

## KS3 – Humanities Curriculum Map

Aim – To encourage and enable pupils to develop an inquiring mind, a sense of true place, an awareness and understanding of people, cultures and events in a variety of different times and places and a respect for and understanding of others' perspectives, values and attitudes.

Term 1			Term 2			Term 3		
RE	History	Geography	RE	History	Geography	RE	History	Geography
10 Lessons	10 Lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons	8 lessons	10 Lessons
<p><b>INTENT</b> – Pupils will study RE, Geography and History over the course of this school year. They will look at specific topic areas and cover aspects of the curriculum over the period of 2 lessons a week.</p>								
Believing	Industrial Revolution	Physical	Expressing	Medicine Through Time	Environmental	Living	British Empire	Human
<p><b>IMPLEMENTATION</b></p> <p><b>What is RE?</b> Pupils will look at what religion is and why it is important to both us and the world around us.</p> <p><b>What is Religious Freedom?</b> Pupils will identify what the word freedom means and how it relates to religious ideals.</p> <p><b>Does God exist?</b> Pupils to look at the creation story. Use of big questioning to define opinion and create debate.</p> <p><b>Understanding the nature of God</b> Identifying other religions such as: Christianity,</p>	<p><b>IMPLEMENTATION</b></p> <p><b>Understanding of study skills in History.</b> Pupils will create their own study resource based upon their personal understanding, experiences and ability.</p> <p><b>Industrial Revolution</b></p> <p><b>'Was Great Britain great for everyone?'</b></p> <p>What was the Industrial Revolution and how revolutionary was it?</p> <p>When did it happen?</p> <p>City Life</p>	<p><b>IMPLEMENTATION</b></p> <p><b>What is Geography?</b> Physical, Human and Environmental.</p> <p><b>Structure of the Earth</b> Shape, design and challenges.</p> <p><b>Formation and natural disasters:</b> Volcanoes Tectonic Plates Earthquakes Tsunami</p> <p><b>Landscapes and the processes that alter them</b></p>	<p><b>IMPLEMENTATION</b></p> <p><b>Concepts, rituals, practices.</b> What is worship? Look at buildings and spaces set aside for religion.</p> <p><b>What does the word sacred mean?</b> Looking at a range of religions and their beliefs.</p> <p><b>Challenges of a Teenager.</b> How do young people express their faith? What challenges and opposition do they face?</p> <p><b>Where do we belong?</b> What can religion tell us about the decisions we will make? Immigration/</p>	<p><b>IMPLEMENTATION</b></p> <p><b>How did the ancients view medicine?</b> Look at theories of ancient medicine – identifying differences and similarities between ideas and concepts.</p> <p><b>Middle Ages</b> How did medical knowledge progress? What were their opinions about cures for illnesses?</p> <p><b>Medical discoveries during the Renaissance</b> Looking at 3 great discoveries and the transformation of medicine.</p> <p><b>The effect of the Industrial</b></p>	<p><b>IMPLEMENTATION</b></p> <p><b>Weather and Climate</b></p> <p><b>What is weather?</b> Do we need rain? Does the weather matter?</p> <p><b>Where does the UK weather come from?</b> How is it forecast?</p> <p><b>Extreme Weather</b> Beast from the East Heatwaves</p> <p><b>Global Warming</b> Cause and effect</p> <p><b>Microclimates</b> Do cities have their own climate? If so how?</p>	<p><b>IMPLEMENTATION</b></p> <p><b>Is Death the end?</b> Pupils will look at life after death and beliefs around the religious ideals.</p> <p><b>Why is there suffering?</b> Arguments for and against God. Use of scientific ideas and opinions.</p> <p><b>Religion, peace and conflict.</b> Looking at concepts of peace, justice, reconciliation and forgiveness. The Just War/Holy War Is religion a 'power for peace?</p> <p><b>What is spirituality?</b> Identifying traditions through art.</p>	<p><b>IMPLEMENTATION</b></p> <p><b>What was the British Empire?</b> Why and how did it grow, was it a success?</p> <p><b>Why did the British become Empire builders?</b> Looking at explorations and the men leading the way.</p> <p><b>Colony</b> How and why Britain lost and won colonies. Was the Empire a good or bad thing?</p> <p><b>The invasion of India</b> What was it like before Britain arrived? Jewel in the Crown – Queen Victoria and her influences.</p>	<p><b>IMPLEMENTATION</b></p> <p><b>Challenges facing the planet</b></p> <p><b>Urbanisation</b> What does it mean, how does it affect us? Birth and death rates</p> <p><b>Mega cities</b> Food, energy and transport. Slum housing Urban pollution Water and air pollution</p> <p><b>Reducing our eco footprint</b> Recycling, reduce water use, support local – travel less.</p> <p><b>Managing the challenges ahead</b></p>

<p>Buddhism, Islam, Sikhism, Jewish through project work and symbolism.</p> <p><b>What do religions say to us when life gets hard?</b> Identifying different religious outlooks and teachings.</p>	<p>Railway and its impact</p> <p>Child Labour</p> <p>Factory Life</p> <p>19<sup>th</sup> Century Needy: The Workhouse The Poor Law Dickens/Oliver Twist</p>		<p>Refugees Right and wrong/Ethics of having a faith What matters most to people who have a faith?</p> <p><b><u>The purpose of life</u></b> Does religion help people to be good? How can happiness be achieved through religion? Pupils will compare how different religions achieve happiness. Religious and Non-Religious principles. Moral and Immoral behaviour/ Punishment</p>	<p><b><u>Revolution on medicine</u></b> Understanding of the main changes during this time.</p> <p><b><u>How did surgery develop in 19<sup>th</sup> century?</u></b> Early surgery and the advances in 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p><b><u>What changes have occurred in medicine since 1900?</u></b> What discoveries have been made, what effect it has had on the advancement of medicine.</p>		<p>Pupils to research religions and their outlook. How do they express their point of view through art and images? Religious Icons and symbols. Music and Art</p>	<p>Gandhi Why did Britain leave India?</p> <p><b><u>Australia</u></b> Adventure or invasion? The impact on the Aboriginal Australians</p> <p><b><u>Legacy of the Empire</u></b> What it meant, what do we remember? Our influence now.</p>	
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**IMPACT** – KS3 Pupils will have gained an understanding of all three subjects and have developed ideas and curiosity through their learning.

**Basic Skills:**  
All pupils will have access to disciplinary reading and literacy for each of the three Humanities subjects (RE, History and Geography).  
Pupils will have reading activities and associated key words to learn, use and understand throughout the scheme of learning.  
Pupils will be supported in their reading and comprehension skills as well as spelling, punctuation and grammar.