

The Priory School Long Term Plan: Humanities

Curriculum Intent: The over-riding aim is to prepare pupils for the experiences and challenges of life after school as they move into further education and the world of work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Humanities (History and Geography) – Year 7	<b>Geography</b> Changes	<b>Geography</b> Restless Earth	<b>History</b> Save the World	<b>History</b> History of Media and Communication	<b>History / Geography</b> Farming	<b>Geography</b> Journeys
	<p><b>Students should know:</b> Some key facts relating to the country of England. Some key facts relating to the local area of Spalding. How local and national areas have changed over time. How a map is structured.</p> <p><b>Students will be able to:</b> Develop map reading skills, understand keys, symbols and interpreting different types of maps.</p>	<p><b>Students should know:</b> To gain knowledge and understanding of the worlds Volcanoes and Earthquakes. Some key facts relating to the stages of volcanoes and earthquakes. Some key facts relating to countries effected by earthquakes.</p> <p><b>Students will be able to:</b> Use a range of resources including globes, maps and atlases. Sequence key events relating to earthquakes and volcanoes.</p>	<p><b>Students should know:</b> Students will learn about changes in medicine through different time periods. Students will gain knowledge and will be able to recall facts about inspirational people who have impacted the world such as Florence Nightingale and Nelson Mandela.</p> <p><b>Students will be able to:</b> Use a variety of resources and methods to conduct research into key people and aspects from the past.</p>	<p><b>Students should know:</b> Students’ will develop their knowledge and awareness of man’s first written communication, exploring the history of writing tools. Students will gain knowledge and recall facts of the history of film and communication.</p> <p><b>Students will be able to:</b> Use the internet to research aspects of the past. Sequence key events on a timeline.</p>	<p><b>Students should know:</b> Students will learn about Medieval field patterns developing their knowledge and understanding of local areas e.g. Wool trade – Spalding &amp; Boston. Local farming (cereal crops, bulb fields, market gardening round Boston) <i>Visits to Moor Farm, Moulton Mill, Old Forge.</i> Students will develop their knowledge and awareness of the Agricultural Revolution – and the impact of machinery</p> <p><b>Students will be able to:</b> Use a variety of resources and methods to conduct research. Infer meaning using historic sources and evidence. Interpreting evidence / sources e.g. information.</p>	<p><b>Students should know:</b> Students will develop their knowledge and understanding of the weather, the water cycle and the seaside. Students will be able to recall key information and characteristics relating to the weather, the water cycle and the seaside. Symbols and language used within a weather forecast.</p> <p><b>Students will be able to:</b> Build and/or make weather stations. Sequence the events within the water cycle.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Religious Education – Year 7	<b>RE</b> Diversity and Comparing Beliefs	<b>RE</b> Creation Stories and Advent	<b>RE</b> Our Relationship with Animals and the Environment	<b>RE</b> Festivals and Celebrations	<b>RE</b> Caring for the Environment and The Good Earth	<b>RE</b> Christian Journeys and Pilgrimage
	<p><b>Students should know:</b> Key information relating to different religions. How different religions have similarities and how some vary.</p> <p><b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Compare different religions and their beliefs.</p>	<p><b>Students should know:</b> Key information related to the creation story. The significance of advent for Christians.</p> <p><b>Students will be able to:</b> Interpret meaning from artefacts, works of art, poetry and symbolism. Interpret religious language. Suggest meanings of religious stories. Sequence events in religious stories.</p>	<p><b>Students should know:</b> The relationships human beings have with animals and the environment. The views different cultures have towards animals and the environment. Different groups of people have different views and relationships with animals and the environment.</p> <p><b>Students will be able to:</b> Show empathy and develop an awareness of feelings such as love. Show wonder for the world in which we live.</p>	<p><b>Students should know:</b> Key information related to the different religious festivals and celebrations. The importance such religious festivals and celebrations has within certain cultures.</p> <p><b>Students will be able to:</b> Analyse and distinguish between the features of different religions and how festivals may be celebrated.</p>	<p><b>Students should know:</b> The importance of caring for the environment. Ways in which they can actively care for the environment.</p> <p><b>Students will be able to:</b> Show empathy and develop an awareness of feelings such as love, wonder, forgiveness and sorrow. Develop their ability to see the world through the eyes of others, and to see issues from their point of view.</p>	<p><b>Students should know:</b> To gain a wider understanding of Christian Journeys and different pilgrimages that may be taken.</p> <p><b>Students will be able to:</b> Investigate by using a variety of sources in order to gather information. Sequence key events within a religious story.</p>

