



Course Outline
 Humanities Year 8

Inspiring excellence, empowering global minds

Overview

The Humanities Department Syllabi at GEMS Wesgreen International Secondary School strive to enable students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues so as to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which they live. To foster in students a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal life-style and participation in collective environmental decision-making.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the Humanities Syllabus are to encourage and enable students to:

- Develop appropriate knowledge of the location of globally significant places – including physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Communicate geographical information in a variety of ways, including through maps, sketches numerical and writing.
- Know and understand how people's lives have shaped countries and how these countries have also influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and organise a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit Overviews

Term 1

Unit 1 – Geographical Skills

Approximate length: 1 week

In this unit, students will acquire the prerequisite knowledge, understanding and skills needed to identify and locate places on a map and to think geographically.

Specific National Curriculum Objectives Covered:

- Communicate geographical information in a variety of ways, including through maps, sketches numerical and writing.

Unit 2 –Map Skills

Approximate length: 3 weeks

In this unit, students will study map features and map skills in more detail to locate places, locally, regionally, nationally and globally.

Specific National Curriculum Objectives Covered:

- Understand the processes that give rise to key physical and human geographical features of the world.
- Communicate geographical information in a variety of ways, including through maps, sketches numerical and writing.

Unit 3 – Ecosystems

Approximate length: 3 weeks

In this unit, students will examine different ecosystems; their location, how they shape physical landscapes and how human interaction affect them.

Specific National Curriculum Objectives Covered:

- Develop appropriate knowledge of the location of globally significant places – including physical and human characteristics.

- Understand the processes that give rise to key physical and human geographical features of the world.
- Communicate geographical information in a variety of ways, including through maps, sketches numerical and writing.

Unit 4 – Earthquakes and volcanoes

Approximate length: 4 weeks

In this unit, students will study natural hazards, their location, impact and measures to reduce their impact.

Specific National Curriculum Objectives Covered:

- Develop appropriate knowledge of the location of globally significant places – including physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Communicate geographical information in a variety of ways, including through maps, sketches numerical and writing.

Term 2

Unit 5 – History Skills

Approximate length: 1 weeks

In this unit, students will study the historical skills needed to investigate history accurately. They will gain knowledge and understanding of the key concepts needed to ask effective historical questions and respond insightfully using appropriate evidence to support views.

Specific National Curriculum Objectives Covered:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Unit 6 – The British Empire Building weeks**Approximate length: 2 weeks**

In this unit, students will study British exploration and colonization of the new world and the legacy that they left behind.

Specific National Curriculum Objectives Covered:

- Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and organize a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’ and ‘parliament’.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit 7 – Introduction of the Industrial age weeks**Approximate length: 2 weeks**

In this unit, students will study how did the Industrial Revolution change the lives of ordinary people?

Specific National Curriculum Objectives Covered:

- Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and organize a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’ and ‘parliament’.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit 8 – Britain union and conflict**Approximate length: 4 weeks**

In this unit, students will describe the ways conflict led to the creation of modern Britain and Ireland. They will also explain the importance of the links between different events.

Specific National Curriculum Objectives Covered:

- Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

- Gain and organise a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Term 3

Unit 9 – The World's Greatest Empire.

Approximate length: 7 weeks

In this unit, students will learn about the British Empire that controlled many regions of the world for more than 100 years. This unit explains how the British flag flew over large parts of the world and the impact it had. Students will look at regions like Africa, what it was like before and during the slave trade. They will also examine the slave trade and life in the Caribbean.

Specific National Curriculum Objectives Covered:

- Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and organise a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Assessment

Formative: Throughout the units, the students will complete graded work, quizzes and investigation activities that allows the teacher to assess the students' attainment and inform their planning.

Summative: Students will complete exams at the end of each term to assess their attainment and progress.