

# YEAR 7 HUMANITIES COURSE SYLLABUS 2024-2025



## Course Outline

## Humanities Year 7

*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.

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- 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: 3 weeks**

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 - Weather and Climate

**Approximate length: 4 weeks**

In this unit, students will study how weather and climate affect places locally, nationally, regionally and globally. They will also study how to forecast weather features.

##### 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 - River Flooding

**Approximate length: 4 weeks**

In this unit, students will examine river as a natural hazards, their location, how they shape physical landscapes and how they affect human lives.

##### Specific National Curriculum Objectives Covered:

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- 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 4 - What is History/History Skills

**Approximate length: 3 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, analyze 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 5 - People in the Middle Ages

**Approximate length: 3 weeks**

In this unit, students will study the lives of the powerful and ordinary people living in the Middle Ages. They will also explore the Black death and Peasants' Revolt.

#### 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.

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## **Unit 6 - Power in early modern England**

**Approximate length: 4 weeks**

In this unit, students will study how power changed hands and the international relationship between the British monarchs and foreign rulers.

### 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 7 - Ordinary people in early modern England**

**Approximate length: 7 weeks**

In this unit, students will look at how ordinary people lived and how they were looked after by those in power. They will also study how the ideas and attitudes of these ordinary people changed.

### 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.

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## Assessment

**Formative:** Throughout the units, the students will complete graded work, quizzes and investigation activities which 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.