

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 allow 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

Our 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

Pupils are offered 2 x 45 minute lessons per week. The program has been broken into the subject areas of History, Geography, Religious Studies and Citizenship.

The curriculum follows the themes of the whole school curriculum each term and has been devised to engage pupils with cross curricular links with other subjects. The topics taught in humanities are scheduled to link closely with those being studied in English at the time thus supporting wider contextual learning, the creation of scheme and higher levels of retention. Furthermore, the fact that our English and PSHE curriculum are also closely linked allows for a range of SMSC and cultural capital opportunities to be maximised. 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.

Staff have a secure understanding on how to cater for pupils with specific learning difficulties, such as dyslexia, and liaise closely with our SENDCo where they feel additional support is needed. In all of our subjects, careers is embedded and celebrated and this is certainly prevalent in humanities where we celebrate the contributions made via various careers, industry, discovery and innovation on our modern world. Park School humanities staff belong to trust humanities hubs in which they share good practice and can access relevant CPD either internally or externally.

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 effect 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.

Humanities at KS3

At Park School our Key Stage 3 class consists of students from Years 7 to 9, encompassing a diverse range of abilities. Our curriculum follows a unique three-year cycle replacing the traditional year-by-year structure, allowing students to progress smoothly through age and ability-appropriate lessons. We have thought deeply about the content of our humanities curriculum and have selected what we believe to be the essential knowledge from history, geography, citizenship and RE to enable our students to be able to successfully access a mainstream curriculum, should they return, and also become well informed adults with a good understanding of the world around them. We have selected topics that link to their local heritage such as Bolton's role in the Industrial Revolution and the Pendle Witch Trials, creating opportunities for cultural visits and learning outside the classroom. We explore the lasting consequences of imperialism and how events within British history have impacted upon global society and influenced our modern world. We dedicate time to understanding our environmental impact as global citizens, both positive and negative, and celebrate cultural diversity. Through our humanities curriculum content we endeavour to create a thirst for knowledge, expose students to places, people and ideas and encourage them to broaden their minds and horizons.

The Key Stage 3 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 1	History	<p>Extend pupils' chronological knowledge before 1066</p> <p>Why has Alfred been called Alfred the Great?</p>	<p>The Development of Church, State and Society in Britain 1509-1745</p> <p>Why did Henry VIII break with Rome?</p>	<p>Study a Significant Issue in World History</p> <p>The Holocaust: What was the Holocaust?</p>	<p>Study a Significant Issue in World History</p> <p>How did Religion shape the medieval world and drive the crusades?</p>	<p>Challenges for Britain, Europe and the Wider World 1901 to the Present Day</p> <p>What impact did the suffragettes have on Women's rights in Britain and abroad?</p>	<p>A Local History Study</p> <p>Was Bolton important during the Industrial Revolution?</p>
	Geography	<p>UK: Introduction</p> <p>Where the UK and what is is the physical and human geography of UK?</p>	<p>Locational Knowledge</p> <p>How do maps help us understand the world, find our way, and explore new places, and what tools and skills do we need to use them effectively?</p>	<p>Weather and Climate</p> <p>How does the weather affect where we live and how we live?</p>	<p>Global Biomes</p> <p>How do the Earth's biomes function, where are they located, what influences their ecosystems?</p>	<p>Iceland: Physical Landscapes Coasts</p> <p>How do the unique physical features of Iceland's coastal landscapes shape its environment and impact human activities?</p>	<p>Iceland: Tectonics</p> <p>How do Earth's tectonic processes shape the planet's landscapes, influence natural hazards, and impact human societies?</p>
	Religious Studies		<p>Investigate the tension between Catholics and Anglicans during the Tudor period</p> <p>Consider the 6 main religions and their location when looking at maps, flags.</p>	<p>Why did God not send a saviour to rescue the Jews during the Holocaust?</p>	<p>Discuss the topic of salvation, linked to Doom paintings</p>	<p>Women in religion- Ruth, Mary, (Mother Teresa) Jesus' relationship with women 'neither male nor female, we are all one in Christ'</p>	<p>Why did God create an imperfect world? Look at natural disasters - do they question the existence of God?</p>
	Citizenship		<p><u>Politics and participation</u></p> <p>Where does political power reside in the UK</p>	<p><u>Life in Modern Britain</u></p> <p>Values underpinning British Society</p>		<p><u>Life in Modern Britain</u></p> <p>Values underpinning</p>	<p><u>Life in Modern Britain</u></p> <p>Values underpinning British Society</p>

