



# Humanities Curriculum Vision

## Quality of Education: Manifesto

In Humanities we are committed to academic excellence and holistic development, to ensure that any young person from any background is able to achieve equal success in whatever they choose to do. Our curriculum is based on developing a passion for the world around us and an understanding of the journey that has been taken by others to get us to this place in time. Our subject equips our students to understand the modern world and their place within it. Central to this is the instilling of core British values; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our curriculum ensures that students receive a broad and balanced curriculum across all three Humanities subjects; History, Geography and Religious Studies. We believe firmly that “knowledge begets knowledge” and this appreciation for the need for our students to acquire deep knowledge has driven the reshaping of our curriculum. Access to the research of the Learning Scientist has enabled us to plan more effectively for automaticity, vital to allow our students’ success in the more rigorous content of the reformed 2016 GCSEs. Throughout both key stages regular low stakes testing of both current and previous learning takes centre stage in both classroom activities and in the form of weekly homework, based on knowledge organisers which are provided for each taught topic. We have planned our five year curriculum to enable our students to achieve their potential at GCSE level and beyond through the creation of a KS3 which allows a seamless transition from one key stage to the next, in terms of skills – specifically of critical thinking skills and the ability to produce well-constructed extended writing but also in creation of a subject knowledge in terms of both depth and breadth. Throughout the five years in Humanities, students are not grouped by ability. We believe that mixed ability teaching promotes better progress across the cohort and reduces incidents of students feeling that they are defined by their set. We teach to the top and scaffold down to allow all learners to succeed. We are passionate at creating opportunities to raise students’ cultural capital, ensuring that our students all have at least one opportunity per academic year to visit sites of national importance. We feel this is vital to promote feelings of awe and to raise both aspirations and scholarly ambition, particularly amongst students experiencing disadvantage.

## Quality of Education: Curriculum Intent

## History:

The purpose of the study of History is to develop students' sense of identity, understand their sense of place in the world, how and why the world and society has changed and the different experiences of a variety of groups of people in the past. By doing this, students will develop a tolerance and world view that will provide a foundation, not just for their historical study, but for their wider lives. We ensure students finish KS3 with a broad knowledge of both local, national and worldwide events of historical importance. In this instance, importance is measured by Counsell's 5Rs (resonant, revealing, remembered, remarkable and resulting in change). At KS3 topics have been selected which provides a sound grounding to the GCSE topics we have chosen, in order to promote a deep understanding of the age. For example, we have selected the Early Elizabethan era as a GCSE topic and so to better teach this we touch on relevant and connected topics in both Y7 and Y8. We believe this leads to more effective learning. We are passionate that students are taught history chronologically. We feel this is vital to ensure students understand how change over time develops and so they can accurately sequence events, leading to a sharper understanding of cause and consequence and will facilitate the ability to evaluate wider impact, a key skill for GCSE success.

## Geography:

The Geography curriculum enables students to develop many transferable skills alongside promoting an awareness about a variety of human, physical and environmental issues and interactions which extends far beyond their immediate experiences. A wide range of geographical issues are introduced which promotes a deeper understanding of the world we live in. Throughout key stage 3 and beyond, students are expected to demonstrate their knowledge and understanding of topics studied alongside applying a variety of skills to investigate and evaluate geographical issues and questions. Students are taught topics at Key Stage 3 which directly link in to GCSE topics studied, covering the range of skills needed for success. Geographical knowledge, skills and understanding are built upon each year, with each topic drawing upon content taught previously to allow a progression throughout the years. For example map skills taught in Y7 are revisited during the weather & climate topic in Y8, which feeds directly into the climate change topic which is taught in Y9. At Key Stage 4, our expectation is that students can draw upon their prior knowledge of key geographical issues to develop a deeper understanding and build upon their geographical analysis and evaluative skills across a wide range of inter-connected concepts and processes.

## Religious Education:

The intent of religious education is to give students an opportunity to understand a breadth of religious beliefs and practices and to promote tolerance and understanding of different cultures. When students enter Year 7 they complete a unit of work that introduces them to the 6 major world religions in order to insure that all students have a basic understanding of the core beliefs and practices that they may encounter and also to plug any gaps in understanding. Students then undertake a unit on Religious

Philosophy to develop philosophical ways of thinking and the ability to develop structured and coherent arguments. As students move through Key Stage 3 we focus on Christianity and Islam as these feed into the AQA GCSE syllabus and are the two largest global religions. Students learn about core beliefs and then practices as they are intrinsically linked. In Year 8 students also study the role of religion in promoting social justice in order to place religion in a real world context. In Year 9 students then use their knowledge and understanding of Christianity and Islam to access thematic topics.

