

HUMANITIES

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

Humanities Curriculum Intent

Pupils will have the **opportunity** to develop a curiosity about the world and its inhabitant. We will aim to promote an interest and understanding of diverse places, people, and both the natural and human environments together with a knowledge and understanding of the Earth's physical and human processes.

The Humanities curriculum **supports** pupils to become curious, to develop their own opinions based on a respect for evidence and to build a deeper understanding of the present by engaging with and questioning the past. Pupils focus on historical enquiry and engage with a wide range of written and visual interpretations through an evaluation of sources. The Humanities curriculum will enable pupils to understand social and cultural diversity and develop the ability to reach substantiated judgements based on a considered assessment of different arguments. Pupils are taught to see the value, importance and relevance of past events and to understand why a knowledge of the past is important to how we shape the future. Pupils will understand the complexity of people's lives, diversity of society, their own identity and the challenges of their time. Pupils will be able to understand the **purpose** of learning about the world around them and establish their place in it. They will develop not only a knowledge of the past but critical thinking skills, debating skills, the ability to weigh up arguments and the ability to spot bias and propaganda. Pupils will be able to make comparisons to globally significant places, interpret data, use a range of resources such as

maps, diagrams and aerial photographs and communicate data in a variety of ways. Our aim is to stimulate curiosity and wonder in the world as we prepare them for life in a diverse, modern society.

Pupils gain knowledge of a range of religions and world views so that they can describe, analyse and explain a range of beliefs and practices. We aim for pupils to recognise and appreciate diversity and be able to express ideas and insights on the significance and impact of religion and world views. Pupils will learn how to live respectfully, combat prejudice and promote discernment in a diverse community and wider world, preparing them for **success** in society and life-long learning. The curriculum equips pupils with the knowledge and skills to answer challenging questions. It enables pupils to ask deep and often searching questions about their own faiths and beliefs and opinions of others. The curriculum aims to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

Content

Humanities content is shared in the long -term curriculum plan below. Content is divided across 6 academic terms for pupils who are site based with a 3 yearly rotation plan. Curriculum content is taken from elements of the National Curriculum. Humanities content is delivered via 3 core subjects

1. History
2. Geography
3. Religious Education

At the KS4 Sawley site, Geography is delivered as a GCSE. It is delivered across 3 units with embedded geographical skills:

Living with the physical environment

Section A: The challenge of natural hazards)

Section B: The living world

Section C: Physical landscapes in the UK

Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

3.2.3 Section C: The challenge of resource management

Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

Implementation

Delivery of Humanities occurs through our site based small classes. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified per individual pupil in their 'pupil information pack'.

The sequencing of Humanities ensures that content is taught in a logical order so that pupils build on knowledge. When pupils transition between our academy sites they are able to transfer their knowledge and apply into different scenarios. All sites follow the long-term plans. KS2 and KS3 alternative between History and Geography each half term. RE themes are delivered each half term.

Some site based KS4 pupils may have the **opportunity** to study OCR entry level qualifications in History and/or Geography. KS4 pupils at the Sawley site have the **opportunity** to engage in GCSE Geography lessons depending on length of time on roll. The content is significant and pupils must be able to learn sufficient content in order to sit the exam. Pupils in the Alternative Provision Team do not study towards a Humanities qualification but have the **opportunity** to engage in vocational subjects as an alternative. Elements of the intent for Humanities will be embedded into various vocational qualifications which will be of benefit to enable them to function in society beyond year 11. Pupils will benefit from teamwork skills, evaluating different forms of evidence, developing their confidence to question and increasing their appreciation of the people around them. The skills developed will help pupils prepare for their Functional Skills qualifications by using transferable skills.

Assessment

Pupils are baseline assessed to ensure that they are set appropriate targets and work can be differentiated accordingly. Assessments are used as appropriate to each site to evidence progress towards targets to measure **success**. All pupils are assessed for progression in accordance with

the whole academy bespoke assessment and tracking 14 Step Scale. All pupils will have a baseline and target set using the 14 Step Scales, regardless of site, age, ability or qualification being studied. This enables our academy to track progress in History, Geography and RE across all pupils who are studying these subjects and enables them to achieve individual **success** regardless of their starting point. This allows pupils to develop their confidence and self- esteem. Pupils are able to move between our academy sites if appropriate and we can continue to track knowledge and skill development through the 14 Step Tracking Scale.

Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place during each Humanities lesson.

Summative assessments at the end of topics will be completed for all pupils not working towards formal qualifications. Summative assessment for KS4 pupils will be their formal GCSE Geography exam result or OCR Entry level qualification in History and/or Geography.

Pupils can be assessed using the following progress trackers:

- History
- Geography
- RE

Impact

Pupils are able to experience progress through the bespoke **support** strategies implemented. We aim for all pupils to experience individual **success** in Humanities through individual target setting and use of high expectations.

All pupils are encouraged to make maximum progress whilst on roll with short term and long -term target setting through the 14 Step Scale. Long term aspirational targets are also set in terms of qualifications and the 14 Step Scale. Pupils will be encouraged to work towards the next level qualification where time allows.

Career links with the Humanities Curriculum

The long-term plan has a careers focus for each term which links the topic to related Humanities based careers (see below). Throughout the curriculum, there are opportunities to link their knowledge to ‘real life’ applications and build foundations for the next step.

