

Long Term Plan Humanities

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	History The Stuarts	RE Ethics and Morality	History (1750 -1900) Development of the British Empire and Slavery.	Geography India (Asia)	Geography Can we ever know enough about earthquakes and volcanoes?	RE Religion and Society
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 explore moral dilemmas and ethical thinking from religious and secular perspectives.</p> <p>Pupils will learn about different ways to decide what's right or wrong (like thinking about consequences, rules, or being a good person)</p> <p>Pupils will understand how religious and non-religious people make moral decisions</p> <p>Pupils will talk about their own views and listen to others with respect</p> <p>This will help pupils to think about why people suffer and how beliefs help people cope</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 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>	<p>Pupils will learn how religion fits into modern life and how beliefs affect the world around us.</p> <p>Pupils will develop their understanding about how religious and non-religious people respond to issues like fairness and justice</p> <p>They will think about how faith can bring people together or be misunderstood</p> <p>Pupils will look at real-world examples of how people live out their beliefs and discuss how religion is shown in the media</p> <p>Pupils will reflect on how beliefs still matter in today's world</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>Pupils will practise giving their own opinion and backing it up with reasons</p>				
NC/Qualification Objectives	<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>Pupils will learn how beliefs and values shape people's choices</p> <p>Ask and explore big questions about life and right and wrong</p> <p>Share their ideas clearly and respectfully.</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>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>	<p>To understand how beliefs shape people and communities</p> <p>Pupils will talk about the impact of religion in today's society and share their thoughts.</p>

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Suggested reading texts	<p>Slimy Stuarts- Terry Deary</p> <p>Max and Katie's Stuart Adventure</p>	<p>"Sophie's World" by Jostein Gaarder (selected chapters on ethics)</p> <p>"The Island" by Armin Greder (illustrates moral dilemmas)</p> <p>Passages from sacred texts such as the Bible (Sermon on the Mount), Qur'an, and Dhammapada</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>Volcano & Earthquake (DK Eyewitness)</p> <p>Look Inside Volcanoes and Earthquakes- Laura Cowen</p>	<p>"Malala: My Story of Standing Up for Girls' Rights" by Malala Yousafzai</p> <p>Articles on environmental activism in religious communities</p> <p>Excerpts from religious social justice teachings (e.g., Pope Francis' Laudato S)</p>
Enrichment/ Experiences		<p>Visit from a speaker who works in ethics (e.g. charity or community leader)</p> <p>Class debate on a topical moral issue</p> <p>Philosophy for Children (P4C) enquiry sessions</p>	<p>Bringing in spices/other trading items to visually show what the purpose of the Empire was.</p>		<p>Natural History Museum visit to help showcase the destruction of natural hazards can have.</p>	<p>Virtual tour or in-person visit to a local place of worship</p> <p>Watch and discuss a documentary on religion and society (e.g., BBC "My Life, My Religion" series)</p> <p>Create a class mural showing how religion influences society</p>
Curriculum End Point / Goal	<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</p>	<p>Pupils will understand how different belief systems shape moral thinking, and to be able to explain and evaluate different perspectives on ethical questions such as good and evil, justice, and purpose.</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</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</p>	<p>To be able to explain how religious and non-religious worldviews influence society, and to reflect on the ways belief systems contribute to justice, cooperation, and cultural identity.</p>

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occurred. Pupils will also be able to use evidence correctly and come to their own conclusions around significant events.

and outline its key physical features.

the process of volcanoes and earthquakes.