

Humanities Medium-Term Plans (Spring 2019)

History: The Romans (Year 8)		
Lesson	Breakdown	Outcome(s)
1 The Invasions	Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.	I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain.
2 Roman Roads	Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.	I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.
3 Boudicca's Rebellion	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.	I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.
4 Hadrian's Wall	Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.	I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.
5 Gods and Goddesses	Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses the Romans worshipped.	I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.
6 Roman Baths	Construct informed responses that involve thoughtful selection and organisation of historical knowledge by learning about Roman Baths.	I can explain what the Roman Baths were and know about the different amenities they contained.

Geography: The UK (Year 8)		
Lesson	Breakdown	Outcome(s)
1 Countries and Cities	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of maps of the UK.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, in the context of describing the position of UK cities.</p>	<p>I can name and locate the countries and cities of the UK.</p> <p>I can use the eight compass points to describe the location of the countries and cities of the UK.</p>
2 Rivers and Seas	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of the UK's rivers and seas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, in the context of the UK's rivers and seas</p>	<p>I can name and locate the main rivers and seas of the UK</p> <p>I can identify rivers and seas using an atlas or map.</p>
3 Around the Counties	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of maps of UK counties.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, in the context of counties of the UK</p>	<p>I can name and locate some of the counties of the UK</p> <p>I can use a map to locate some of the counties of the UK.</p>
4 Hills and Mountains	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have</p>	<p>I can name and locate areas of high ground in the UK.</p> <p>I can use a map or atlas to locate areas of high ground in the UK.</p>

	<p>changed over time, in the context of UK hills and mountains.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, in the context of UK hills and mountains.</p>	
<p>5 How London Grew</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of London's growth.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), in the context of London's history</p>	<p>I can identify ways that London has changed over time</p> <p>I can explain the importance of the Prime Meridian to London's history.</p>
<p>6 Our Changing Nation</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, in the context of the changing population of the UK.</p>	<p>I can describe and understand how the UK has changed over time.</p>