

Secondary Curriculum Plan 2021-2022

Subject: Humanities

Plan completed by: Rob Arnold, Laura Lee, James Birch and Joanne Blackwood



**Year 7**

		<b>Autumn Term 2021</b>		<b>Spring Term 2022</b>		<b>Summer Term 2022</b>	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Newts</b>	7	Knowledge, Skills and Understanding Map skills Using a grid reference Debating skills How to use the Internet for research Consolidation of prior learning	Knowledge, Skills and Understanding Comparing life now to then Similarities and differences from now and then Understanding the hierarchy system Consolidation of prior learning	Knowledge, Skills and Understanding Weather patterns Cause and effect Distinguishing fact from opinion Distinguishing truth from myth Consolidation of prior learning	Knowledge, Skills and Understanding Cause and effect Differences in medical science then and now Emergency protocols Consolidation of prior learning	Knowledge, Skills and Understanding Understanding of civil war Cause and effect History of countries Awareness of environmental issues Awareness of how to make change Consolidation of prior learning	Knowledge, Skills and Understanding Cause and effect Research skills Environmental awareness Longshore drift Consolidation of prior learning
		Topic(s) Medieval Castles Castles around the world Features of a castle	Topic(s) Medieval life in Britain Life in a medieval village Medieval punishments	Topic(s) Extreme Weather Robin Hood (Myth and Legend)	Topic(s) Plague (Black Death) Earthquakes Volcanoes	Topic(s) War of the Roses Landmarks Plastic pollution Oil spills	Topic(s) Introduction to World War 2 Beaches and coastal erosion/defences
<b>Shrews</b>	7	Knowledge, Skills and Understanding Map skills Using a grid reference Debating skills How to use the Internet for research Consolidation of prior learning	Knowledge, Skills and Understanding Comparing life now to then Similarities and differences from now and then Understanding the hierarchy system Consolidation of prior learning	Knowledge, Skills and Understanding Weather patterns Cause and effect Distinguishing fact from opinion Distinguishing truth from myth Consolidation of prior learning	Knowledge, Skills and Understanding Cause and effect Differences in medical science then and now Emergency protocols Consolidation of prior learning	Knowledge, Skills and Understanding Understanding of civil war Cause and effect History of countries Awareness of environmental issues Awareness of how to make change Consolidation of prior learning	Knowledge, Skills and Understanding Cause and effect Research skills Environmental awareness Longshore drift Consolidation of prior learning
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**Year 8**

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	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Voies</b>	<b>8</b>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Map skills and interpretation</li> <li>Debate skills</li> <li>knowledge of environmental issues</li> <li>Atlas skills</li> <li>Using grid references.</li> <li>Express your ideas both orally and in written form</li> <li>develop contextual knowledge of the location of globally significant places</li> <li>4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Locate continents of world on a map.</li> <li>Locate oceans of the world on a map.</li> <li>Use North, South, East, West when looking at a map.</li> <li>Extreme climates</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Analyse issues and events</li> <li>Base conclusions on research and generate further ideas</li> <li>interpret maps, diagrams, photographs and satellite images</li> <li>knowledge of environmental issues</li> <li>Express your ideas both orally and in written form</li> <li>Analysis of data</li> <li>Recognise geographical features on aerial photographs.</li> <li>Atlas skills</li> <li>Locate lines of latitude and longitude on a map</li> <li>understand geographical similarities and differences</li> <li>identify the position and significance of time zones</li> <li>use key locational and positional vocabulary</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Research</li> <li>recognise bias</li> <li>construct an argument</li> <li>evaluating evidence</li> <li>investigating sources</li> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Understand how different types of sources are used rigorously to make historical claims</li> <li>Develop debating and discussion skills.</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Develop debating and discussion skills.</li> <li>Develop an understanding of using sources and examples to back up arguments.</li> <li>State strengths and areas for development for themselves and others.</li> <li>Forming an effective argument.</li> <li>Evaluate the views of others effectively.</li> <li>Read historical sources and make solid inferences from them using higher order thinking skills.</li> <li>Know and sequence key events of time studied</li> <li>evaluating evidence</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Use relevant terms and period labels</li> <li>Know and sequence key events of time studied</li> <li>Make comparisons between different times in the past</li> <li>Forming an effective argument.</li> <li>Develop debating and discussion skills.</li> <li>evaluating evidence</li> <li>gain historical perspective by placing their growing knowledge into different contexts</li> </ul>	Knowledge, Skills and Understanding <ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Make comparisons between different times in the past</li> <li>Forming an effective argument.</li> <li>Develop debating and discussion skills.</li> <li>evaluating evidence</li> <li>gain historical perspective by placing their growing knowledge into different contexts</li> </ul>
		Topic(s) Exploring the Earth <ul style="list-style-type: none"> <li>The Geography of the UK through to worldwide issues.</li> </ul>	Topic(s) Exploring the Earth <ul style="list-style-type: none"> <li>The Geography of the UK through to worldwide issues.</li> </ul>	Topic(s) The development of Church, state and society in Medieval Britain 1066-1509	Topic(s) The development of Church, state and society in Britain 1509-1745	Topic(s) Ideas, political power, industry and empire: Britain, 1745-1901	Topic(s) Challenges for Britain, Europe and the wider world 1901 to the present day



