

**Humanities KS2 Teaching Timeline 2018 – 19**  
**2 hours per week (History, Geography & RE)**

	Term 1		Term 2		Term 3	
<b>Year 5 HUMS</b>	<p><b>HISTORY</b> Ancient Egypt</p> <p>A study of the Ancient Egyptian civilisation that lasted for more than 3000 years.</p>	<p><b>RE</b> Ultimate Questions</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.</p> <p><b>2.5a</b></p>	<p><b>GEOGRAPHY</b> Map Skills &amp; the UK</p> <p>Use maps, atlases, globes and digital maps to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>RE</b> Celebrations</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences.</p> <p><b>2.2c</b></p>	<p><b>HISTORY</b> Ancient Greeks &amp; The Islamic Empire</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world. A contracting study of the early Islamic civilization, including a study of Baghdad c. AD 900;</p>	<p><b>RE</b> Exploring commitment</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p> <p><b>2.6c</b></p>

	Term 1		Term 2		Term 3	
<b>Year 6 HUMS</b>	<p><b>GEOGRAPHY</b> South America: Brazil</p> <p>Identify the location and characteristics of a range of Brazil's most significant human and physical features.</p>	<p><b>RE</b> Diversity</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences -<b>2.4a</b></p>	<p><b>HISTORY</b> Changes in Victorian Times – Industrial revolution</p> <p>The significance of the Victorians to our society today. Change and continuity, cause and consequence. Industrial revolution focus.</p>	<p><b>RE</b> Solving the mystery</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.</p> <p><b>2.5a</b></p>	<p><b>GEOGRAPHY</b> 2018/19 Map Skills &amp; the UK</p> <p>Use maps, atlases, globes and digital maps to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>RE</b> Impact</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact.</p> <p><b>2.5d</b></p>

**KS3 Humanities 2 Hours per week**  
**Teaching Timeline 2018 – 19**

	TERM 1		TERM 2		TERM 3
Year 7 HUMS	<p><b><u>GEOGRAPHY</u></b>  <b>Map Skills</b></p> <p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge. Interpret Ordnance Survey maps.</p> <p><small>2018/19 ONLY</small></p>	<p><b><u>HISTORY</u></b>  <b>The Norman Conquest</b></p> <p>The development of Church, state and society in Medieval Britain 1066-1509 Pupils study the causes and consequences of the Norman Invasion.</p>	<p><b><u>HISTORY</u></b>  <b>Medieval Realms</b></p> <p>Characteristic features of this past society. Historical enquiry, evidence and significance.</p>	<p><b><u>GEOGRAPHY</u></b>  <b>Asia: China &amp; India</b></p> <p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia. International development and economic activity, population and urbanisation.</p>	<p><b><u>HISTORY</u></b>  <b>Power and Politics in the 16<sup>th</sup> century</b></p> <p>The continuing story of the struggle for political power during the Tudor's and Stuart's.</p>

	TERM 1		TERM 2		TERM 3
Year 8 HUMS	<p><b><u>GEOGRAPHY</u></b>  <b>Tectonics</b></p> <p>Locational knowledge and learning to understand the key processes relating to tectonics.</p>	<p><b><u>HISTORY</u></b>  <b>English Civil War</b></p> <p>Learning about the causes and consequences of this major historical event.</p>	<p><b><u>GEOGRAPHY</u></b>  <b>Climate and impossible places</b></p> <p>Understand the physical and human challenges presented by countries in North America, Africa and the Middle East.</p>	<p><b><u>HISTORY</u></b>  <b>Transatlantic Slave Trade</b></p> <p>Britain, 1745-1901. Understand why people supported the Slave Trade, how it was abolished</p>	<p><b><u>Geography</u></b>  <b>Russia</b></p> <p>Locational knowledge. Physical processes related to glaciation. Studying the use of natural resources and energy.</p>

## RE KS3 Teaching Timeline 2018 – 19

1 hours per week

	Term 1	Term 2	Term 3
<b>Year 7 RE</b>	<p><b>Sacred Writings &amp; Parables</b> Consider different possible interpretations for a range of sacred writings and religious teachings and explain their impact on individuals and communities. <b>3.1a</b></p>	<p><b>What does it mean to belong?</b> Compare and contrast key religious practices and reflect on why there is diversity within and between faiths. <b>3.4b</b></p>	<p><b>God in the Dock</b> Analyse and compare the evidence and arguments used when engaging with questions about the nature and existence of God. <b>3.5b</b></p>
<b>Year 8 RE</b>	<p><b>Values &amp; Beliefs</b> Make clear connections between religious beliefs, actions and teachings. <b>3.6b</b></p> <p>Explain why people belong to religions and analyse the impact this has on individuals and communities. <b>3.4a</b></p>	<p><b>How and why are people religious?</b></p> <p>Investigate the responsibility and explain the challenge of carrying on a religious tradition. <b>3.6a</b></p> <p><b>Pilgrimage</b></p> <p>Explore why people belong to religions and analyse the impact this has on individuals and communities <b>3.4a</b></p>	<p><b>Challenge</b></p> <p>Explore the impact of religious diversity on communities and apply religious teaching to issues of tolerance and harmony <b>3.4c</b></p>