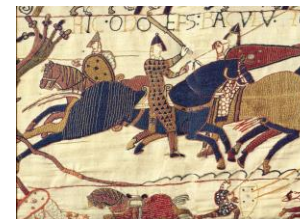


# Year 7- Living World



Anglo-Saxon Britain looking at all aspects of their life including religion, geography and laws.



## U3

Life after the Battle of Hastings

Identify different rulers of the Tudor period. Identifying who fought in the war of the roses and how life changed after the verdict. The power of religion and life of Tudor peasants. Deeper learning of the Spanish Armada

## U4

Tudor Britain

## U2

Anglo-Saxons

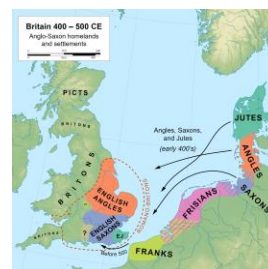
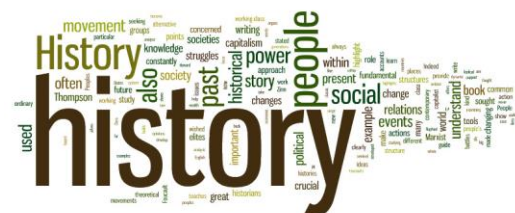
## U1

Introduction to History

START

Starting with what is the importance of learning History. Where can you go and be with a History qualification. Understanding what a primary and secondary source is and how they are used to better explore the past.

Looking at the start of Britain with William I. What changed in life compared to the Anglo-Saxons. Was it right for William to conquer to take over Britain? What were the Middle ages like? Black Death, Feudal system and religion. Deeper learning: study of Bayeux tapestry linking to bias sources in U1.





Marches Academy Trust

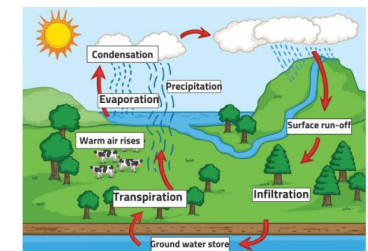
## Living world Geography Overview

*What is my Learning Journey in Geography?*



Understanding how water shapes our land focusing on rivers and different types of rivers. What is the water cycle and how important is water to our Earth and us.

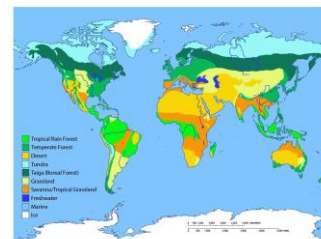
Linking with U3 with Shropshire and the river Seven. What are the benefits/negatives of living by water? Trip to Ironbridge.



Looking at the wider world and how they are different. Understanding what other places offer along with the animals. Additionally, looking at how the local people live in comparison to us.

### U3 Settlements

Focusing on push and pull factors for particular areas and how humans make judgements on where to settle and what is needed to do this. Deeper looking on brown field and green field sites as well as urbanization.

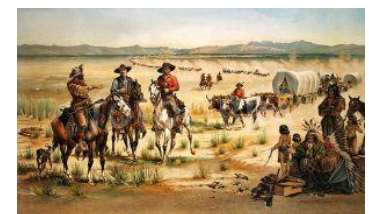
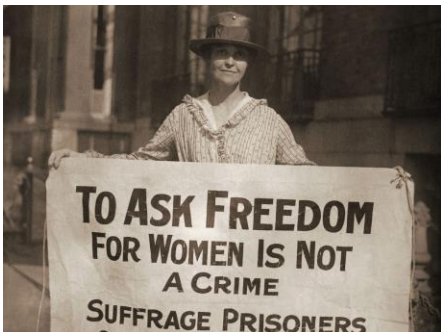
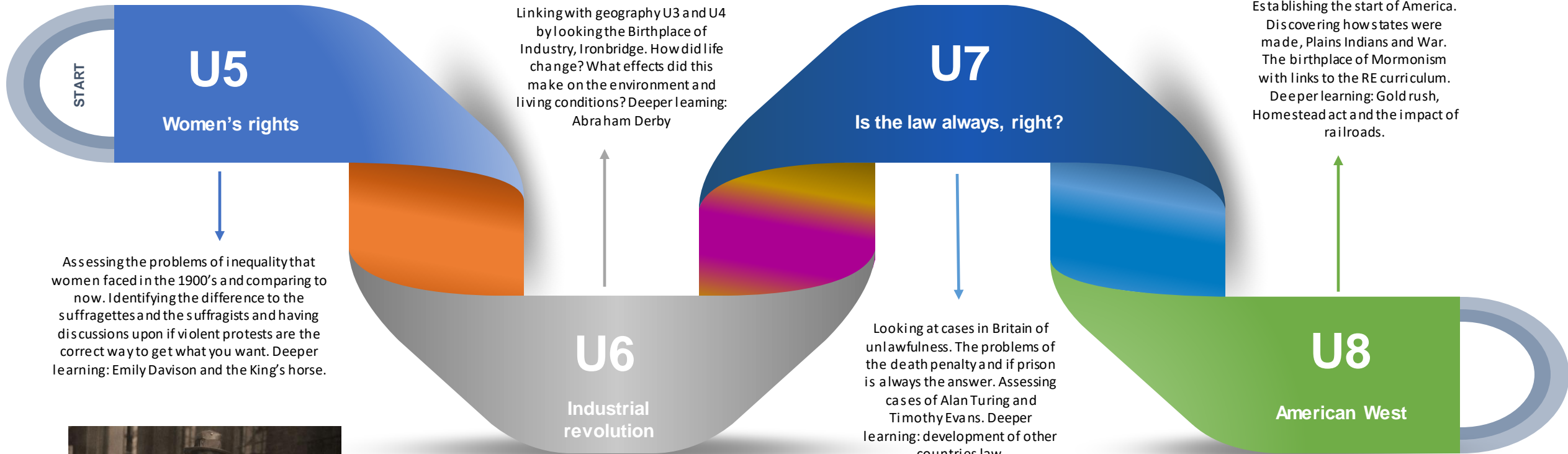