**Year 8**

<b>Hedgehogs</b>	8	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: power, conflict (foreign), trade, religion</b>  <b>Skills: picture sources, written sources and reliability, analysis of causes and consequences, interpretation, change and continuity</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: transport, social conditions, rural/urban shift, power, medicine, crime</b>  <b>Skills: picture sources inferences, written sources – reliability/provenance/motivation, similarity and contrast, short term/long term</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions, crime</b>  <b>Skills: investigative ability – historical enquiry, source analysis – reliability, relevance,</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions, empire, trade, migration</b>  <b>Skills: source analysis – reliability, relevance, motivation, consequences, change and continuity, short and long term,</b>  <b>Concepts: cultural, economic, political</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Scale, space, place, cultural understanding and diversity, Environmental interaction and sustainable development, physical and human processes, interdependence</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Scale, space, place, cultural understanding and diversity, Environmental interaction and sustainable development, physical and human processes, interdependence</b></p>
		<p>Topic(s)</p> <p><b>Tudors – Early Modern History:</b> Henry V111 and the Reformation, Bloody Mary?, Elizabeth, James 1, Guy Fawkes, Charles 1, Great Fire of London</p>	<p>Topic(s)</p> <p><b>Stuarts – Early Modern History:</b> transport changes, population boom, factories, inventions, working conditions, living conditions, disease, workhouses, child workers, Empire, Suffragettes, Transportation</p>	<p>Topic(s)</p> <p><b>19<sup>th</sup> Century Urban London – Jack the Ripper Depth Study/ Investigation:</b> Whitechapel life/conditions, victims, suspects, ‘Solution’</p>	<p>Topic(s)</p> <p><b>Legacy of Empire:</b> Native Americans, Indian Sub-continent, Australia and New Zealand, Africa, Hong Kong, the Caribbean Islands, Ireland, South Atlantic (including the Falklands), South Africa, USA social history of Southern States</p>	<p>Topic(s)</p> <p><b>Geography Climate Change:</b> rainforests, species, oceans, weather changes, fossil fuels and green energy</p>	<p>Topic(s)</p> <p><b>Geography Climate Change cont.:</b> Rocks: different types of rock/mineral, fossils, Wren’s Nest fossil hunting trip</p>



**Year 9**

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	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Stoats</b>	9	Knowledge, Skills and Understanding  <b>Knowledge: social conditions, empire, trade, migration</b> <b>Skills: source analysis – motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	Knowledge, Skills and Understanding  <b>Knowledge: social conditions, empire, trade, migration</b> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military Local/regional/ international</b>	Knowledge, Skills and Understanding  <b>Knowledge: social conditions, empire, trade, migration</b> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military Local/regional/ international</b>	Knowledge, Skills and Understanding  <b>Knowledge: social conditions in USA/UK, cultural, religious, migration, crime and consequence</b> <b>Skills: evaluation and reasoning, causes and consequences, long term and short term</b>	Knowledge, Skills and Understanding  <b>Environmental interaction and sustainable development, physical and human processes, interdependence</b>	Knowledge, Skills and Understanding  <b>Environmental interaction and sustainable development, physical and human processes, interdependence</b>
		Topic(s)  <b>WW1:</b> Causes, Sarajevo, weapons, trenches, trench life, medical conditions, Christmas truce, Top Trumps Weapons, Versailles	Topic(s)  <b>WW2:</b> Hitler’s life/ personality, 1930s Germany, September 1939, Battle of Britain, Dunkirk, life in the war, weapons, planes, Pearl Harbor, Holocaust	Topic(s)  <b>WW2:</b> D-Day, Japan – inc. Hiroshima, End of War, Nuremburg, Europe/Asia 1945-50, Start of the Cold War, Korea, Vietnam	Topic(s)  <b>Guns: USA:</b> Social Conditions of today, History of social conditions, Plantations and slavery, Why BLM, Immigration, History of why guns (2 <sup>nd</sup> Amendment), Death Penalty	Topic(s)  <b>Factory Farming:</b> chickens, pigs, beef, eggs, milk, slaughtering, pesticides and their effects, GM foods, Nitrates in rivers	Topic(s)  <b>Geography Maps and Map Reading:</b> OS maps, Atlas/blank map work –physical and political, Drawing a map of the classroom/school/ home etc.