			and how is it controlled?	Holocaust/Slave Trade		British Society Suffragettes What do we mean by identity? Suffragettes How can Citizens make their voice heard and make a difference? Suffragettes	Industrial Revolution <u>Rights and Responsibilities</u> What Laws does society require and why? Industrial Revolution,
Year 2	History	Extend pupils' chronological knowledge before 1066 What was the impact of Migrant Groups in Medieval England?	The Development of Church, State and Society in medieval Britain 1066-1509 Why did the Black death kill so many people?	The Development of Church, State and Society in Britain 1509-1745 What were the key challenges Elizabeth I faced as Queen?	The Development of Church, State and Society in Britain 1509-1745 Why was the World Opening up to Elizabeth I and her People?	Challenges for Britain, Europe and the Wider World 1901 to the Present Day How 'total' was World War I for people in the British Empire?	A Local History Study Why was there a witch craze in the 1600s? Focus on The Pendle witch Trials and superstition
	Geography	UK: Urbanisation What is urbanisation and how has it changed the UK?	UK: Energy Can the UK Ever Meet its Future Energy Needs?	Brazil: Physical Landscapes: Rivers How do the rivers of Brazil shape its physical landscape and influence the lives of people living near them	Brazil: Urban Issues Exploring urban issues: Rio de Janeiro, City Life, Challenges, and Opportunities	USA: Development How do we measure how advanced countries like the USA are, and what makes the USA so advanced?	Globalisation What is globalisation and why has it occurred?
	Religious Studies	Discuss the impact of religion through migration pre 1066	Should the church go green?		Drop the debt, make poverty history, what does the church teach about equality?	The existence of God? What causes people to question a loving God?	Is the use of corporal and capital punishment acceptable? -link to Pendle witches

					What does Christ the redeemer on top of mount Corcovado symbolise to the people of Brazil?		
	Citizenship	What are the universal human rights and how do we protect them? Migration KS3			Politics and participation How do others govern themselves? Brazil, Urban Issues		How has the Law Developed over time, and how does the Law protect the citizens and deal with criminals? Pendle Witches
Year 3	History	Extend pupils' chronological knowledge before 1066 How has the state changed its approach to Crime and Punishment through the ages?	The Development of Church, State and Society in Britain 1509-1745 Why did the Stuart period in England bring so many changes?	Study a Significant Issue in World History How did the Transatlantic Slave Trade impact the lives of enslaved Africans and their descendants?	Study a Significant Issue in World History How successful were efforts to abolish slavery in the nineteenth century?	Challenges for Britain, Europe and the Wider World 1901 to the Present Day How has medicine changed over time and how has this affected human health and society?	Study of a significant issue and it's interconnections with other World developments Should we be ashamed or proud of the British Empire?
	Geography	UK: Climate Change How is the UK meeting the challenge of Climate change?	UK: Physical Landscapes: Glaciation Exploring Glaciation: How did Ice Shape the UK's Landscapes?	China: Population Can China solve its Population Puzzle? Exploring Size, Problems, and Solutions	China: Physical Landscapes: Rivers What is China's River Dilemma? Exploring Floods, Causes, and Solutions	Exploring Our Changing World: Towards Sustainability In this unit, students will explore how our world is changing and the importance of sustainability for the future.	Project Work Our changing World and Sustainability They can choose a topic such as climate change, biodiversity loss, resource depletion, and the role of individuals and communities in promoting sustainable

