

KS3 Curriculum overview: Humanities (Year 9)

All students at Belmont Park school will cover a variety of topics across each term this in line with the compulsory topics given by the department of education.

	Objectives/key skills	Cross curricular links	Social skills development/SMSC
A U T U M N 1	<p>Geography</p> <p>China – the emerging nation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to state some of China’s main physical features. • To be able to list various population characteristics. • To be able to show an understanding of rapid change in parts of the country. • To be able to explain China’s interdependence and development • To be able to explain the difference between rural and urban life. <p>Skill set</p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Able to identify various trends using data i.e. population, tourism in China. Students to use critical thinking skills in regards to Chinese national and international policies.</p>	<ul style="list-style-type: none"> • Data and graphs (Maths). • Key vocabulary (English). • Drawing key features of science. (Art). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.
A U T U M N	<p>Religious Studies</p> <p>Religion, Crime and Punishment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain the religious perceptive of crime and punishment in both Christianity and Islam. • To be able to able to state the various reasons why people may commit crimes. 	<ul style="list-style-type: none"> • Various Crimes, UK stats (Maths). • Key vocabulary (English). • Ethics (PSHE). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be able to celebrate the various cultures in their surroundings. • Listening and following instructions given by others.

<p>2</p>	<ul style="list-style-type: none"> • To be able to state the various types of punishments and their aims. • To be able to explain the concept of the death penalty in a critical manner. <p>Skill set</p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Able to decode some passages from both the Bible and Quran when applicable independently. Use statistics from UK data in regards to Crime.</p>		
<p>S P R I N G 1</p>	<p>History</p> <p>Mongols</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to state the role of Genghis Khan and the Mongol empire. • To be aware of the expansion of the Mongol empire 1208-1294. • To be able to explain the social effects of the Mongol empire i.e. mail system, law and governance, art and literature and the silk road. • To be able to state the reasons why the Mongols were so successful between 1208-1294. <p>Skill set</p> <p>Students to be able to implement different level of maths skills across all lessons looking at the time frame with the expansion of the Mongol empire. Students to work on logical reasoning skills. Students will use both primary and secondary sources.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Population (Maths). • Equality (PSHE). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • To be able to make ethical decisions.

<p>S P R I N G 2</p>	<p>Geography</p> <p>Resources and the environment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain who cares for the environment. • To be aware of the impact of pollution from various industries. • To be able to identify the need to protect wildlife and scenery. • To be able to identify both renewable and non-renewable resources. • To be able to explain how we can conserve resources and protect the environment. <p>Skill set</p> <p>Students to able to identify facts from fraction. Students to work in a collaborative manner. Students to use numerical skills in various investigations that require decoding of data and looking at simple trends. Students will develop an interest in their surroundings.</p>	<ul style="list-style-type: none"> • Non-renewable and renewable energy (Science). • Key vocabulary (English). • Data and graphs (Maths). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful whilst discussing the environmental impact caused by pollution. • Listening and following instructions given by others.
<p>S U M M E R</p>	<p>Religious Studies</p> <p>Relationships and Families</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand both sexuality and sexual relationships. • To be aware of the importance of gender equality. • To be able to state what contraception are? • To be able state the roles of families in modern societies. 	<ul style="list-style-type: none"> • Key vocabulary (English). • Gender quality - pay (Maths) • Prejudice and discrimination (PSHE). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.

1	<p>Skill set</p> <p>Students will learn how to show tolerance towards the different parts of their community i.e. LGBT. Students will be able to use logical thinking throughout the term. Learn empathy throughout the term.</p>		
<p>S U M M E R 2</p>	<p>Geography</p> <p>Plate tectonics.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain what plate tectonics are? • To be aware of the distribution of volcanoes and earthquakes their causes and effects. • To be able to enlist the different ways in which countries respond to these natural hazards. • To be able to reflect upon how various dangers may be reduced in regards to plate tectonic. <p>Skill set</p> <p>Students will work together as a team and build their social skills. Students will also be able to reflect on own case study in the response of plate tectonics and feedback to the rest of the group. Students will use both literacy and numeracy throughout the term.</p>	<ul style="list-style-type: none"> • Formation of plate tectonics. (Art) • Key vocabulary (English). • Volcanoes and earthquakes (Science). • Production (Math) 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.