

Long Term Plan Humanities

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	History The Stuarts	Geography Coasts	History (1750 -1900) Development of the British Empire and Slavery.	Geography India (Asia)	History (1858-1928) The industrial Revolution	Geography Can we ever know enough about earthquakes and volcanoes?
Skills, Knowledge and Learning	<p>Pupils will learn about the Stuarts, continuing on from the chronology from year 7.</p> <p>Pupils will look at the Renaissance period as a starter of study to set the historical context.</p> <p>Then, pupils will take a look at James I-Charles II succession discussing and debating events such as the Gunpowder plot, Civil War, Cromwell's leadership and eventually how Charles II was able to reclaim the throne.</p> <p>This will provide pupils with a deeper understanding of how British history can be uncovered and become historians by researching sources</p>	<p>Pupils will understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied. Be able with increasing independence to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with</p>	<p>Pupils will learn about the development of the British Empire and the factors leading to the establishment of an empire. They will develop an understanding of the role of Queen Victoria, and the impact of the British Raj in India. Their knowledge and understanding of how Britain changed will be developed. In inclusion with the Empire pupils will then take a look at the slave trade and how this was made possible, and why it happened.</p> <p>Key terms: Raj, East India company, Amritsar, trade, monopoly, Salt march, middle passage, triangular trade.</p>	<p>Pupils will be able to locate India on a map (link to Spring 1 work) and be able to ask their own geographical questions surrounding India.</p> <p>Pupils will develop their understanding of this country through learning about the changes in urbanisation, and the climate surrounding this area. As a result, pupils will be able to assess the positives and negatives surrounding this country and to be able to answer the enquiry question 'How is India being transformed?'</p> <p>.Key terms: Asia, monsoon, temperature, floods, deforestation.</p>	<p>Pupils will learn about how Britain changed during the Industrial revolution in terms of technology, society and economy. This will be uncovered through teaching topics such as the gangs, workhouses, suffragettes (women) and public health.</p> <p>Pupils will also have a chance to look at their local area and research how their area was involved during this time, in particular living conditions and public health in Dudley. This will focus on the second order concept similarity and difference.</p> <p>Pupils will complete diagrams, group projects, source evaluations,</p>	<p>Pupils will be able to develop their understanding of what a natural hazard and natural disaster are and be able to distinguish them.</p> <p>Pupils will be able to understand about tectonic plate movements, earthquake, volcano and mountain belts.</p> <p>Pupils will then be able to assess whether we can manage the risk of volcano and earthquakes and to what extent we really understand these phenomena.</p>

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	<p>and placing events in their correct chronology.</p> <p>Second order concept: <i>cause and consequence</i>, short and long term causes, causation, chronology.</p> <p>Key terms: Divine right, republic, parliament, constitution, Civil War, Puritan, Royalist, restoration, Glorious revolution, gunpowder plot.</p>	<p>different points of view about these.</p>			<p>Key terms: bill, suffrage, public health, sanitation, democracy, upper/middle/working class, philanthropist.</p>	
<p>NC/Qualification Objectives</p>	<p>To understand the methods of historical enquiry, and to be able to deploy the historical understanding of the term 'Parliament'</p> <p>Pupils will also be able to understand cause and consequence and how events shaped the path of history, especially within Britain.</p> <p>Pupils will be using historical evidence to discern why contrasting interpretations are made.</p>	<p>Contextual world knowledge of locations, places and geographical features.</p> <p>Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.</p> <p>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</p>	<p>Britain's changing landscape from the Iron Age to the present day. Leading an historical enquiry in relation to the Victorian Era.</p>	<p>Pupils will gain knowledge and understanding of India within a wider context. India will be the baseline for Pupils being able to expand their locational knowledge and to compare how India compares to their understanding of climates, physical/human characteristics. This can be settled through data that students can analyse and assess.</p>	<p>Pupils will learn about the challenges which Britain faced as well as how the wider world was impacted. In addition, pupils will understand the achievements of the time and to place their knowledge into local and national contexts.</p>	<p>This will inspire the pupil's curiosity about these natural environments. The pupils will understand more about physical geography and how this relates to the world around them.</p>

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<p>Suggested reading texts</p>	<p>Slimy Stuarts- Terry Deary</p> <p>Max and Katie's Stuart Adventure</p>	<p>Geography First: Coasts- Kay Barnham</p> <p>Horrible Geography- Cracking Coasts</p>	<p>The Barmy British Empire- Terry Deary</p> <p>The British Empire in 100 Facts- Jem Duducu</p>	<p>The Incredible History of India's Geography- Sanjeev Sanyal</p> <p>India (Info Buzz: Geography)- Izzie Howell</p>	<p>Vile Victorians- Terry Deary</p> <p>Industrial Revolution for Kids, The: The People and Technology That Changed the World- C Mullenbach</p>	<p>Volcano & Earthquake (DK Eyewitness)</p> <p>Look Inside Volcanoes and Earthquakes- Laura Cowen</p>
<p>Enrichment/ Experiences</p>		<p>Trip to the seaside- help to show wave movements and discussions based on long shore drift.</p>	<p>Bringing in spices/other trading items to visually show what the purpose of the Empire was.</p>		<p>Create the immersive experience of lives lived during the IR</p>	<p>Natural History Museum visit to help showcase the destruction of natural hazards can have.</p>
<p>Curriculum End Point / Goal</p>	<p>Pupils will have a more in depth understanding of the role of parliament within history and the chronological facts to individuals to enquire about events and come to conclusions about why these events occurred. Pupils will also be able to use evidence correctly and come to their own conclusions around significant events.</p>	<p>Pupils will describe physical characteristics of places and how physical processes can lead to similarities and differences.</p> <p>Understand how erosion, deposition and transportation create and change coastal landforms. Understand the importance of geology in shaping the coast. Understand how cliffs are weathered.</p> <p>Pupils will evaluate sources of geographical information to establish evidence for geographical writing. Understand the need for, and impact of, coastal management strategies.</p>	<p>Pupils will understand why the British wanted to have an Empire in India, what key changes happened and how India became independent.</p>	<p>Pupils will understand India and the different environments and landscapes within it.</p> <p>Pupils will be able to identify India on a map and outline its key physical features.</p>	<p>Pupils will be able to have a sound understanding of the changes that occurred during the Industrial revolution on a local and national level.</p>	<p>Pupils will be able to determine between a natural hazard and a natural disaster. In addition, pupils will be able to highlight how these happen and explain the process of volcanoes and earthquakes.</p>