

## 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 one lesson per week of History, Geography and Religious Studies/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 all humanities subjects are scheduled to link closely with those being studied in English at the time thus supporting wider contextual learning, the creation of schemas for pupils 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.

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 all humanities subjects 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.

## The Key Stage 3 Humanities Curriculum

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.

History	Exploring My World	The Wider World	Impacting the World
Year 1	<p><b>A Local History study</b></p> <ul style="list-style-type: none"> <li>Pupils will know how Historians have studied the past and what they can tell us about how life in Bolton has changed through History.</li> </ul> <p><b>The development of church, state and society in Britain and Medieval Britain 1066-1509.</b> Pupils will develop their chronological understanding of History by learning about key moments between 1066 and 1509 and the impact they had on the lives of ordinary people. Pupils will know about:</p>	<p><b>The development of Church, state and society in Britain 1509-1745.</b></p> <p>Pupils will develop further their chronological understanding of History and of the struggle for power. They will know about:</p> <ul style="list-style-type: none"> <li>the English Reformation and Counter-Reformation (Henry VIII to Mary I)</li> <li>the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)</li> <li>the first colony in America and first contact with India</li> </ul>	<p><b>What is a historian? How can we be sure they are correct about the events in our past?</b></p> <ul style="list-style-type: none"> <li>Pupils will consider why Elizabeth I has been represented so differently over time. They will consider what different versions of her exist and why might this be the case?</li> </ul> <p><b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b></p> <ul style="list-style-type: none"> <li>Pupils will study the Holocaust and the key events which led to Hitler's rise to power,</li> </ul>

	<ul style="list-style-type: none"> <li>the Norman Conquest</li> <li>Christendom, the importance of religion and the Crusades</li> <li>the Black Death and its social and economic impact</li> <li>the Wars of the Roses; Henry VII and attempts to restore stability</li> </ul>	<ul style="list-style-type: none"> <li>the causes and events of the civil wars throughout Britain</li> </ul>	<p>why England declared war on Germany and what the major turning points were in the story of the second World War</p>
<b>Year 2</b>	<p>Ideas, political power, industry and empire: Britain, 1745-1901.</p> <ul style="list-style-type: none"> <li>Pupils will know about the effects of the slave trade, Britain's role in it and its role in its eventual abolition</li> <li>Pupils will learn about the industrial revolution and the impact it had on people's lives in the UK and in Bolton</li> </ul> <p>The study of an aspect or theme in British History that consolidates and extends pupils' chronological knowledge from before 1066.</p> <ul style="list-style-type: none"> <li>Pupils will investigate how the role of women in British society has changed throughout History</li> </ul>	<p>At least one study of a significant society or issue in world history and its interconnections with other world developments</p> <ul style="list-style-type: none"> <li>Pupils will investigate the effects of communism on Russian society and the extent in which it impacted upon Europe</li> </ul>	<p>Challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>Pupils will consider the changes to British society in the post-war era. They will know;</p> <ul style="list-style-type: none"> <li>What the key aims were of the post-war labour government</li> <li>What led to the creation of the NHS and the welfare state</li> <li>What changes took place in social democracy</li> <li>The current issues that challenge Britain today, including the question of monarchy, racism, attitudes towards immigration and our relationship with Europe.</li> </ul>

<b>Geography</b>	<b>Exploring My World</b>	<b>The Wider World</b>	<b>Impacting the World</b>
<b>Year 1</b>	<p>Local human and physical Geography</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> <li>The physical geography of the North west including: climate zone, biome and vegetation belts, rivers, mountains, earthquakes, and the water cycle</li> </ul>	<p>Locational knowledge</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus</li> </ul>	<p>Physical Geography around the world</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> <li>How the layers of the earth are structured and the theory of plate tectonics</li> <li>What the tectonic hazards resulting from volcanoes are</li> </ul>

	<ul style="list-style-type: none"> <li>The human geography in Bolton including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>on Africa, Russia, Asia (including China and India), and the Middle East</p> <ul style="list-style-type: none"> <li>Compare and contrast a polar region and a hot desert, focusing on their key physical and human characteristics</li> </ul>	<ul style="list-style-type: none"> <li>What earthquakes and tsunamis are and how to reduce the risk that they pose</li> <li>How tropical storms are formed and the impacts that they have on people and the environment</li> </ul>
<b>Year 2</b>	<p><b>Local human and physical Geography</b> Pupils will know:</p> <ul style="list-style-type: none"> <li>How cities in high-income countries have grown over time</li> <li>The challenges that cities have such as congestion, waste disposal and energy use</li> <li>How the UK's weather forecasts are put together using data collected by aeroplanes, weather buoys, radars and satellites</li> <li>The types of extreme weather that affects the UK including strong winds, storms, droughts and floods and extreme hot or cold spells</li> </ul>	<p><b>Place knowledge</b> Pupils will</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Human Geography and its impact</b> Pupils will know:</p> <ul style="list-style-type: none"> <li>why the land and sea are such important resources and how they can be managed</li> <li>that there is enough food to feed everyone but it is not evenly spread</li> <li>how we can increase water supplies</li> <li>ways in which we can produce renewable energy</li> </ul>

<b>RE &amp; Citizenship</b>	<b>Exploring My World</b>	<b>The Wider World</b>	<b>Impacting the World</b>
<b>Year 1</b>	<p><b>Religions and beliefs from around the world</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Understand the fundamental beliefs of Christianity, Islam, Judaism and Sikhism</li> <li>Investigate the religions practised in Bolton</li> </ul>	<p><b>Religions and beliefs from around the world</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Investigate the religions practised in the areas of the world that they are studying in Geography</li> </ul>	<p><b>Having a positive impact on the physical world</b> Pupils will know:</p> <ul style="list-style-type: none"> <li>how they can help the environment</li> <li>How they can make a difference in their community</li> </ul>
<b>Year 2</b>	<p><b>Having a positive impact on society</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Understand the history of parliament and the government from the Magna Carta and the emergence of Parliament to how it operates in the UK today.</li> </ul>	<p><b>Religions and beliefs from around the world</b> Pupils will investigate non-religious world views. They will know:</p> <ul style="list-style-type: none"> <li>What humanism is</li> <li>What ethics is</li> <li>What modern virtue ethics is</li> </ul>	<p><b>Having a positive impact on society</b> Pupils will:</p> <ul style="list-style-type: none"> <li>Explore what it means to be a productive citizen</li> <li>Consider whether people are treated equally in our society</li> </ul>

## 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'.