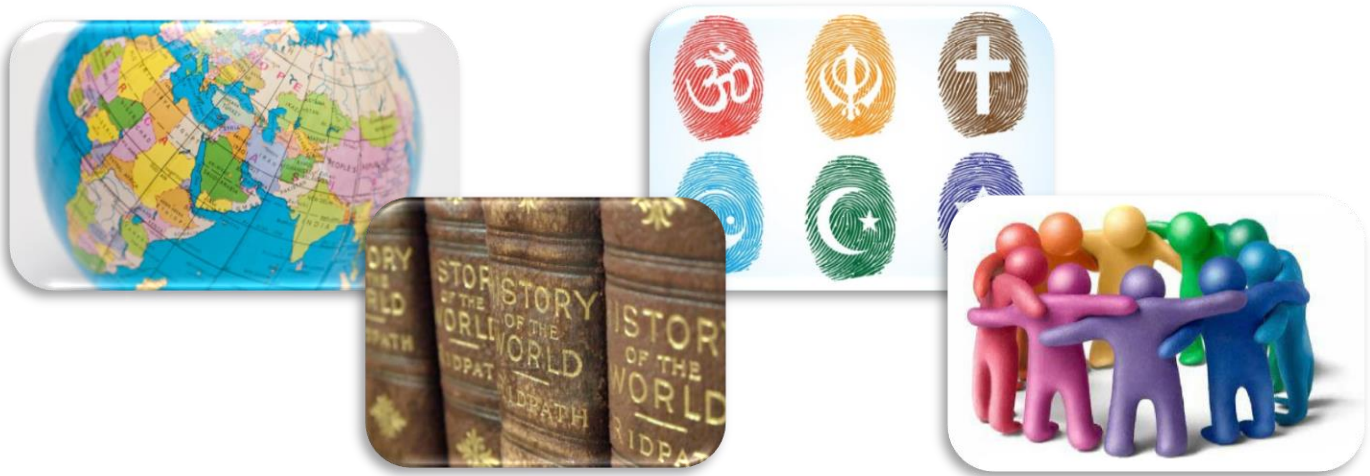


Humanities Curriculum Intent and Implementation



History teaches us about our past, Geography prepares us for our future, Religious studies gives us an understanding of world cultures and PSE gives us an understanding about ourselves.

Across the key stages and over 5 years' students are taught a varied curriculum that cultivates their imagination and understanding about our world. They learn about key decisions in our history that have shaped how our country is governed; we study where some of our traditions emerged from and we explore what makes our country unique through geographical concepts and ideas as well as exploring physical and human geography across the world. We study world history which helps us to understand some of the problems in today's society as well as tackling important social and moral issues looking at how and why there is division, we reference world religion's view to inform our pupils about different beliefs and cultures.

Our programme of study not only aims to inform pupils' knowledge and understanding of humanities topics but it also seeks to develop key skills in each of the subjects. The vision across the humanities subjects is to give pupils a broad and rich curriculum that allows them to become critical thinkers.

Aims

- To stimulate interest, enjoyment and a sense of wonder about our world from places and environments to religious interest and cultures and the history that binds it together. We want to fascinate and inspire our pupils about the beauty and intrigue of our world.
- To provide essential knowledge that allows pupils to be educated citizens allowing them to make informed choices. In our ever changing world; pupils need to be equipped with knowledge of modern day challenges in both a local and global context but also to look back on past achievements and problems in our History and see how this impacted our world.
- To develop and encourage questioning and critical thinking across the department so students become confident thinkers and learners inside and outside of the classroom.
- To encourage students to develop a range of knowledge and skills that will provide a foundation for future study and a preparation for employment or higher education.



- To ensure pupils are skilful across the humanities subjects:
 - * to interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
 - * to 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. To 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
- To explain how places change over time and how physical landscapes are shaped by natural processes and human activity.
- To know and explain how significant events changed the world through the eyes of different people and in different places.
- To incorporate an active enquiry approach to investigation across key stages and subjects so students become confident in a variety of different environments.
- To communicate geographical, historical and religious information in a variety of ways, including maps, sources, religious texts and writing at length.

Overview of humanities

Key stage 3

Humanities at key stage three consists of geography, history, religious studies and PSE. In Year 7, pupils follow a humanities programme of study in which they have the same teacher for all subjects. In years 8 and 9; geography, history, PSE and religious studies are taught as discrete subjects.

