

KS3 Curriculum overview: Humanities (Year 8)

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>Hazards</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain how the functions of volcanoes and impact on life. • To be able to list various factors that affect the climate. • To be able to show a basic understanding of earthquakes and their impact on life. • To be able to explain the soil erosion • To be able to explain the impact of global warming. <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. plate boundaries different regions of the world.</p>	<ul style="list-style-type: none"> • Data and graphs (Maths). • Key vocabulary (English). • Drawing key features ring of fire, greenhouse effect, formation of volcanoes etc. (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 and life</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain the religious perceptive of the origin of the universe. • To be able to able to state the key of stewardship in regards to our environment. 	<ul style="list-style-type: none"> • Universe – big bang theory (Science). • 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 attitudes towards abortion and euthanasia. • To be able to explain the concept 'life after death', and how it has an impact on the followers of various faiths. <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.</p>		
<p>S P R I N G 1</p>	<p>History</p> <p>Britain Empire</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to state the various colonies of the British Empire. • To be aware of the different economic benefits of these colonies. • To be able to explain the social effects of the British Empire. • To be able to state both the positive and negative contribution of the British Empire. <p>Skill set</p> <p>Students to be able to implement different level of maths skills across all lessons looking at the population change in various areas of the British 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>Tourism</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain what the tourist industry is. • To be aware of the various problems tourism can cause. • To be able to identify key tourist destinations in Europe and the wider world. • To be able to identify the economic impact of tourism. • To be able to use a case study as an independent project, i.e. Disneyland, Paris. <p>Skill set</p> <p>Students to be able to identify key geographic tourist hotspots. 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>	<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 tourism. • Listening and following instructions given by others.
<p>S U M M E R</p>	<p>Religious Studies</p> <p>Religion, Peace and Conflict</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand the basic principles of both peace and conflict. • To be aware of the role of weapons of mass destruction. • To be able to state the United Nations. • To be able to state the reasons why war can occur. 	<ul style="list-style-type: none"> • Key vocabulary (English). • Timeline (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.

<p>1</p>	<ul style="list-style-type: none"> • To be able to give an opinion of peace and conflict in the view of the Christian and Islamic faith. <p>Skill set</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. Learn empathy throughout.</p>		
<p>S U M M E R 2</p>	<p>Geography</p> <p>World development –Japan</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to explain what Japan is like. • To be aware of the different sources if energy used in Japan. • To be able to enlist the key aspects of the Japanese industrial market. • To be able to reflect upon how various industries have had an impact on the Japan’s environment. <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 Japan 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"> • Japanese art (Art) • Key vocabulary (English). • Energy sources (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.