

Stepney Green School: Humanities Faculty Curriculum Map: Year 7 Humanities

Humanities is an integrated curriculum. Students learn about Geography, Religious Studies, Citizenship and History.

Students attend Humanities lessons five times per week.

Autumn Term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p><u>Introduction</u></p> <p>What is Humanities?</p> <p><u>Medieval England</u> <u>Battle of Hastings</u></p> <p>The making of England</p> <p>Battle of Hastings</p> <p>Revision</p> <p>Exam: Why did the Normans win?</p> <p>Exam redraft</p> <p>Norman conquest</p> <p>Creating our own shields and castles</p> <p><u>Introducing the religions of Britain</u></p> <p>Key beliefs in Christianity, Islam, Judaism</p>	<p>Christianity, Islam, Judaism continued</p> <p>Key beliefs in Buddhism, Hinduism, Sikhism</p> <p>Non-religious views-humanism and atheists and their beliefs</p> <p><u>Current British History</u> <u>Brick Lane and migration</u></p> <p>Brick Lane</p> <p>Geog Brick Lane</p> <p>Field survey</p> <p>Revision</p> <p>Extended writing: How has Brick Lane changed?</p> <p>Exam redraft</p> <p><u>Christmas</u> Why do people celebrate Christmas? St Dunstan's Church Project</p>	<p><u>Geography of Great Britain and the world</u></p> <p>What is Geography?</p> <p>Continents</p> <p>Countries</p> <p>Migration</p> <p>Africa</p> <p>Russia</p> <p>Russia Biomes</p> <p>Europe</p> <p>UK</p>	<p><u>Docklands</u></p> <p><u>Britain today</u> Britain, Population Density Jobs in GB North and South Divide in GB Our parliament Voting and me</p> <p><u>Medieval England:</u></p> <p><u>Why did the Black Death spread?</u></p> <p>Life before the Black Death</p> <p>Why was the Church important?</p> <p>The impact/consequences of the Black Death</p> <p>Exam on Black Death/Brick Lane Redraft</p> <p><u>Saint and Sinners</u></p> <p>Thomas Becket</p> <p>Henry VIII</p> <p>William Booth</p> <p>Dorothy Day</p>	<p><u>Saint and Sinners</u> Continued (follow up from last half-term)</p> <p>Extended writing: Who is a Saint and who is a Sinner?</p> <p><u>Revision skills</u></p> <p>Revision of content for End of Year exam</p> <p>Year 7 exam – end of year EX4</p> <p>Exam redraft</p> <p>The importance of Jerusalem to all the religions</p> <p>Robin Hood enquiry</p>	<p><u>Spirited Arts</u></p> <p>Planning my artwork</p> <p>Making and creating my artwork</p> <p>Gallery show and peer feedback</p> <p><u>Moses</u> Christianity, Islam and Judaism Egypt-The Nile</p> <p><u>Research projects and feedback</u></p>



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			Atheism/Agnosticism/Humanism		
<p><u>Begin to analysing/ describing sources</u></p> <p><u>Identifying sources through nature, origin and purpose</u></p> <p><u>Skimming and Scanning through reading</u></p> <p><u>Beginning to write extended pieces of writing- using structures</u></p> <p><u>PEEL paragraph introduced</u></p> <p><u>Explain historical events in chronological order</u></p> <p><u>Revision skills- testing of content and tables</u></p>	<p><u>Explain key beliefs different religions hold in contemporary society</u></p> <p><u>Brick Lane and its history in chronological order- focus on migration.</u></p> <p><u>Continue to interpret sources with a focus on reliability</u></p> <p><u>Revision skills introduced- mindmaps</u></p>	<p><u>Identifying geographical locations of countries</u></p> <p><u>Using sources to explain migration stories</u></p> <p><u>Explaining chronological events of Docklands</u></p> <p><u>Analysing graphs and statistics in different case studies</u></p> <p><u>Recalling prior knowledge learnt via revision activities</u></p>	<p><u>Using a range of sources in written work</u></p> <p><u>Identify the reasons behind historical events</u></p> <p><u>Evaluating consequences of historical event</u></p> <p><u>Evaluating morality using a range of case studies</u></p> <p><u>Explaining non-religious beliefs and the impact on people in society</u></p>	<p><u>Using a range of revision skills that suit the learner to recall prior knowledge in preparation for formal exams</u></p> <p><u>Sit linear exam- incorporating all skills practiced throughout the year</u></p>	<p><u>Interpret art in different forms and engaging with culture capital</u></p> <p><u>Making links and comparisons between religious beliefs across religions</u></p> <p><u>Completing own project using a range of skills- evaluative, sources</u></p>