St Dominic's School
Curriculum Plan

Subject	Humanities	Year Group	Year 8

Subject Intent

In Year 8 pupils will study two topics in each of the following disciplines: Geography, History and Religious Studies.

Geography

- What happens where land meets sea?
- How are populations changing?

History

- How did the slave trade change Britain?
- Why did medicine advance in the 19th century?

Religious Studies

- Christianity 2
- Islam

Knowledge is accumulated through listening and reading in the classroom, at home and on a series of field trips designed to address the need of many of the school's pupils to experience in order to remember.

As they study these topics, pupils will also be developing some key skills in critical thinking:

- *The ability to understand that other people may think differently from them;*
- *The ability to link cause and consequence;*
- *The ability to order information in a coherent argument.*

The work will also allow pupils to accumulate six AQA Unit Awards for their Portfolio of Achievement.

Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1	What happens	**Knowledge**	**Tier 2** Erosion	**Building On**

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	where the land meets the sea?	What happens where the land meets the sea? What shapes our coastal landscape? What forms of erosion take place on the coast? What landforms are created by forces of erosion? How does transportation change the coastline? How does deposition change the coastline? **Skills** I can identify the processes that have shaped a coastal landscape. I can offer arguments for and against coastal management strategies. **Enrichment** Fieldtrip to explore coastal landscape at West Wittering **Resources** David Gardner, *Geography Key Stage 3* Unit 9	Abrasion Corrosion Attrition Headland Cave Arch Stack Bay Backwash Deposition Spit **Tier 3** Geomorphology Geology Weathering Subaerial erosion Longshore drift Spit Tombolo	This half-term pupils will be using the map reading skills they developed in Year 7 to help identify how the coast of England has been shaped by erosion and deposition. **Building Towards** When they return to studying Geography in Year 9 pupils' knowledge of how the action of the sea shapes the coastline will help them to understand the way in which glaciers have shaped much of Britain's landscape.
Autumn 2	How did the slave trade change Britain?	**Knowledge** What was the slave trade? What was it like on a slave ship? How were enslaved people sold?	**Tier 2** Abolish Auction Branded Dysentery Indifferent Lashed	**Building On** Pupils will be building on the chronology of British history that they have built up through KS2 and Year 7.

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		What was it like to be a slave? Why was slavery abolished? What is the legacy of the slave trade? **Skills** I understand how Britain has influenced and been influenced by the wider world. I can make connections between economic, political, social, religious and cultural history. **Enrichment** Visit to Polesden Lacey to spot links to slave trade. **Resources** Aaron Wilkes, *Industry, Invention and Empire: Britain 1745-1901* (Pupil textbook) Aaron Wilkes, *Industry, Invention and Empire: Britain 1745-1901* (Curriculum and planning assessment guide)	Muzzle Okra Revolt Scramble Yam **Tier 3** Abolitionist British Empire Plantation Slave trade triangle	**Building Towards** Pupils who go on to GCSE History will return to the slave trade and its impact on Britain in the unit Britain: Empires, Migration and the People 790-Present. All pupils will continue to build on the chronology of British history in Summer 1.
Spring 1	Christianity 2	**Knowledge** Is it reasonable to believe in life after death? What do Catholics believe about life after death? What do Protestants believe about life after death? Who gets into heaven?	**Tier 2** Eternal Paradise Soul **Tier 3** Purgatory Sin Heaven	**Building On** Pupils will be building on the knowledge of Christianity they have acquired through KS2 and in Year 7. **Building Towards** Pupils will return to the study of Christianity in Summer 1 of Year 9 and, as part of their GCSE course, in Autumn 1 and 2 of Year 10.

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		Do their beliefs about life after death shape the way Christians live? Was Marx right – is this just the opium of the people? **Skills** I can recognise the attraction and challenges of believing in life after death. I can interpret Christian belief in the afterlife from different perspectives. **Enrichment** Visit to Brookwood cemetery **Resources** SACRE p.109 Steve Clarke, *Explore RE KS3*	Hell Judgement Salvation Saviour Satan Angels End of the world Saviour Apocalypse	
Spring 2	How are populations changing?	**Knowledge** One planet, many people: how are populations changing? Where does everyone live, and why here? How can we describe the structure of a population? Can we control population size? Why do people migrate?	**Tier 2** Census Immigrant Migrant Voluntary migrants Forced migrants Refugees Push factor Pull factor Deported **Tier 3**	**Building On** Pupils will build on work that they did in KS2 looking at their local communities. **Building Towards** Pupils will progress their understanding of population, migration and urbanisation when they study Africa in Year 9 and, if they go on to study GCSE History, in their work on Britain: Migration,

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		Where do people migrate to? What is urbanisation? **Skills** I can describe the processes that are driving population growth. I can carry out fieldwork to evidence the process of population growth. **Enrichment** Fieldtrip to Horsham to look at the expansion of an English town. **Resources** David Gardner, *Geography Key Stage 3* Unit 8	Population distribution Birth rate Death rate Industrialised Demographic Transition Model (DTM) Natural increase Population Pyramid Underpopulated Overpopulated Rural to urban population Urbanisation	Empires and the People 790-Present.
Summer 1	How did Britain change between 1750 and 1900?	**Knowledge** How did factories create towns? What was 'black gold'? How was transport improved? Who were the heroes of public health? What happened at Peterloo? What were Victorian schools like?	**Tier 2** Industry Mechanized Miner Highwayman Canal **Tier 3** Lunar Society Steam engine Coalface Bearer Drawer Trappers	**Building On** Pupils will be building on the chronology of British history that they have built up through KS2, Year 7 and Autumn 1 of Year 8. **Building Towards** Those who go on to GCSE History will develop their understanding of Britain in the 18th and 19th centuries as they study the unit *Britain: Migration, Empires and the People 790-Present.*

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		Skills I can describe why events in the past were significant I can explain abstract terms such industrialisation, democracy and progress **Enrichment** Visit to The Spike, Guildford **Resources** Aaron Wilkes, Industry, I*nvention and Empire: Britain 1745-1901* (Pupil textbook) Aaron Wilkes, *Industry, Invention and Empire: Britain 1745-1901* (Curriculum and assessment planning guide)	Stagecoach Toll Toll keeper Turnpike trust Aqueduct Navvy Locomotive Viaduct Cholera Dame school Ragged school	
Summer 2	Islam	**Knowledge** What are the key beliefs of Islam? How does being a Muslim shape your day? How does being a Muslim shape your year? What is the moral code of Islam? What is jihad? What is hajj? **Skills**	**Tier 1** Beneficence Compassion Immanence Justice Merciful Omnipotence Predestination Transcendence **Tier 2** Adhan Al-Qadr Hadith Hajj Haram Hijab	**Building On** Pupils study of Islam in Year 8 builds on work in RS during KS2 and Year 7 exploring a variety of worldviews. It also builds on their study of early Islamic empires in Year 6. **Building Towards** Pupils will build on this work in Year 11 when they study ethical questions around the themes of Conflict & Peace and Relationships and Families for the GCSE Religious Studies.

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		I can use subject specific vocabulary in talking about Islam I can make links between different religions **Enrichment** Visit to Shah Jahan mosque, Woking. **Resources** SACRE page 113 Steve Clarke, *Explore RE KS3*	Jihad Jumu'ah Makkah Minaret Mustahab Qiblah Ramadan Risalah Salah Sawm Shia Sunni	