Teachers discuss what careers are available involving a particular subject. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

HUMANITIES QUALIFICATION PATHWAYS					
	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Sawley site				GCSE Geography grades 1-3	GCSE Geography grades 4-9

Long Term Plan – Year A Humanities 2021-2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Academy What is history? Why is history important? Concept of past, present and future- order/sort	Whole Academy What is geography? What is physical geography? What is human geography?	Whole Academy How religion drove change	Whole Academy Location of world countries, major cities Longitude and latitude, equator, N&S hemisphere, time zones, Weather Water cycle	Whole Academy Britain's Cultural Change Under The Tudor Reign	Whole Academy Case study and field work opportunity – a comparison study
<u>KS2 History</u> A study of what life was like for children in the Victorian Era	<u>KS2 Geography</u> Climates and Weather around the World	<u>KS2 History</u> Invaders and Settlers; Anglo-Saxons, Vikings and The Roman Withdrawal	<u>KS2 Geography</u> Rivers; understand and describe key features, and use and how these change over time and through human neglect	<u>KS2 History</u> The Tudors and how England changed under the reign of Elizabeth	<u>KS2 Geography</u> India (NEE) – a case study, compare and contrast to our local area
<u>KS3 History</u> The British Empire, Nationalism and Imperialism	<u>KS3 Geography</u> Extreme Weather and Climates, studying polar weather and the change in climate from the Ice Age to present including glaciation, hydrology and coastal climates	<u>KS3 History</u> The Middle ages. An investigation into who held the most power, the monarchy or the church/religion	<u>KS3 Geography</u> Rivers and Flooding	<u>KS3 History</u> The Tudors including the impact of the peasants' revolt and religious change	<u>KS3 Geography</u> China (NEE)– a case study, compare and contrast our local area
<u>KS4 GCSE Geography</u> River Landscapes in the UK River Valleys: changing shape as it flows downstream Fluvial processes: erosion,	<u>KS4 GCSE Geography</u> Weather Hazards Global Atmospheric Circulation Tropical Storms/Hurricanes/Typhoons	<u>KS4 GCSE Geography</u> Ecosystems TFR & Hot Deserts Small & large scale ecosystems;	<u>KS4 GCSE Geography</u> Global and UK Resource Management Food, Water and Energy Energy: distribution, demand, factors affecting supply	<u>KS4 GCSE Geography</u> Economic Futures in UK Changes in the UK Economy: causes, impacts, sustainability, and improvements	<u>KS4 GCSE Geography</u> Coastal Landscapes in the UK Coastal Processes Weathering, mass movement, erosion, transportation

<p>transportation, deposition Erosional and depositional landforms Flooding: causes, effects & management Hard & soft engineering methods</p> <p>Case Studies: River Cherwell River Wharf River Erewash field study.</p> <p><u>KS2 RE</u> What matters most to believers? A study and comparison of religions and their beliefs.</p> <p><u>KS3 RE</u> What is Christianity?</p> <p><u>KS4 RE</u> Is life Sacred? The equalities of</p>	<p>Causes, Effects, preparation, monitoring and prevention Extreme Weather Hazards in UK</p> <p>Case Studies USA: Katrina (HIC) Honduras: Mitch (LIC) UK: Boscastle, Cockermouth (HIC)</p> <p><u>KS2 RE</u> How are important events remembered in ceremonies?</p> <p><u>KS3 RE</u> Is marriage and family important?</p> <p><u>KS4 RE</u> Sex before Marriage?</p>	<p>Inter-relationships and food chains; Characteristics, interdependence, adaptation, and biodiversity; opportunities and challenges; Deforestation – causes effects/impacts (climate change) Desertification- Causes, Effects, Risk Reduction Sustainability & Management TRF Case Studies: Brazil Amazon & Atlantic <u>KS2 RE</u> What words of wisdom can guide us? <u>KS3 RE</u> What role does religion play in Law? <u>KS4 RE</u></p>	<p>Energy security & insecurity – causes, impacts and risks Sustainability and strategies to increase supply <u>KS2 RE</u> Why are some places and journeys special? A study and comparison of religions. <u>KS3 RE</u> What is a pilgrimage and are they important? <u>KS4 RE</u> Why are some journeys/pilgrimages important?</p>	<p>Case Studies: Bristol – Temple Meads Nottingham Lace Market field study</p> <p>Case studies: Sweden- Malmö (HIC), Peru – Chambamontera (LIC)</p> <p><u>KS2 RE</u> Who can inspire us?</p> <p><u>KS3 RE</u> What is the role of religion in the 21st Century?</p> <p><u>KS4 RE</u> What role does religion play in the UK compared to the wider world, in the 21st Century?</p>	<p>Coastal landforms: erosional and depositional; Coastal management strategies; effects and conflicts: soft and hard engineering methods</p> <p>Case Studies: Holderness Coast, Happisburgh, Flamborough Head to Spurn head, Swanage bay, Christchurch Bay</p> <p><u>KS2 RE</u> What does it mean to be Sikh?</p> <p><u>KS3 and KS4 RE</u> What are the Islamic beliefs and rituals?</p>
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Euthanasia and Abortion		Should Government and religion be separate?			
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Half Termly Career Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fish Farmer Archaeologist	Atmospheric Scientist Librarian	Social Researcher Museum Assistant	Environment Officer Fisheries Officer: The River Trust	Archivist Research Assistant for Global Resource Management Medical Researcher	Charity Volunteer Coast Guard