Year 7- Living World



Living World History Overview

What is my Learning Journey in History?

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

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.

U1

Introduction to History

U2

Anglo-Saxons

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 ageslike? Black Death, Feudal system and religion. Deeper learning: study of Bayeux tapestry linking to bias sources in U1.

U4

Tudor Britain













Living world Geography Overview

What is my Learning Journey in Geography?

Understandinghowwater 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.



U4

Water and local geography



Looking at the wider world and how **U1** other places offer a long with the

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

Introduction to Geography

they are different. Understanding what animals. Additionally, looking at how the local people live in comparison to us.

U2

Biomes of the



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.







Living World History Overview *What is my Learning Journey in History?*

Women's rights

As sessing the problems of inequality that women faced in the 1900's and comparing to now. Identifying the difference to the suffragettes and the suffragists and having discussions upon if violent protests are the correct way to get what you want. Deeper learning: Emily Davison and the King's horse.



Linking with geography U3 and U4 by looking the Birthplace of Industry, Ironbridge. How did life change? What effects did this make on the environment and living conditions? Deeper leaming: Abraham Derby

U6
Industrial revolution



U7

Is the law always, right?

Looking at cases in Britain of unlawfulness. The problems of the death penalty and if prison is always the answer. Assessing cases of Alan Turing and Timothy Evans. Deeper learning: development of other countries law.



Esta blishing the start of America.
Discovering how states were made, Plains Indians and War.
The birthplace of Mormonism with links to the RE curriculum.
Deeper learning: Gold rush,
Homestead act and the impact of railroads.

U8

American West







Living World Geography Overview

What is my Learning Journey in Geography?

U5
Protecting our planet

START

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





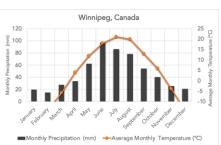
Saplings 2/3



U1

Weather and Climate

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





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?

U3

Tectonic plates

How does farming and fishing affect the environment? What is food security? How can we improve food security? Can GM crops feed the world? Does being Vegan save the planet?

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





U2



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





U1
Civil rights movement

Discovering the history of black people in America. Understanding issues that and events that's changed America.

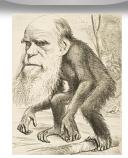
Looking at Martin Luther King Jr,
Emmett Till and Rosa Parks. Deeper learning: evaluations will be made each lesson on the influence a specific group or individual made towards the movement. Ending with racism in the 21st century and contrasting to 1950's



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





Middle School Humanities Overview

What is my Learning Journey in History?

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.

Why is World war I significant to shaping Britain today? Who went to war and what was the reason? Comparing trench life to homes life. How did Britons live change? Make

live change? Make comparisons to what life is like now and issues of war we face now. Link to Russia/Ukraine.

U4

World War I







Middle School Humanities Overview

What is my Learning Journey in Geography?

U5

Coastal erosion

Looking at the different erosion prevention methods used and evaluating each one. What can happen if there is no prevention? Focusing on the main types of erosion as well as deposition and mass movement.



Focusing on what is used currently, identifying if it is sustainable and the pros and cons, they all have on the Earth.

Deeper learning: Looking at the power grid and how electricity gets to our homes.

U7

Climate change

Using previous units, focusing on what are the world's problems? Sustainable development Changing Climate Human and natural causes Health Issues What will the world be like in 2224?

Linking with History on what past humans believed the world to be like in the future.

U6

Energy renewal

Making campaigns around school to talk to others regarding what climate change is. Referencing the previous topics based upon sustainability. Identifying what will happen if we don't change our ways.

Deeper learning: Looking at laws and how different countries are changing.

U8

The future world





U5 World War II

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?



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.

U6
The Holocaust





Middle School Humanities Overview

What is my Learning Journey in History?

This module will be an 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.

U7

Welfare State

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

U8

Crime and punishment

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