Key stage 4

GCSE History and Geography are popular optional choices for pupils. Within history students study, The Elizabethan Age, 1558-1603, Germany in Transition, 1919-1939, The Development of the USA, 1929-2000 and Changes in Crime and Punishment in Britain, c.500 to the present day. Geography topics include Landscapes and Physical Processes, Rural-urban Links, Tectonic Landscapes and Hazards, Weather, Climate and Ecosystems, Development and Resource Issues and measuring social development. As well as a standalone Applied Fieldwork Enquiry exam.

Public Services is a new topic for September 2019; this subject is heavily coursework based and covers health and fitness, the Role and Work of the Public Services, employment in the Public Services and working Skills in the Public Service Sector

PSE and RS are taught as standalone lessons spaced throughout the year through one off lessons, assemblies, tutor time and curriculum day activities.



Year overview

Year 7	Year 8 (discrete subject)	YEAR 9 (discrete subject)	GCSE
Humanities * Who am I? * Map Skills * Medieval Britain * Welcome to RS * Environmental regions * The Tudors * Careers * Origins of religion * Population and urbanisation. * RSE * Where did we come from?	Geography: * India * Development * China * Coasts * Use of natural resources Floating unit between 8 and 9: * Diseases	Geography: * Tectonics * Climate Change * Russia * Middle East Floating unit between 8 and 9: * Diseases	Geography: * Landscapes and physical processes * Rural-Urban links * Tectonic landscapes and hazards * Weather, climate and ecosystems. * Development and resources issues * Social development.
	History: * Crime and punishment * Slave Trade * Protest, reform and revolution * Jack the Ripper.	History: * First World War * Second World War * THE USA.	History: * USA: 1919-1939 * Germany in transition * Crime and Punishment * Elizabethan Era.
	RS: * Gods and how * belief is expressed across different religions. * Beliefs across different religions. * Religious experiences * The Bible * Charity * Conflict	RS: * Ethics * Crime and punishment * War and forgiveness * Good and Evil.	Public Services: * The role and work of public services * Writing skills in the Public Sector. * Employment in the Public Sector * Health, Fitness and Lifestyle for the Public Services.
	PSE: * Bullying * Careers * Relationships and Sex education. * First Aid. * Healthy living	PSE: * Prejudice and discrimination * Relationships and sex education * Careers * Healthy living	PSE: * RSE * Careers – interviews, START profiles.



Extra-Curricular

We realise the importance of embedding skills for life into our curriculum and why try to at every possible chance use humanities as a springboard for additional experiences whether this be during lessons or outside of the classroom.

Outdoor education is close to our hearts and as a department we have worked to develop a series of extracurricular experiences which enable students to challenge themselves, develop new skills, work as a team and get their adrenaline going. These include a hill skills course which is taken in Year 9 and we also see our KS4 students through the Duke of Edinburgh Award. We currently off the Bronze Award in Year 10 and Silver in Year 11.

Previously, we have taken KS4 to Poland to study the life of Eastern European Jews and other minorities during the Nazi occupation of the Second World War. We visited the former site of Krakow Ghetto, the museum housed in the former factory run by Oskar Schindler and Auschwitz-Birkenau. It is an emotional educational trip but important to remind us all of the horrors of war, extremism and how we as humans need to look out for each other. We hope to run this trip again in the future.

In lessons, assemblies and during curriculum days we invite inspirational speakers and leading members of their field to give presentations or seminars to our students. These are interactive and challenge students to think beyond their daily lives at some of the bigger issues in our world such as a visit for a climate change lecturer and our local Christian worker. These speakers tackle important issues to our students and these presentations can have a real impact. This is particularly noticeable when we have our yearly sessions with the Road Safety advisor. All our students find these sessions engaging but also incredibly insightful and useful.

We also organise a variety of opportunities to explore possible options for the future. We have arranged visits to the orthopaedic for anyone who may have an interesting in working within the NHS or private healthcare in the future. At the moment we are organising a work experience day where local businesses give up a day of their usual work to give our pupils a taste of life in a working environment; pupils will be able to choose between a range of businesses too.

We are also involved in the setting up of our school Careers fair which invites local employers to come in and students get the opportunity to talk to each business represent. This is a sharing of key information but also forges links between students and local businesses for the future which is so vital.

We have a strong link with Moreton Hall and they invite us to their higher and further education careers fair which is particularly relevant for students who may be interested in university in the future.

Finally, during curriculum days, we arrange trips to higher education settings such as Coleg Cambria and Glyndwr University. These are really effective, not only for those students who are interested in HE but they are engaging days which help to increase aspiration within our students. It takes them out of their comfort zone and encourages them to grow in confidence.