							practices, from the previous unit.
Religious Studies	<p>What was the approach to crime and punishment in the early church?</p> <p>Make connection between climate change and stewardship</p>		<p>Did the church oppose the slave trade?</p> <p>Why the link between population explosion and religion?</p>	<p>What does religion teach about human rights and social justice?</p> <p>Did Christianity support or oppose slavery?</p>	<p>Look at eco-churches-Christ Church New Zealand Manchester Cathedral</p> <p>Religion and Science- fertility, cloning, transplants-is man playing God?</p>	<p>Where did the church stand on equality, being 'created in God's image' during colonialism?</p>	
Citizenship	<p><u>Rights and Responsibilities</u> What Laws does society require and why? C&P</p> <p>How has the Law Developed over time, and how does the Law protect the citizens and deal with criminals? C&P</p>	<p><u>Rights and Responsibilities</u> What are the universal human rights and how do we protect them? Stuart England</p>		<p><u>Politics and participation</u> How can citizens try to bring about political change? Slave Trade</p>			

Humanities at KS4

At Park School, our Key Stage 4 humanities program follows the national curriculum, guided by Edexcel. We build on students' knowledge of History, Geography, and the related subjects of Religious Studies and Citizenship. Students in Years 10 and 11 have one 45-minute lesson per subject each week over a two-year cycle.

The Key stage 4 Humanities Curriculum Intent

		Exploring My World	The Wider World	Impacting the World
		Autumn	Spring	Summer
Year 1	History	<p>Thread Social History</p> <p>Unit - How did migration patterns shape Britain's social, cultural, and economic landscape during the medieval period?</p>	<p>Thread Power and Rebellion</p> <p>Unit - What did British colonialism look like in the nineteenth century?</p>	<p>Thread Powerful Ideas</p> <p>Unit - USA Civil Rights: how successful was the American civil rights movement?</p>
	Geography	<p>Living with the physical environment - Plate tectonics</p> <p>Earth structure & plate tectonics</p> <p>Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</p> <p>Immediate and long-term responses to a tectonic hazard</p> <p>Use named examples to show how the effects and responses to a tectonic hazard vary</p> <p>How monitoring, prediction, and protection can reduce the risks from tectonic hazards</p>	<p>Unit - Issues of Urbanisation</p> <p>Big Question</p> <p>How are cities in the UK changing, and what factors influence where people choose to live, considering the impact of industry, opportunities, and societal shifts?</p>	<p>Unit - Development</p> <p>Big Question</p> <p>How can we understand and improve the differences in how people live and develop in the UK and around the world?</p>

<p>Religious Studies</p>	<p>Discuss the impact of religion through migration pre 1066</p> <p>Explore the Great schism 1053</p> <p>Why did God create an imperfect world? Look at natural disasters - do they question the existence of God?</p> <p>Assembly on Christmas Light in the darkness</p>	<p>Where did the church stand on equality, being 'created in God's image' during colonialism?</p> <p>Is there a link between urbanisation and the falling number of people practising religion?</p> <p>Assembly on the Holocaust -religious tolerance</p> <p>Assembly on Easter The Power of Forgiveness</p>	<p>What does religion teach about human rights and social justice?</p> <p>Love your neighbour as yourself- How does this teaching link to Civil rights?</p> <p>Where does religion stand on Pacifism v violent protest/terrorism?</p>
<p>Citizenship</p>	<p>What do we mean by identity? Migration KS3 and Ks4</p> <p>Rights and Responsibilities What are the universal human rights and how do we protect them? Migration KS3 and KS4</p> <p>Life in Modern Britain What do we mean by identity? How did the Church shape laws? How can Citizens make their voice heard and make a difference? How did the Church shape laws?</p>	<p>Life in Modern Britain What do we mean by identity? Colonialism</p> <p>Rights and Responsibilities What are the universal human rights and how do we protect them? colonialism How do citizens play a part to bring about change in the legal system? Colonialism</p> <p>Politics and participation How do others govern themselves? Colonialism</p>	<p>Life in Modern Britain What do we mean by identity? USA Civil Rights Role of Media and Free Press USA Civil Rights</p> <p>Rights and Responsibilities What Laws does society require and why? USA Civil Rights</p> <p>How do citizens play a part to bring about change in the legal system? USA Civil Rights</p> <p>Politics and participation How do others govern themselves? USA Development</p>

