

## Rationale

The aims of our Humanities curriculum are:

- 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 brings it together.
- To develop and encourage questioning and critical thinking across the subject areas.
- To provide essential knowledge that allows pupils to be educated citizens allowing them to make informed choices.
- To encourage students to develop a range of knowledge and skills that will provide a foundation for future study and preparations for life post 16.



### Knowledge

We ensure that throughout the Humanities curriculum pupils acquire key knowledge about:

- Britain's past and that of the wider world
- The complexity of people's lives, the process of change and the diversity of societies and relationships between different groups
- The world's diverse places, people, resources and natural and human environments
- The formation of landscapes and environments and the Earth's key physical and human processes
- How to play a full and active part in society
- The religions and beliefs which form part of contemporary society



### Character

We ensure that pupils develop their own character attributes by:

- Understanding the impact that human beings can have on the lives of others and the environment and to develop a sense of responsibility for the impact that they have on the world
- Developing an appreciation and respect for the diversity of cultures, beliefs and religions across the world
- Learning to accept and respect views and opinions that are different to their own.



### Creativity

We ensure that pupils can respond to their learning and express their thoughts and feelings in creative ways. We encourage them to find their voice and to be confident to express their views



### Innovative Thinking

We teach pupils to be discerning consumers of information. We encourage pupils to question, challenge and investigate evidence and data that is presented to them and to become aware that information and data can be biased, incomplete or misleading.

We inspire pupils to think about their own personal beliefs and to challenge them as they learn more about the world. Pupils will be encouraged to come up with innovative ideas and solutions to address some of the problems we face in modern society both physical and human.



## Transform

Pupils will transform the essential knowledge and skills that they are taught in the Humanities curriculum into long-lasting success in the world of further study and work. They will be able to access Humanities subjects at key stage 4 and to develop skills which prepare them for the world of work such as empathy, understanding and tolerance.

Their knowledge and understanding of how the world has developed into the modern society we live in today will help to inform their thinking and decision making. They will understand what it means to be a citizen of the world and the responsibility that they have to make a positive impact.

## Curriculum Design

The key stage 3 Humanities curriculum is organised into the three key themes of the Whole School curriculum –

- Identity – In humanities we focus on ‘Exploring My World’
- The Wider World
- Making an Impact

In Key stage 3 pupils are offered 2 x 50 minute lessons per week. The program has been broken into the subject areas of History, Geography, Religious Studies and Citizenship.

The curriculum has been devised to engage pupils with cross curricular links with other subjects. Lessons are tailored to ensure all aspects of learning are met in a variety of mini tasks, individual and group work and practical activities. Throughout the academic year pupils will study the different subject areas over half termly units.

Culture capital is interconnected throughout the whole programme of study, our personal development programme supports our humanities curriculum including trips to local religious buildings/sites.

Reading, especially the acquisition of tier three vocabulary, is prioritised within humanities with the inclusion of high quality texts and the explicit identification of when unfamiliar vocabulary will be introduced within our curriculum planning documents. Oracy is also prioritised, pupils are encouraged to debate and express their views respectfully, whilst recognising and appreciating that others may have differing views.

## History

From the History curriculum we ensure that pupils develop a mental timeline of the past so that they have a firm understanding of key historical periods and the order in which they happened. This key foundational knowledge ensures pupils have a context that they are able to apply to new knowledge. As the most recent history subject report from Ofsted states “Securing overview knowledge of the past supports pupils to develop this knowledge into coherent narratives that are more memorable to them.”

In the ‘Exploring My World’ unit we deliver this key foundational knowledge by building a mental timeline of the past with key moments in British history from 1066 to present day; and then to give pupils a deeper understanding of their own place in History we focus on how their home town of Bolton was affected by the different historical periods and how Bolton itself had an impact upon the history of Britain.

In the ‘Wider World’ unit we look at what was happening in Europe and America during the key historical periods that pupils have learned about, helping them to understand the wider world’s historical timeline and the impact it had on Britain and how Britain also had an impact in the wider

world. Pupils will learn about the nature of civilisations, empires and the achievements and follies of mankind. They will understand concepts such as continuity, change, consequence and use them to make connects and draw contrasts.

In our third unit 'Impacting the world' we consider the ways in which historians study the past and measure the impact that history has had on our modern world. We look at what historians consider are some of the most significant historical events that have had a sustained and profound affect on our own lives today, along with developing pupils' disciplinary knowledge of how historians study the past and construct accounts.

### Geography

From the Geography curriculum we ensure that our pupils develop their knowledge of the location of globally significant places by beginning with their home town of Bolton. We teach them the physical and human characteristics of their town in the unit 'Exploring My World'. In the 'Wider World' unit we look at other globally significant places including their defining physical and human characteristics. In our third unit 'Impacting the World' we explore the processes that give rise to key human geographical features of the world and how these bring about spatial variation and change over time. Throughout each unit we also develop key Geographical skills such as fieldwork, gathering and interpreting data and presenting geographical information in a variety of ways.