<b>Otters</b>	9	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions, empire, trade, migration</b>  <b>Skills: source analysis – motivation, causes and consequences, change and continuity, short and long term,</b>  <b>Concepts: cultural, economic, political, military</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions, empire, trade, migration</b>  <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term,</b>  <b>Concepts: cultural, economic, political, military</b>  <b>Local/regional/ international</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions, empire, trade, migration</b>  <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term,</b>  <b>Concepts: cultural, economic, political, military</b>  <b>Local/regional/ international</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Knowledge: social conditions in USA/UK, cultural, religious, migration, crime and consequence</b>  <b>Skills: evaluation and reasoning, causes and consequences, long term and short term</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Environmental interaction and sustainable development, physical and human processes, interdependence</b></p>	<p>Knowledge, Skills and Understanding</p> <p><b>Environmental interaction and sustainable development, physical and human processes, interdependence</b></p>
		<p>Topic(s)</p> <p><b>WW1:</b>  Causes,  Sarajevo,  weapons,  trenches,  trench life,  medical conditions,  Christmas truce,  Top Trumps  Weapons,  Versailles</p>	<p>Topic(s)</p> <p><b>WW2:</b>  Hitler’s life/  personality,  1930s Germany,  September 1939,  Battle of Britain,  Dunkirk,  life in the war,  weapons,  planes,  Pearl Harbor,  Holocaust</p>	<p>Topic(s)</p> <p><b>WW2:</b>  D-Day,  Japan – inc.  Hiroshima  End of War,  Nuremburg,  Europe/Asia  1945-50,  Start of the Cold War,  Korea,  Vietnam</p>	<p>Topic(s)</p> <p><b>Guns: USA:</b>  Social Conditions of today, History of social conditions,  Plantations and slavery,  Why BLM,  Immigration,  History of why guns (2<sup>nd</sup> Amendment),  Death Penalty</p>	<p>Topic(s)</p> <p><b>Factory Farming:</b>  chickens,  pigs,  beef,  eggs,  milk,  slaughtering,  pesticides and their effects,  GM foods, Nitrates in rivers</p>	<p>Topic(s)</p> <p><b>Geography Maps and Map Reading:</b>  OS maps,  Atlas/blank map work –physical and political,  Drawing a map of the classroom/school/ home etc.</p>



**Year 10**

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Personal Qualification</b>	10	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military, exam question skills</b>
		<small>Topic(s)</small> <b>Henry V111 and his Ministers: EDEXCEL SoW</b>	<small>Topic(s)</small> <b>Henry V111 and his Ministers: EDEXCEL SoW</b>	<small>Topic(s)</small> <b>Medieval Warfare and Britain – 1250 onwards: EDEXCEL SoW</b>	<small>Topic(s)</small> <b>Medieval Warfare and Britain – 1250 onwards: EDEXCEL SoW</b>	<small>Topic(s)</small> <b>Medieval Warfare and Britain – 1250 onwards: EDEXCEL SoW</b>	<small>Topic(s)</small> <b>Medieval Warfare and Britain – Henry V111 revision and exam skills EDEXCEL SoW</b>



**Year 11**

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11 Personal Qualification</b>	11	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military</b>	<small>Knowledge, Skills and Understanding</small> <b>Skills: source analysis – reliability, motivation, causes and consequences, change and continuity, short and long term, Concepts: cultural, economic, political, military, exam question skills</b>	<small>Knowledge, Skills and Understanding</small>
		<small>Topic(s)</small> <b>Weimar and Nazi Germany: EDEXCEL Unit SoW Versailles to 1933, Weimar Germany</b>	<small>Topic(s)</small> <b>Weimar and Nazi Germany: EDEXCEL Unit SoW 1933-1939 Nazi Germany</b>	<small>Topic(s)</small> <b>Cold War: EDEXCEL Unit - SoW 1945 – Cuban Missile Crisis</b>	<small>Topic(s)</small> <b>Cold War: EDEXCEL Unit - SoW Cuban Missile Crisis - 1980</b>	<small>Topic(s)</small> <b>Revision and Exam Practise Henry V111, History of Warfare, Weimar and Nazi Germany, Cold War</b>	<small>Topic(s)</small>