

## What are the aims and intentions of this curriculum?

The aim of the Year 8 curriculum in Humanities is to further entrench core values to enable students to compare the UK with the wider world. Students are encouraged to think critically and come up with solutions to tackle global issues and to become more tolerant.

| Term     | Topics                    | Knowledge and key terms   | Skills developed  | Assessment  |
|----------|---------------------------|---|---|---|
| Summer 2 | (RE)<br>Judaism           | Students will understand the beliefs and practices of Judaism. <b>Links to Careers as students will gain the understanding of the role of a Rabbi.</b><br>Key terms: Abrahamic, Torah, Jewish, Kosher.  | Develop an understanding of the origins of the Abrahamic faiths and analyse different religious stories and practices from Judaism.   | To assess the importance of Jewish beliefs and practices for Jewish people.   |
| Autumn 1 | Democracy vs Dictatorship | Students will be learning about;<br>What is the difference between a democracy and a dictatorship?<br>Case Study – life in a democracy – your rights and freedoms. Impact on your lifestyle<br>Case Study – life in a dictatorship – your rights and freedoms. Impact on your lifestyle<br>Opinion – which type of government would you favour? | Understanding the key differences between the 2 types of government<br>Considering the impacts these 2 types have socially and economically<br>Compare and contrast the 2 case studies – following independent research on each one<br>Debating which type of government they favour – using their class learning and independent learning through this topic | <b>Think Pink, Go Green</b>   |
| Autumn 2 | The Island                | Students will be learning about;<br>What life would be like if they found themselves stranded on an island in the middle of nowhere – Lord of the Flies scenario.<br>How to survive?<br>How to form a new society?<br>How to work with others?<br>How to problem solve?<br>How to cope as an individual – mentally?                             | Leadership<br>Problem solving<br>Teamwork<br>Debating<br>Evaluating   | <b>Cumulative Test</b>  |
| Spring 1 | (RE)<br>Buddhism          | Students will gain knowledge and understanding of Buddhist beliefs. <b>Links to the PSHE curriculum discussing Mental Wellbeing.</b><br>Key terms: Eightfold path, Nirvana, Noble Truth   | To analyse the importance of animals within different religions and evaluate the treatment of animals from a religious and secular view.  | Formative assessment based on an extended piece of writing using a “ <b>Think Pink</b> , (teacher marked) <b>Go Green</b> (student response)” feedback sheet. |

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|-----------------|--------------------|--|---|-----------------------------|
| <b>Spring 2</b> | Community Cohesion | <p>Students will be learning about;</p> <p>What is a community/cohesion?</p> <p>What are the key social, environmental and economic issues people are concerned about within communities – focus on Hayes</p> <p>What are the impacts of these issues – focus on transport, crime and pollution</p> <p>How can we ensure that our communities are sustained – focus on different parts of London eg. Olympic Site, Stratford</p> | <p>Define key words to be used within this topic</p> <p>Consider the key issues that need addressing within their local community – rank these issues and justify their ranking. Debate their views.</p> <p>Independently research the impact of the issues locally and across London.</p> <p>Propose sustainable ways to ensure that communities are as a cohesive as possible both now and in the future.</p> | <b>Cumulative Test</b>      |
| <b>Summer 1</b> | Life in Britain    | <p>Students will be learning about;</p> <p>How to challenge - Racism in Britain?</p> <p>What is a refugee?</p> <p>How has the relationships between different groups come under threat in Hayes?</p> <p>How to challenge – Poverty in Hayes?</p> <p>How to challenge – Homelessness in Britain?</p>  | <p>Empathy</p> <p>Sharing experiences</p> <p>Compassion</p> <p>Research – how to effectively research an issue</p>  | <b>Think Pink, Go Green</b> |