

**KS3 Curriculum overview: Humanities (Year 7)**

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.

	<b>Objectives/key skills</b>	<b>Cross curricular links</b>	<b>Social skills development/SMSC</b>
A U T U M N 1	<p><b>Geography</b></p> <p><b>Environment regions</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to explain how environment regions are at risk.</li> <li>• To be able to list various factors that affect the climate.</li> <li>• To be able to show a basic understanding of ecosystems.</li> <li>• To be able to explain the equatorial climate</li> <li>• To be able to explain how plants and wildlife survive in hot deserts.</li> </ul> <p><b>Skill set</b></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. temperature in different regions of the world.</p>	<ul style="list-style-type: none"> <li>• Data and graphs (Maths).</li> <li>• Key vocabulary (English).</li> <li>• Drawing key features of wildlife in deserts. (Science/Art).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> </ul>
A U T U M N 2	<p><b>Religious Studies</b></p> <p><b>Christianity</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to explain the basic principles of faith.</li> <li>• To be able to able to state the key features of a church.</li> <li>• To be able to state the importance of Christmas and Easter.</li> <li>• To be able to explain the role of Jesus in Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Genes and inheritance (Science).</li> <li>• Key vocabulary (English).</li> <li>• Creating a family tree, using various shapes (Maths).                             <ul style="list-style-type: none"> <li>• Celebration of diversity (Food)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be able to celebrate the various cultures in their surroundings.</li> <li>• Listening and following instructions given by others.</li> </ul>

	<p><b>Skill set</b></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 the Bible independently.</p>		
<p>S P R I N G  1</p>	<p><b>History</b></p> <p><b>Britain Industrial revolution</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to state the importance of factories and urbanisation.</li> <li>• To be aware of the different textile manufactures.</li> <li>• To be able to explain the social effects of the revolution.</li> <li>• To be able to state the negative aspects of the revolution.</li> </ul> <p><b>Skill set</b></p> <p>Students to be able to implement different level of maths skills across all lessons looking at the population change in various areas in the UK. Students to work on logical reasoning skills. Students will use both primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Key vocabulary (English).</li> <li>• Urbanisation (Maths).</li> <li>• Ethics (PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• To be able to make ethical decisions.</li> </ul>
<p>S P R I N</p>	<p><b>Geography</b></p> <p><b>Resources and the environment</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to explain what is the environmental problem?</li> <li>• To be aware of the reasons why wildlife needs protecting.</li> <li>• To be able to identify pollution as a highlighted issue.</li> <li>• To be able to identify renewable and non-renewable resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-renewable and renewable energy (Science).</li> <li>• Key vocabulary (English).</li> <li>• Data and graphs (Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful whilst discussing the environmental impact.</li> <li>• Listening and following instructions given by others.</li> </ul>

<p>G 2</p>	<ul style="list-style-type: none"> <li>To be able to explore how we can conserve resources.</li> </ul> <p><b>Skill set</b></p> <p>Students to able to identify facts from fictions. 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.</p>		
<p>S U M M E R 1</p>	<p><b>Religious Studies</b></p> <p><b>Islam</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>To be able to understand the basic principles of faith for Muslims.</li> <li>To be aware of the role of Muhammad in Islam.</li> <li>To be able to state the role of Islam in the daily life of a Muslim.</li> <li>To be able state the importance of Mecca.</li> <li>To be able to explain what islamophobia is.</li> </ul> <p><b>Skill set</b></p> <p>Students will learn how to decode verses from the Quran and apply them in their answers. Students will be able to use logical thinking throughout the term.</p>	<ul style="list-style-type: none"> <li>Key vocabulary (English).</li> <li>Abrahamic timeline (Maths)</li> <li>Emotion – Hate crime (PSHE).</li> </ul>	<ul style="list-style-type: none"> <li>To be able to work with others and be a part of a team.</li> <li>To be polite and respectful.</li> <li>Listening and following instructions given by others.</li> </ul>
<p>S U</p>	<p><b>Geography</b></p> <p><b>Habitats</b></p> <p>Objectives:</p>	<ul style="list-style-type: none"> <li>Walking (PE)</li> <li>Key vocabulary (English).</li> <li>Habitat/ Biodiversity (Science).</li> <li>Population change (Math)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to work with others and be a part of a team.</li> <li>To be polite and respectful.</li> <li>Listening and following instructions given by others.</li> </ul>

M M E R  2	<ul style="list-style-type: none"> <li>• To be able to explain what a habitat is.</li> <li>• To be aware of the different types of habitat i.e. micro-habitat.</li> <li>• To be able to derive and produce a personal project using outdoors.</li> <li>• To be able to self-reflect on various practises.</li> </ul> <p><b>Skill set</b></p> <p>Students will work together as a team and build their social skills. Students will also be able to reflect on their own practises and use logical reasoning to state how they will reach their aspirational goals.</p>		
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