Year 2	History	<p>Thread Social History Unit - How did the Church shape laws, punishments, and attitudes towards crime during the medieval period?</p>	<p>Thread Warfare and Conflict Unit - The Second World War: which event turned the tide of the Second World War?</p>	<p>Thread Warfare and Conflict Unit - Cold War origins; developments and transformation: What led to the breakdown of the 'Grand Alliance'? How peaceful was 'peaceful co-existence'? Was the world on the brink of a nuclear war?</p>
	Geography	<p>Living with the physical environment – Weather Global distribution of tropical storms (hurricanes, cyclones, typhoons)</p> <p>named example of a tropical storm to show its effects and responses</p> <p>types of weather hazard experienced in the UK</p> <p>An example of a recent extreme weather event in the UK to illustrate causes</p> <p>evidence that weather is becoming more extreme in the UK</p>	<p>Unit – Challenge of Resource Management 1 Big Question: How can we effectively manage and sustainably utilise resources to meet the challenges of food and energy. Both locally and globally?</p>	<p>Unit – Challenge of Resource Management 2 Big Question: How can we make sure there's enough clean water for everyone in the world, considering things like growing water use, what affects how much water we have, and the problems that come with not having enough water? Plus, how can we find ways to get more water in a sustainable way, both worldwide and in places like Kenya?</p>
	Religious Studies	<p>Creation, evolution, Big Bang Compare Science and religion, are they compatible? Look at Darwin's 'origin of the Species'</p> <p>The existence of God? What causes people to question a loving God? Discuss natural disasters as natural evil- does this mean God is cruel, unloving?</p> <p>Consider the continuity and change of religious attitude to crime and punishment</p> <p>Assembly on Christmas Light in the darkness</p>	<p>Would religion support violence as a last resort? (War) Islam 'if they incline towards peace, you must also', what about lesser Jihad?, Jesus said, ' if you don't have a sword sell your cloak and buy one'</p> <p>Assembly on the Holocaust -religious tolerance What is the social gospel? Food banks, the Oasis Centre</p> <p>Assembly on Easter The Power of Forgiveness</p>	<p>Would the church support the use of nuclear weapons?</p> <p>Can charities like WaterAid be considered as part of the role of stewardship?</p>

	<p>Citizenship</p>	<p><u>Life in Modern Britain</u> Values underpinning British Society - C&P, migration KS3 and Ks4 How can Citizens make their voice heard and make a difference? How did the Church shape laws?</p> <p><u>Rights and Responsibilities</u> What Laws does society require and why? How has the Law Developed over time, and how does the Law protect the citizens and deal with criminals? How did the Church shape laws?</p>	<p><u>Life in Modern Britain</u> Role of Media and Free Press WWI WWII</p> <p>UK Role in Key International Organisations such as NATO, UN, EU, WTO, NGO's WWI WWII</p>	<p><u>Life in Modern Britain</u> Role of Media and Free Press Cold War origins; developments and transformation UK Role in Key International Organisations such as NATO, UN, EU, WTO, NGO's Cold War Origins; developments and transformation</p>
--	---------------------------	--	---	---

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. Progress is Teacher Assessed against the key knowledge, skills and understanding that pupils are expected to acquire and is reported as Exceeded, Expected, Just Below or Not Met at the end of every term.