### U2 Biomes of the world

Starting with the importance of Geography and how we use it every day of our lives. Developing skills needed in Geographys such as map coordinates and understanding symbols. Deeper learning: describe places in the world using technical terms.

### U1 Introduction to Geography

START





Marches Academy Trust



## Living World Geography Overview

*What is my Learning Journey in Geography?*

START

### U5

Protecting our planet

How can we do are part in protecting our planet? Looking at recycling, water conservation and the energy. Deeper learning of our carbon footprints. Create surveys around school to evaluate what the school can do to be greener. Creating information posters for other students.



Understanding what Fairtrade is. Looking at fast fashion and having ethical discussions. Researching big brands like Shein. In depth learning surrounding laws in different countries and how to help others.

### U6

Supporting others in the world



Saplings 2/3





Marches Academy Trust



Understand the importance on the rainforest to human life. What can we find in the rainforest? Look at Amnesty, Greenpeace and WWF. Explore different ecosystems and how they work together to survive. Deeper learning: Great barrier reef.



## Middle School Saplings Humanities Overview

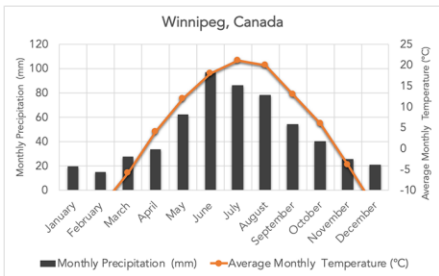
*What is my Learning Journey in Geography?*

START

### U1

#### Weather and Climate

Looking at the different between weather and climate, focussing on how weather (especially rainfall) is measured. Deeper learning: looking at precipitation graphs



### U2

#### Rainforest and ecosystems



### U3

#### Tectonic plates

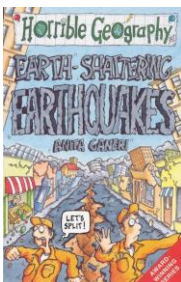
Identifying where the plates are located and different areas being effect by them. How can we make sure we are safe? Looking at specific countries and crating models of the tectonic plates.



### U4

#### Food resources

Reading at home provides the children with additional information, confidence in most subjects and progressive reading abilities.





Marches Academy Trust

## Middle School Humanities Overview

*What is my Learning Journey in History?*



START

### U1

#### Civil rights movement

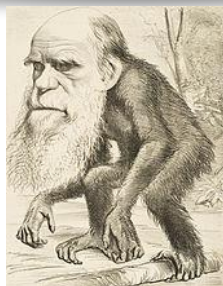
Discovering the history of black people in America. Understanding issues that and events that's changed America. Looking at Martin Luther King Jr, Emmett Till and Rosa Parks. Deeper learning: evaluations will be made each lesson on the influence a specific group or individual made towards the movement. Ending with racism in the 21<sup>st</sup> century and contrasting to 1950's America.



This module will link with the RE curriculum. Focusing on the rise of Darwinism and what that means. Looking at the controversy at the time and the backlash of conflicting ideas.

### U2

#### Victorians and faith



### U3

#### Victorian life

Understanding who the Victorians were. Gaining an insight on what they invented, ruled and brought to Britain which has changed our lives now. Make links to laws that are still applied today. Reference to child labour and poverty. Deeper learning: Experience Victorian life at Blists Hill.

### U4

#### World War I



Why is World war I significant to shaping Britain today? Who went to war and what was the reason? Comparing trench life to home life. How did Britons live change? Make comparisons to what life is like now and issues of war we face now. Link to Russia/Ukraine.