### Citizenship

From the Citizenship curriculum we focus on ensuring that pupils know and understand how the United Kingdom is governed, and how the political system works. We want our pupils to understand how they participate within this system and can effect change. We also give pupils knowledge about the role of law and justice within our society and how laws are shaped and enforced. These topics are primarily covered in our third unit 'Impacting the World' although law and justice is also covered in our PHSE curriculum.

Other aspects of the citizenship curriculum are covered in our Careers, PHSE, English and Personal Development curriculums where pupils are encouraged to participate and develop an interest in volunteering, are equipped with the skills to think critically and debate political questions and learn to manage their finances. We want all of our pupils to leave us and become a productive member of society, making a positive impact as a citizen of their local community and the wider world.

### Religious Education

Our Religious education focuses on enabling our pupils to know and understand some of the key beliefs and practices of the different religions across the world. We strive to encourage a greater understanding, appreciation and respect for the different faiths and cultural diversity which exists in our local community and the wider world. We want our pupils to be able to hold balanced and well-informed conversations about religion, cultures and beliefs without prejudice, whilst developing their own personal beliefs, empathy towards those who have different beliefs and a moral compass enabling them to recognise the difference between right and wrong.

In our unit 'Exploring my World' pupils will learn and reflect on their own culture and the different religions and beliefs that are held locally in their home town. In the unit 'The Wider World' pupils learn about other religions, beliefs and cultures from around the world, and in our unit 'Impacting the World' pupils will consider the impact that culture, religion and beliefs have had on their own lives and world view along with learning about the impact that religion, beliefs and culture has had on the world and what that could mean for the future.

# The Humanities Curriculum Intent

		Exploring My World		The Wider World		Impacting the World	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	History			<p><b>The development of Church, state and society in Britain 1509-1745</b></p> <p>The English Reformation and Counter-Reformation (Henry VIII to Mary I)</p>		<p><b>What is a historian? How can we be sure they are correct about the events in our past?</b></p> <p>Elizabethan period Sir Francis Drake and Walter Raleigh Significant event that pupils have studied.</p>	
	Geography		<p><b>Local, human and physical Geography</b></p> <p>Physical geography in the North west including:</p> <ul style="list-style-type: none"> <li>- climate zone</li> <li>- biome and vegetation belts</li> <li>- rivers</li> <li>- mountains</li> <li>- earthquakes</li> <li>- the water cycle</li> </ul>			<p><b>Physical Geography around the world</b></p> <p>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils.</p> <p>How does Geographical change impact on the world?</p>	
	Religious Studies/ Citizenship	<p><b>Religions and beliefs from around the world</b></p> <p>Understand the fundamental beliefs of Christianity,</p>				<p><b>Religions and beliefs from around the world</b></p> <p>Understand the fundamental beliefs of Sikhism, Islam and Buddhism.</p>	

		Hinduism, and Judaism.					
Year 8	History		<p><b>Ideas, political power, industry and empire: Britain, 1745-1901</b></p> <p>Britain as the first industrial nation – the impact on society and a comparison between this and what came before from 1066-1509.</p>			<p><b>A Local History Study</b></p> <p>How Historians study the past and are able to tell us about society, economy and culture across a historical period</p>	
	Geography	<p><b>Human Geography</b></p> <p>Population and urbanisations Economic activity in primary, secondary, tertiary and quaternary sectors The use of natural resources in the UK</p>		<p><b>Place knowledge</b></p> <p>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia</p>			

	Religious Studies/ Citizenship				<b>Religions and beliefs from around the world</b>  Investigate the religions practised in the areas of the world studied in Geography		<b>Having a positive impact on the physical world</b>  Understanding how you can help the environment
Year 9	History			<b>Significant society or issue in world history and its interconnections with other developments</b>  Changing Russian empires		<b>Challenges for Britain, Europe and the wider world 1901 to present day</b>  The Holocaust	
	Geography	<b>Physical geography</b>  Weather and Climate Glaciation, hydrology and coasts			<b>Geographical skills and fieldwork</b>  Knowledge of globes, maps, atlases Interpret ordnance survey maps		
	Religious Studies/ Citizenship		<b>Religions and beliefs from around the world</b>  Consolidate the fundamental beliefs of Christianity, Islam, Judaism and Sikhism				<b>Having a positive impact on society</b>  Explore what it means to be a productive citizen

## Assessment and Progress in Humanities

For each unit of work there is a mid-term plan which explicitly states the key knowledge, skills and understanding that pupils are expected to acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered. At the end of the term teachers are asked to use this assessment data to attribute an overall Teacher Judgement as to whether the pupil is 'On track', 'working at greater depth', 'working just below' or 'working below'.