British Values: Individual Liberty
Y7 RPE	Religion and the Natural World		History and Belief of Christianity		History and Belief of Buddhism
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Big 6 World Religions - Creation and Evolution - Nature is sacred for Jews, Muslims, Hindus and Indigenous People		REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Early Christian Church and reform - Christianity as a diverse religion - Christianity in modern Britain and around the world		REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Origins, beliefs and practices - How Buddhists apply the teaching in their daily lives - The importance of the Sangha - Buddhist leadership
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. Respond to questions of religious belief to make an overall judgement or conclusion.		REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence of argument and/or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. Respond to questions of religious belief to make an overall judgement or conclusion.		REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence of argument and/or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. Respond to questions of religious belief to make an overall judgement or conclusion.
Sequencing	Spiral of Learning links: Y5 Biomes (Geog), Y5 Learning about Islam (RE); Y7 Natural Resources (Geog), GSCE Systematic Study of Christianity/Judaism Additional Opportunities: British Values: Rule of Law, Mutual respect and tolerance of faith and belief		Spiral of learning: KS2 Christian beliefs God (RE), Religion, Equality and Justice – Equality and Civil rights (Y8 RE), Additional Opportunities: British Values: Mutual respect and tolerance of faith and belief		Spiral of learning Links: Y7 India (Geog), Y8 Religion, Peace and Conflict – non-religious world views (PRE), Whole school mental and Emotional Health (SMSC) Additional Opportunities: Visits to Bristol Buddhist Centre Values: Individual liberty, Mutual respect and tolerance of faith and belief
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.				
Y7 cross curricular links	SC: Biomes/ photosynthesis ViA: Inspirational leaders		DR ‘Our day out’ – immigration/Windrush/Liverpool as industrialised city (IR) EN: Non-fiction		SC: hums to introduce rocks/geology which will be studied in Y8 Sci in depth DR: The story of the Chinaman – Tsunami physical theatre EN: Poetry ‘The Blessing’

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Year 8						
Y8 Hist/Geog	What lay behind the horrors of the slave trade? Visit: Virtual M-Shed (Bristol legacy)	What are the opportunities and challenges for Africa?	How does Globalisation impact our world?	What was it like to be a soldier of the First World War? Text: The Trenches: Billy Stevens story Visit: Bovington Tank Museum Visit: WWI Battlefields residential	How and Why did women get the votes in 1918?	TBC
Substantive Knowledge (Key Concepts)	Regionality - Bristol - Chronology of historical slavery - Africa before slavery – Ancient Kingdom of Benin - Features, causes, consequence and significance of the Trans-Atlantic slave trade and its abolition - Investigation of local/national current issues links to historical slavery	- Human and physical features of Africa - Social, political and economic development - Causes and consequences of poverty and inequity of wealth and resources (Single Story)	Regionality - Somerset - Types of agriculture - Representing data – survey of local families (newsletter) - Case study – Somerset Floods 2013/14 - How is globalisation changing the countryside (RGS) - Changing rural landscape (solar farming) - Rural to urban migration	- Changing role of women and their fight to suffrage in late-Victorian Britain - Causes and features of warfare during the First World War - Social and political change and/or continuity arising from First World War		
Disciplinary Knowledge	•	•	•	•		
NC Links	•	•	•	•		
Sequencing	Spiral of Learning links: Y8 Opportunities and Challenges facing Africa (Geog); GCSE Crime and Punishment, Additional Opportunities: MShed webinar British Values: Individual Liberty, Rule of Law, Democracy	Spiral of Learning links: Y5 Biomes (Geog); Y8 Slavery through time (Hist); GCSE The Changing Economic World Additional Opportunities: British Values: Individual liberty, Mutual respect and tolerance of faith and belief	Spiral of Learning links: Y8 Climate Change (Geog) GCSE the living world (Geog) Additional Opportunities: FE education provider opportunity - BTC British Values: Individual liberty	Spiral of Learning links: Y8 Poetry (Eng), (Y8) Religion, peace and Conflict (RE); GCSE Weimar and Nazi Germany (Hist) Additional Opportunities: Battlefields Trip, Bovington tank Museum, MShed Virtual Webinar – Colston and the Transatlantic in Enslaved Africans; CWGC visits – Simon Bendry British Values: Individual Liberty, Rule of Law, Democracy		
Y8 RPE	Religion, Equality and Justice		Jesus and Jerusalem		Religion, Conflict and Peace	
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Examples of discrimination and prejudice in the UK and the law (gender, racism, sexuality and poverty) - Abrahamic religious teachings about justice and equality		REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Chronology of events of Easter week & Ascension - The literal implied meaning of Bible scripture – Old and new Testaments - Jerusalem is a special place for many religions – historically and today		REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Justification for and against war – Just War Theory vs Pacifism - Religious and non-religious world view about conflict and war - Extremism and the ‘Peace-makers’ - Case study Winston Churchill – Darkest Hour	
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies.		REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies.		REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies.	

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	- Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.	- Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.	- Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.		
Sequencing	Spiral of Learning links: Y5 Learning about Islam, Y8 Rights and Freedom (Citz), Y8 Jesus in Jerusalem; GCSE Religious, Philosophical and Ethical Studies in the Modern World (RE); Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Geog), Y8 Jesus and Jerusalem; Y8 Celebrating Difference (PSHE) Additional Opportunities: trip to Parliament British Values: Democracy, Individual liberty	Spiral of Learning links: Y6 the life and teaching of Jesus (RE); Y8 Religion, Justice and Equality (RE) Additional Opportunities: British Values: Mutual respect and tolerance of faith and belief, Democracy British Values: Rule of Law, Mutual respect and tolerance of faith and belief	Spiral of Learning links: Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Hist), Y8 Jesus and Jerusalem (RE), GCSE Religious, Philosophical and Ethical Studies in the Modern World British Values: Rule of Law, Individual liberty
Y8 cross curricular links	DR: Rosa Parks, Aretha Franklin, Sam Cooke EN: pre-teaching WWI through poetry EN: Romeo & Juliet – themes of inequality and class	MA: Statistics and measurement – graphs/analysis	MA: Statistics and measurement – graphs/analysis