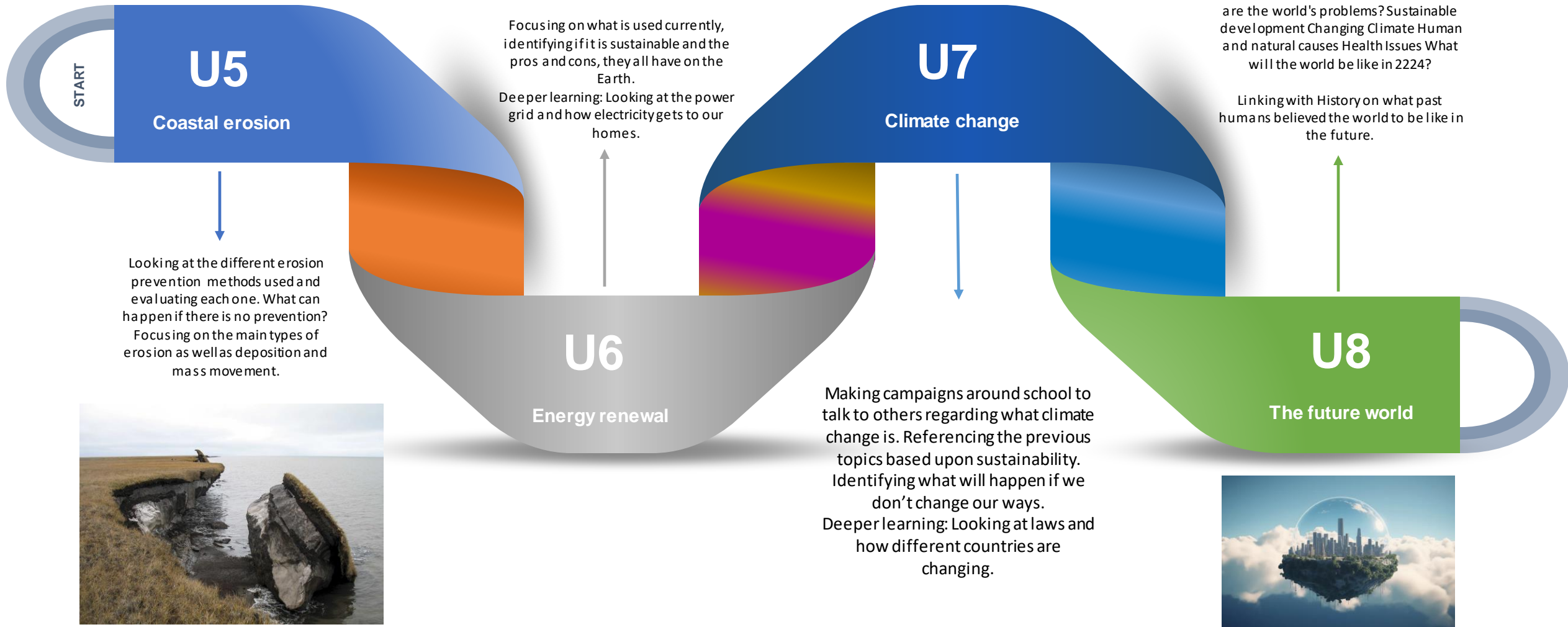


Marches Academy Trust



## Middle School Humanities Overview

*What is my Learning Journey in Geography?*





Marches Academy Trust

## Middle School Humanities Overview

*What is my Learning Journey in History?*



START

### U5

#### World War II

Linking to RE module of Jewish life and Identity.

Focusing on the what happened during the holocaust, why Jewish people we the main target. Identify what life was like and key people inked with the Holocaust. Josef Mengele, Anne Frank and other accounts. Deeper learning: Look at clips from war films depicting the Holocaust.

### U7

#### Welfare State

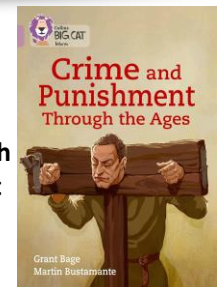
Identify what the welfare state is and making comparison to how it has evolved in 21<sup>st</sup> century. Evaluate if this is economical for our country in the future. Why the Welfare state was introduced and have topical debates on if it should be changed either for people or to keep up with the cost-of-living crisis and what it would look like.

This module will be a n assessment done in class with opportunity to be continued at home. Looking crimes and punishments over the years within Britain whilst making comparisons to modern life. Evaluating if some punishment do work and if all crimes should have severe consequences. The assessment will contain writing pieces with facts as well as personal opinions. Additionally, there will be opportunity to use computers and artistic skills.

### U8

#### Crime and punishment

Reading at home provides the children with additional information, confidence in most subjects and progressive reading abilities.



Understanding how the War started again despite ignoring the peace treaty at the end of the last war. Focus on propaganda and what life was like at home. How did the role of the woman change? What is conscription and the white feather campaign?



### U6

#### The Holocaust

