

Humanities Department - Curriculum Intent

The overarching intent of the Humanities Curriculum is to ensure students develop an in-depth understanding of the world around them. By the end of their time at Key Stage 3, students will have developed the skills and knowledge necessary to proceed onto GCSE Geography, History or Spanish. GCSE students will then be equipped with the skills and knowledge to access A Level studies. Regardless of routes, all students at Caistor Yarborough Academy will develop their capacity to speak a second language, understand relevant global issues which may come to impact on their lives and will develop an appreciation of how historical people and events have shaped the UK into the country it is today. At the same time, they will develop key employability skills such as problem solving, critical thinking, communication and teamwork.



Globally Aware

“How is this helping me understand the world around me and how it is changing?”

The department ensures students are globally aware through its subjects by ensuring students have an understanding of the world around them at local, national and international levels. The Geography curriculum builds location knowledge through Map and Atlas work along with studies of individual countries and environments. Geography also focuses on key current global issues to develop student understanding. These include


- The impact of Climate Change
- The issue of International Migration.
- Global Development and Global Inequality

The History curriculum studies events through time which have shaped the world, allowing students to understand the impact of these events on the current climate. For example:

- The growth and development of the British Empire, including the Slave Trade
- Conflict during the First and Second World Wars
- Key Events of the 20th and 21st Century

Spanish develops student's linguistic skills with a language spoken by 410 million people worldwide. Through Key Stage 3 and 4, students not only develop an understanding of the language, they develop an understanding of the countries around the world where Spanish is spoken.

	<p>Religious Education aims to develop students understanding of Religions and beliefs around the world to ensure a greater level of tolerance and respect of other's cultures.</p> <p>Reading is promoted through text and information to gain an understanding of the examples given above. For example, in History, students may use sources such as letter and diary entries to understand elements of the Slave Trade or condition in the trenches during the First World War. Similarly, in Geography, students may use news articles or website articles to investigate issues around climate change and international migration</p>
 <p>Culturally Aware</p> <p>“How is this helping me understand other cultures and my locality?”</p>	<p>The History curriculum is designed to develop students understanding of British culture and how this has evolved over centuries to what it is today. It looks at key events which have shifted British culture – for example the Slave Trade and its impacts on British society. Student also develop their understanding of culturally important periods such as Henry VIII and the creation of the Church of England, The Restoration and the creation of the Royal Society and events such as The Holocaust.</p> <p>The Geography curriculum use studies of a number of different countries to look at cultures around the world – for example Brazil and Kenya. The topic of Population is also used to examine how Britain has become a more multicultural society and the various issues which this has had on British Culture, both at a National level but also within Lincolnshire and the local Caistor area.</p> <p>Religious Education supports both History and Geography by allowing students to understand a range of cultures and beliefs from around the world and understand the changing face of British culture which has been created by migration throughout the 20th and 21st Centuries.</p> <p>Reading is promoted through the use of textbooks to help understand the cultural significance of events and people. Within Spanish, students will use textbooks and other extracts to develop their understanding of the Spanish language and also elements of the Spanish Culture. In Geography, reading is used to gain an understanding of different lifestyles – for example, of children living in Rural Africa.</p>
 <p>Self-Aware</p>	<p>Across all Humanities subjects, the curriculum allows students to develop an understanding of how past and present events have shaped their lives and as such help them develop balanced and well-structured views and</p>

<p>“How is this helping me understand my emotions, my body, my actions?”</p>	<p>opinions on a wide range of issues. The curriculum allows them to develop tolerance, understanding and empathy towards people, cultures and the environment which is crucial considering the rural setting of the school and the influences within society which may negatively affect students. The topics within the Geography and History curriculum are designed to encourage students to reflect on past and present issues and how they themselves would respond if they were directly involved.</p>
<div data-bbox="103 611 279 723">  </div> <p>Ambitious and work ready</p> <p>“How is this preparing me for the next stage of my life?”</p>	<p>Within Humanities, the curriculum allows students to develop a range of skills which are relevant to the work environment. Within Geography, History and Religious Education students are developing the ability to evaluate, analyse and justify. Both written work and class discussions consistently challenge students to develop and expand their ideas and use a range of information and evidence to reach clear conclusions. This in turn helps build students sense of empathy tolerance which are important skills needed when dealing with scenarios within the world of work. Spanish helps build their ability to speak a second language –allowing them access to international opportunities of employment later in life.</p> <p>The subjects regularly identify careers and job roles which specific topics link to. For example, when looking at Rivers and Flooding, students are made aware of roles within the Environment Agency which link to studying flooding. We also make links to Further and Higher Education Opportunities – for example University routes so students can understand how a passion for a Humanities subject can eventually focus on a specific area.</p>