	<b>Term 1 and Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5 and Term 6</b>
<b>Humanities (History, Geography and Religious Education) – Year 8</b>	<p><b>History</b> Britain as the First Industrial Nation Industrial Revolution</p>	<p><b>Geography</b> India – People, Culture, animals, landscape.</p>	<p><b>Religious Education</b> India – People, Culture and Religion</p>	<p><b>History and Geography</b> Our World</p>
	<p><b>Students should know:</b> Key information and facts relating to Slavery, Child labours and the Growth of Empire. To consider how all of these aspects of history were significant for Britain becoming the first industrial nation. Key information which allows them to make comparisons from the past to present day.</p> <p><b>Students will be able to:</b> Use a variety of resource methods to collect key information. Infer meaning using historic sources and evidence. Interpret historical information. Understand chronology and sequence events.</p>	<p><b>Students should know:</b> Key information and facts relating to the Indian culture (people, language). Understand the physical geography of the country and know the wide variety of animal species there are in this country. Know popular tourist attractions and places that people like to visit in India. The main industries, explore stereotypes and to explore the economy and distribution of wealth and poverty in India. To research religions in India with a focus on Hinduism as it is the main religion.</p> <p><b>Students will be able to:</b> Use a range of resources including globes, maps and atlases. Recognise bias, prejudice and stereotyping.</p>	<p><b>Students should know:</b> Key information and facts relating to the variety of religions in India but to understand that Hinduism is the main religion. To focus on the main beliefs of Hinduism.</p> <p><b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values, relationships, practices of Hinduism. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes and values of Hindus.</p>	<p><b>Students should know:</b> To develop the students’ knowledge of continents and oceans of the world. Students will develop their knowledge of the United Kingdom including capital cities as well as understanding physical and human environments and landmarks. Key information and facts relating to some of the Worlds key explorers.</p> <p><b>Students will be able to:</b> Build on their ability to read and use globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. Interpret Ordnance Survey maps in the classroom and in the field.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Humanities (History and Geography) – Year 9	<b>History Unit</b> A British Society in the Past (WW2)			<b>Geography Unit</b> Fragile Environments		
	<b>Students should know:</b> The features of British Society in the past. To be able to identify people from this society in the past. To be able to make comparisons between society now and during World War two. <ul style="list-style-type: none"> <li>❖ <i>Why a war?</i></li> <li>❖ <i>Areas of conflict</i></li> <li>❖ <i>Women in the war</i></li> <li>❖ <i>British names during the war – Winton Churchill</i></li> <li>❖ <i>Local war effort – Dad’s Army, airfields and units, farming &amp; Land Army</i></li> <li>❖ <i>Rationing, work ethic</i></li> <li>❖ <i>Holocaust</i></li> <li>❖ <i>Comparison of life then and today</i></li> <li>❖ <i>Use of range of historical sources</i></li> </ul> <b>Students will be able to:</b> Present information from enquiries in variety of formats Collect information from a range of resources and artefacts. Infer meaning using historic sources and evidence. Interpret historical information. Understand chronology and sequence key events.			<b>Students should know:</b> Recognise features of a natural environment and Identify a fragile environment in the UK. How environments can be endangered by humans and identifying how environments in other parts of the world how environments can be endangered by humans. <ul style="list-style-type: none"> <li>❖ <i>Safe working procedures within the nature area.</i></li> <li>❖ <i>Reasons for certain types of work</i></li> <li>❖ <i>Observation of species</i></li> <li>❖ <i>Why recycle?</i></li> <li>❖ <i>How to recycle</i></li> <li>❖ <i>Visit to recycling centre?</i></li> <li>❖ <i>What is done at home, what could be done better</i></li> </ul> <b>Students will be able to:</b> Develop research and presentation skills. To investigate fragile environments and identify key factors. Respect the planet.		

	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Religious Education – Year 9	<p><b>RE</b> Religious Charities: Christianity / Significant people.</p>	<p><b>RE</b> Religious Charities: Islam</p>	<p><b>RE</b> Religious Initiation Rites</p>
	<p><b>Students should know:</b> Key information and facts, developing an understanding and awareness of Christian Charities. Be able to identify religious teaching on charities and to understand and identify the work done by a religious charity. Understand and gain greater knowledge and information about the life of Mother Teresa and Gandhi.</p> <p><b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values and practices. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Analyse, interpret and discuss how religion and significant people may help to support charities.</p>	<p><b>Students should know:</b> Key information and facts, developing an understanding and awareness of the main principles of Islam. Key information and facts, developing the student's awareness 'The Five Pillars of Islam' and the links with charity.</p> <p><b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values, relationships, practices. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Analyse and interpret and discuss how religion may help to support charities.</p>	<p><b>Students should know:</b> Key information and facts and will explore and identify different religions initiation rites. They will learn about the main features and reasons as to why the initiation rite takes place and develop their understanding as to why the initiation rite is important to believers.</p> <p><b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values, relationships, practices. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes, beliefs and values of other religions initiation rites.</p>

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Humanities (History and Religious Education) – Year 10	<b>Religious Education</b> Religious Festivals (Jewish, Christian, Buddhist, Muslim, Sikh and Hindu)			<b>History</b> Looking at your History		
	<b>Students should know:</b> Key information, facts and will have an awareness of different religious festivals and will develop their knowledge of religious stories, religious and social aspects of celebration, to understand why festivals are celebrated and the religious significance to the wider community. Religions – Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism  <b>Students will be able to:</b> Reflect on feelings, experience, attitudes, beliefs, values, relationships, practices. Develop skills of empathy and to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Interpret and draw meaning from artefacts, works of art and symbolism; the ability to interpret religious language.			<b>Students should know:</b> To develop students' knowledge, understanding and awareness of important developments within the area local to Spalding. Understand the issues in the local area and how issues affect a local area  <b>Students will be able to:</b> Collect information from a range of resources. Use investigation skills. Interpret local maps (street, ordnance survey and google earth).		