

Long Term Plan Humanities

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p>Geography</p> <p>Explore and map the world</p>	<p>History</p> <p>How William kept control of England</p>	<p>History</p> <p>Medieval Life</p>	<p>Geography</p> <p>Is Earth running out of natural resources?</p>	<p>History</p> <p>The Tudors (Religious Roller coaster)</p>	<p>Geography</p> <p>Africa</p>
Skills, Knowledge and Learning	<p>Pupils will build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field.</p> <p>Pupils will develop their knowledge of the United Kingdom and be able to identify the different countries that make up the UK on a map.</p> <p>Pupils will develop their knowledge of the world to identify major world cities, especially through their physical geography.</p> <p>Pupils will achieve this through: map reading sessions, visual aids, globes, compasses (field work), and group work.</p>	<p>Pupils will develop an understanding of the Anglo-Saxons.</p> <p>Pupils will learn about the Norman conquest including key individuals and the events of the war. This will provide pupils with the key context that surrounds William the Conqueror.</p> <p>Pupils will then have the focus of the second order concept continuity and change to discuss how William the Conqueror was able to maintain power throughout England. (castles, feudal system...)</p> <p>Pupils will gain this knowledge through a number of discussions, chronological tasks, role work.</p>	<p>Pupils will be able to describe the culture in towns and villages during the Middle Ages, particularly jobs and industry (aiding in the progression of key terms such as 'Peasant' 'Villein')</p> <p>Pupils will also be able to delve into social and economic problems that were faced during the medieval period such as the Black Death and Peasants revolt. Pupils will be able to explore these events and identify the consequences that occurred because of them with a focus on the second order concept significance.</p> <p>Pupils will complete this by using diagrams, visuals/written sources, narrative tasks.</p>	<p>Pupils will be exploring the range of natural resource that we use in order to function as the society we are today. Pupils will be engaged with key enquiry questions such as 'How do we use our planet as a natural resource?' and 'How can we use natural resources sustainably?'</p> <p>Pupils will be given the resources to develop their knowledge to answer these questions. In addition, pupils will learn about biosphere and hydrosphere to use these specific terms within their context.</p> <p>Pupils will have visual aids, access to natural resources to come to solid conclusions.</p>	<p>Pupils will develop an understanding of the period known as the Tudors.</p> <p>Pupils will learn about how the Tudors rose to power (War of the Roses) and the chronology of the family tree. The focus of this module in line with the NC will be the reformation and counter-reformation to Elizabeth's settlements and disputes with Catholic countries.</p> <p>As a result, students will have a sound understanding of the of the changes within religion of England and the wider world (Martin Luther).</p> <p>Pupils will complete this through visual aids,</p>	<p>Pupils will develop their understanding of the continent of Africa; they will increase their knowledge of the different countries that make up the continent.</p> <p>Pupils will be able to describe the reasons population is different around the continent with knowledge of the four different biomes.</p> <p>Pupils will start to develop their understanding of the different maps that can be used to show population, climate, biomes and politics. Pupils will also start to read climate graphs and explain what they are showing.</p> <p>Key terms: landscape, challenges, opportunities,</p>

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	Key terms: Human geography, physical geography, continents, oceans, UK, cities, countries.	play, visual aids and independent research. Key terms: monarchy, succession, doomsday book, hierarchy, conquest, battle, loyalty.	Key terms: chronology, revolt, black death, taxes, towns, villages.	Key terms: biosphere, hydrosphere, raw materials, renewable and non-renewable, igneous/sedimentary and metamorphic rocks, weathering.	models, source analysis, debates, role play. Second order concept: Similarity and difference Key terms: Tudors, war, Catholic, Protestant, Puritan,	colonialism, developed, population.
NC/Qualification Objectives	<p>Pupils will extend their knowledge of their surrounding areas, looking at both human and physical geography.</p> <p>Pupils will build on their knowledge of maps, atlases and globes. As well as interpreting Ordnance Survey maps.</p> <p>Pupils will be able to communicate this information in a number of ways through maps and numerical skills.</p>	<p>Pupils will extend chronological knowledge of British history. The Norman conquest allows for an in-depth study of a significant event from history and the beginnings of developments of state and society. This topic will also serve to hit an aim of pupils understanding how key individuals have shaped the nation.</p>	<p>Pupils will be able to think critically about these events and use sources to help students realise the difficulties of society from history and be able to compare to present day.</p>	<p>Pupils will be able to gain the knowledge of a diverse number of resources that have been through the earths physical process. Furthermore, the pupils will have a secure understanding of how our landscape is shaped to provide the featured of the world and how they are ever-changing.</p>	<p>Pupils will be able to identify significant events, and judge perspectives surrounding the changes within religion. This will help to identify the relationships between different groups at this specific point in history.</p>	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa.</p>
Suggested reading texts.	<p>Prisoners of Geography: Our World Explained in 12 Simple Maps – Tim Marshall</p> <p>Geography of the World: The Essential Family Guide to Geography and Culture</p>	<p>1066: The Norman Conquest (new edition) (I Was There)- Jim Eldridge</p> <p>Stormin' Normans: 1 (Horrible Histories)- Terry Deary</p>	<p>Medieval Life- Eye witness project book (ages 8-12)</p> <p>The Peasants' Revolting Lives- Terry Deary</p>	<p>Food & Natural Resources- Diana Lindsey Reeves (ages 8-10)</p> <p>Natural Resources (Investigate Geography)- Louise Spilbury (this would be given in chunks to pupils).</p>	<p>Terrible Tudors- Terry Deary</p> <p>The Tudors: Kings, Queens, Scribes and Ferrets!- Marcia Williams</p>	<p>Africa is Not a Country- Mark Melnicove</p> <p>Africa, Amazing Africa: Country by Country- Atinuke</p>

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<p>Enrichment/ Experiences</p>	<p>Walks around the local area. This will take place around Reading</p> <p>Map reading around areas</p>	<p>Trip to Warwick Castle (motte and bailey castle)</p> <p>To immerse pupils in the past and to highlight how castles have changed over time.</p> <p>Both would allow pupils to be immersed and to have an understanding of the physical history we use to help our knowledge.</p> <p>Role play- Battle of Hastings</p>	<p>House through time</p>	<p>Trip recycling centre- looking at resources and how we can reuse what we waste. Potential link to help Eco Ambassador at Wenlock.</p> <p>Natural resources box- sensory feel.</p>	<p>Hampton Court. These were created around the Elizabethan era so a great opportunity to aid the 'Golden Era' study.</p>	
<p>Curriculum End Point / Goal</p>	<p>Pupils will develop their knowledge the UK and be able to identify the different countries making up the country. Pupils will be able to identify the UK on a map of the world.</p> <p>Pupils will identify the continents and seas of the world.</p>	<p>Pupils will have more of an understanding of the beginnings of monarchy lines and how society has evolved.</p> <p>Pupils will have a detailed understanding of the impact of William the Conqueror and how power was maintained during the medieval period.</p>	<p>Pupils will have more understanding of the Middle Ages and the influence it had on today's society. They will be more secure in knowing about the impact of The Black Death, and how the Revolt changed the way for future life in Britain.</p>	<p>Pupils will understand the different type of natural resources the earth produces, how we use them, why they are running out and finally what we are doing to find solutions.</p>	<p>Pupils will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, and national history, of a religious nature.</p>	<p>Pupils will understand the different countries that make up Africa, they will be able to identify the physical and human features of the continent. They will develop their map reading skills as well as be able to read different types of map depending on the task.</p> <p>Pupils will be able to develop their opinions on population, biomes and climate.</p>