



# SUNNYDOWN SCHOOL

## HUMANITIES CURRICULUM PLAN

Subject	Humanities	Year group	Y9
<b>Subject Intent</b>	<p>History: Pupils ask the question: " Have we learned from the past or are we still making the same mistakes? The constant need for power and war."</p> <p>Geography: The importance of rivers and water as natural a resource. Pupils explore the effect of a growing population, urbanisation on the earth's resources, what are alternative power sources? primary , secondary and tertiary sectors. Comparing one country from Africa and Asia)</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1 MTP	<b>History:</b> Slave Trade	<p><b>Who was involved in the triangle slave trade?</b> Know what slavery means and understand how the triangular slave trade worked. Construct a detailed map relating to the triangular slave trade.</p> <p><b>Slave ships:</b> What were the conditions like a slave had to endure on board a slave ship.</p> <p><b>Life and work as a slave:</b> What work did a slave have to do and what were their living conditions like on a plantation</p> <p><b>Abolition of the slave trade</b> Know how and when the slave trade was eventually abolished. Research some of the key people who played a role in ending the slave trade.</p> <p><b>Roman slave trade:</b> Discover how the Romans bought and sold slaves. Examine how much the Roman empire relied on slaves.</p>	Slavery Middle passage Cargo Empire Plantation Auction Abolition Empire	<p><b>Building on.....</b> The theme of slavery and the West Indies was introduced during summer 1 "Cromwell and the Civil War" year 8.</p> <p><b>Building towards...</b> World War 1 spring 1 year 9. Examine if Britain having an empire was one of the underlying causes of World War 1. <b>and 2 one of the causes</b></p>

<p><b>Autumn 2 MTP</b></p>	<p><b>Geography:</b> Rivers</p>	<p><b>The water cycle:</b> Explain the flow of water in the water cycle and Analyze the effect of this on different landscapes</p> <p><b>Parts of a river:</b> Know the different parts of a river</p> <p><b>How we use and abuse rivers:</b> How do we use rivers and if we abuse rivers what are the consequences?</p> <p><b>How rivers shape the land:</b> Know how rivers shape the land and how they pick up materials in one place to drop at another</p> <p><b>Water management:</b> Appreciate the impact that water supply problems can have and what are the solutions.</p>	<p>Infiltration Landscapes Source Confluence Tributaries Watershed Floodplain Erode Sewage</p>	<p><b>Building on.....</b> World maps autumn 2 year 7, Rocks autumn 2 year 8, Geography and Sport summer 2 year 8.</p> <p><b>Building towards...</b> Resources Population changes spring 2 year 9, Continents and Countries in summer 2 year 9</p>
<p><b>Spring 1 MTP</b></p>	<p><b>History:</b> World War I</p>	<p><b>Causes of World War 1:</b> Discuss the events leading up to the assassination of Franz Ferdinand Research the other possible reasons for World War 1?</p> <p><b>Trench warfare:</b> Understand the conditions soldiers had to face in the trenches</p> <p><b>Conscription, equipment and food:</b> Know who and how you could join the army during world war 1. Describe what life was like in the army and examine the type of equipment used at that time</p> <p><b>Woman and children:</b> Examine how women and children helped during World War 1 and how their lives changed because of World war 1</p> <p><b>The treaty of Versailles</b> Discuss the main points of the treaty of Versailles. Examine what Germany, Britain, France and America thought about the treaty of Versailles</p>	<p>Assassination Trench warfare Conscription Treaty Alliances</p>	<p><b>Building on.....</b> Students have been taught about World War I in English in summer 1 and have also experienced a range of WWI poetry in English year 8 spring 2. So have some understanding of some emotional impact of war Slave trade (taught in autumn 1) the concept of empire has been introduced relating to Britain and the Roman empire</p> <p><b>Building towards...</b> A secure knowledge of British and world history so that it provides a well-informed context for wider learning in summer 1 when studying World War 2 as well as an art project in WW1.</p>

<p><b>Spring 2 MTP</b></p>	<p><b>Geography:</b> Population Changes</p>	<p><b>Our numbers are growing fast:</b> Know how populations change over time and discover the factors that affect the population. <b>World population distribution:</b> Discover the human population is not spread evenly across the globe. Compare the southeast of England to the highlands of Scotland (transport, housing and work) <b>Impact on the planet:</b> What impact does our growing population have on the planet's resources? <b>living a sustainable life:</b> Understand the difference between renewable and non-renewable energy sources What are the advantages and disadvantages of the production and development of non-renewable and renewable energy sources? <b>Energy mix:</b> Identify factors that influence the mix of energy resources used in different countries.</p>	<p>Population Migration Immigration Distribution Resources Infrastructure Sustainable Renewable non-renewable</p>	<p><b>Building on.....</b> Rivers autumn 2 year 9, (people are likely to live by a river) Students have background knowledge of World War 1 spring 1 which touched on themes such as resources and infrastructure  <b>Building towards...</b> Continents and countries summer 2 year 9, World War 2 summer 1 year 9 (population distribution, resources and infrastructure)</p>
<p><b>Summer 1 MTP</b></p>	<p><b>History:</b> <b>World War 2</b></p>	<p><b>Causes of World War 2:</b> Know when World War 2 started and Investigate some of the causes that led to World War 2. <b>The Blitz:</b> Know what an air raid is and investigate the consequences and effects the "Blitz" had on the people of London. <b>World War 2 Aircraft:</b> Investigate the three major types of aircraft used during World War 2 (fighters, bombers and transport) <b>D-Day:</b> know that D-Day (Normandy) was the largest naval, air and land operation in history. Understand the importance of planning and the use of deception campaigns during war. <b>Social Impacts of WWII in Britain</b> What were the social impacts of World War2 in Britain? (rationing, poverty, evacuation and the welfare state) <b>World War 2 technology</b> Know that technology played an important role during</p>	<p><b>Holocaust (to do)</b> Blitz Civil defense Air raid Campaign Foothold Rationing Welfare state Technology</p>	<p><b>Building on.....</b> Students have been taught in spring 1 about World War 1. They revisit causes of war and alliances.  <b>Building towards...</b> Countries taught in summer 2. looking at relationships between countries. Do certain countries still have special relationships as an outcome of the world wars?  <b>Friday curriculum:</b> Kenley Common, local study (Q&amp;A, Discussions, talk by local</p>

		<p>World War 2. Examine how technology changed the way wars are fought. Research the future of technology in modern day warfare.</p>		
<p>Summer 2 MTP</p>	<p><b>Geography: Countries</b></p>	<p><b>Continents:</b> What is a continent? How many are there? What is the difference between a continent, country and county? <b>Africa:</b> Find out facts about Africa, the second largest continent, including natural resources, infrastructure, economics and wildlife. <b>Asia:</b> Find out facts about Asia, the largest continent, including population, natural resources, infrastructure, economics and wildlife. <b>The Americas:</b> Find out facts about the Americas, including population, natural resources, infrastructure, economics and wildlife. <b>Contrasts in development between different countries:</b> Know that countries have different levels of development and Investigate how countries are classified (Lic, Mic and Hic)</p>	<p>Continents Natural Resources Economics Population Infrastructure Low, medium and high income countries</p>	<p><b>Building on.....</b> Population changes spring 2 e.g population in different counties and resources World war 1 and 2 relationships between countries</p> <p><b>Building towards...</b> GCSE (AQA) Geography contrast in development between different countries</p>