



Overview plans for academic year 2023-2024

Subject: Humanities

Year group/cohort: KS3

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific literacy	Cross curricular links
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	What events happened during the reigns of Henry VIII and Queen Elizabeth I? How did people view religion and superstition? What were Tudor attitudes towards crime and punishment? What was daily life like in Tudor times what did people do for entertainment? How did society	History: The Tudor Period (c1500 – 1603)	Develop, find information, summarise, describe, define, estimate, link.	Understanding how to fully develop responses to questions with a History focus.	Multiple choice and short answer questions covering key terms and topics from the unit at the end of the half-term.	Superstition, population, stocks, branding and blinding, family tree, jousting, vagabond, rogue, poorhouse, feudal.	English Social – understanding how societies care for the poor; Moral – investigating moral need to punish others; Spiritual – exploring the difference between Catholic and Protestant; Cultural – exploring how

	deal with the poor?						cultures accept others with different views and beliefs.
Autumn Term 2	What are the unique physical and human features which contribute to the geography of the U.K.? What are the key aspects of our climate and weather? What is special about our National Parks as a draw for tourism? How does climate change lead towards sustainable development? What makes our nation's capital, London, a special place.	Geography: The Geography of the United Kingdom	Develop, summarise, compare, describe, define, estimate, link, measure.	Gaining an understanding of basic Geographical concepts and the ability to show evidence.	Multiple choice questions, map identification, short answer response test at end of half-term. Extension task: Design a Holiday themed resort for an area of pupils' choice in the U.K.	Great Britain, United Kingdom, countries, natural processes, human effects, population, borders, erosion, glaciers, mountains, climate, weather, precipitation, development, sustainability, urban, rural, regions.	Science Social – participating by creating natural spaces for all; Moral – recognising what is meant by sustainable; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating the importance of nature preservation.
Spring Term 1	What are the main world religions and their traditions? What is the difference amongst their	Religious Education: World Religions and Beliefs	Empathise, summarise, describe, define, estimate, link.	Exposure to world religions and their systems of beliefs.	Multiple choice, short answer and brief essay style responses to questions.	Religions, beliefs, deities, Hinduism, Christianity, Islam, Judaism, prayer, Holy	Geography/PSHE Social – work successfully as a member of a team/group;

	beliefs? What is the importance of religious pilgrimages, places of worship and how religious leaders serve their followers? What are some of the conflicts which arise from religion and belief?					Bible, Torah, Koran, pilgrimage, temple, mosque, synagogue, cathedral, tolerance controversy.	Moral – express own views on ethical issues and personal values; Spiritual – demonstrate an understanding of others’ religions; Cultural – understand religious images/icons, their significance and meaning in a culture.
Spring Term 2	How is the Victorian Era one of empire building and world trade? What were the daily lives of Victorian people, both rich and poor? How were poverty and crime viewed? What was Victorian London like? Was the notorious	History: The Victorian Period (c1837 – 1901)	Develop, compare, summarise, describe, define, estimate, link.	Exploration of an historical period and the comparison and analysis of sources.	End of unit project based on Jack the Ripper and the White Chapel murders.	Expansion, empire, trade, poverty, wealth, malnutrition, disease, squalor, sewage, pupil works, immigration, dense, reform, opportunities, doss house, workhouse, Scotland Yard,	English Social – understand the necessity of effective policing; Moral – understanding the consequences of not reporting crime; Spiritual – using imagination and creativity in learning;

	mystery of Jack the Ripper ever solved?						Cultural – understanding and appreciating the mix of cultures inhabiting Victorian London.
Summer Term 1	Why our climate is changing and what is the evidence which shows climate change is real? What are some of the natural and human causes of climate change? How do these changes impact our planet? What is the impact of climate change in the UK and why flooding has been occurring more frequently? How can climate change can be managed and how we can become more	Geography: Climate Change	Develop, measure, summarise, compare, describe, define, estimate, link.	Knowledge of underlying causes of Climate Change by examining fact-based statistics and events.	Multiple choice, short answer and brief essay style responses to questions.	Greenhouse gasses, climate failure, habitat collapse, extreme weather events, erosion, flooding, global warming, natural and man-made causes, glaciers, sea level rises, ecosystem, drought, biome, biodiversity.	Science Social – participating through discussion about creating natural spaces for all; Moral – recognising what practices are sustainable; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating the importance of nature preservation.

	sustainable in our energy use?						
Summer Term 2	What were the causes of the Second World War? Who was Hitler, Stalin, Churchill, Roosevelt? What was The Blitz? How did Britain prepare for war? What was rationing and how did children cope with the evacuations? What were some of the organisations which helped on the Homefront?	History: WWII and Life on the Homefront (1935 -1945)	Develop, compare, summarise, describe, define, estimate, measure, link.	Exploration of an historical period and the comparison and analysis of sources.	Pupils to create a poster or PowerPoint presentation showing key concepts and terms learned throughout the unit.	The Blitz, Nazis, black out, rationing, coupons, essential and non-essential, ARP, Land Girls, Home Guard, evacuees, Luftwaffe,	English Students will revisit all of the SMSC links made throughout the year's course of study.

Subject Information including exam board details:

Broad topics for KS3 pupils based on the National Curriculum which provides learning for future GCSE exam options.

Careers linked to this subject area:

Historians, Geologists, Museum workers, Travel Industry, Languages, Religious Education, Climatologists, Scientists

Enrichment Opportunities:

Watch an assortment of Horrible Histories episodes on the Tudor Era; View relevant episodes of Simon Reeve's Coast to Coast documentary; Visit to a local church, synagogue or mosque; Watch associated documentaries and video clips about the Victorian era; Exploration of the impact of climate change on the rate of extinction, with the BBC's David Attenborough; Family history exploration as pupils investigate their own family's participation and involvement in WWII.