### Curriculum Implementation:

- In Y7 and Y8 students receive four 50 minute Humanities lessons a week taught by a Humanities teacher. They are taught in discrete subject blocks. Students have one block of RE and 2 blocks of History and Geography.
- In Y9 students receive three 50 minute Humanities lessons a week. This is taught in half termly blocks, switching between History and Geography. They are largely taught by a subject specialist. Students receive one lesson a week for RE/ PSHE with 50% split between the subjects.
- At the end of Y9 students make their option choices. They chose between History or Geography as part of their Ebacc choice but we also offer students either History/ Geography as an option, which would allow students to take both subjects. Currently we do not have any RE groups in Y10 or options groups. From September 2020 we will be offering students in Y9 the chance to take AQA GCSE RE as an option.
- In Y10 we currently have four Geography groups and two History groups.
- In Y11 we currently have three History groups and four Geography groups.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y7	World Religions, Intro to Religious Philosophy Christian Beliefs	Norman Conquest/ Medieval England AO:1/3	What is a geographer (map skills) AO: 1,2,4 UK Geography AO: 1,2,3	The Tudors  AO: 1/2	Ecosystems AO: 1,2,3,4  Geography of Russia AO: 1,2,3	The Stuarts and the Civil War  AO: 4
Y8	Slavery, empire and Industrial Revolution AO: 1/2	Weather & climate AO: 1,2,3,4 Hazardous Earth AO: 1,2,3 Population	Industrial Revolution/ World War One AO: 3	Rivers and coasts AO: 1,2,3,4	Earth's natural resources AO: 1,2,3 Geography of Asia AO: 1,2,3	Christian and Islamic Practices Social Justice

		AO: 1,2,3,4				
Y9 History	Rise of the Dictators: Russia and Germany AO: 1/2	Y9 Rotation to Geog	The Holocaust and WW2 AO: 3	Y9 Rotation to Geog	Key moments of the 20 <sup>th</sup> Century AO: 4	Y9 Rotation to Geog
Y9 Geography	Forests Under Threat AO: 1,2,3,4 Climate change AO: 1,2,3,4	Y9 Rotation to Hist	Plastic Oceans AO: 1,2,3,4  Development AO: 1,2,3	Y9 Rotation to Hist	Urbanisation AO: 1,2,3  Opportunities & challenges in Africa AO: 1,2,3,4	Y9 Rotation to Hist
Y9 RE	PSHE	Human relationships	PSHE	Crime and Punishment	PSHE	Medical ethics
Y10 History	Crime and punishment: Medieval/ Early Modern AO: 1/2/3	Crime and Punishment: Industrial/ Modern AO: 1/2/3	Crime and Punishment: Historic Environment AO: 1/2/3	Elizabeth: Queen, government and religion AO: 1/2	Elizabeth: Challenges at home and abroad AO: 1/2	Elizabeth: society in the Age of Exploration AO: 1/2
Y10 Geography (OCR)	Global Hazards	Dynamic Development	Urban Futures	Human fieldwork (Birmingham) / Y10 exam revision	Distinctive Landscapes	Distinctive landscapes / physical fieldwork (Dovedale)
Y11 History	Germany: Life in Nazi Germany AO: 1/2/3/4	Cold War: Origins of the Cold War AO: 1/2	Cold War: Cold War crises AO: 1/2	Cold War: End of the Cold War AO: 1/2	Revision AO: 1/2/3/4	Revision AO: 1/2/3/4
Y11 Geography 2019/20 only (Edexcel)	Hazardous Earth - climate	Geographical investigations – urban study (Birmingham)	Making Geographical Decisions	Revision	Revision	Revision
Y11 Geography	Sustaining Ecosystems	Changing Climate	Resource Reliance	UK in the 21 <sup>st</sup> Century	Revision	Revision

## SMSC

Spiritual development within the Humanities department involves students being encouraged to explore sexism, racism and discrimination across the curriculum. For example in History lessons, the Slave Trade and British Empire are taught which address historic racism and discrimination and in Geography discrimination is addressed within the Population topics. In RE lessons from Years 7 to 10 we explore the values and beliefs of others in order to ensure that students are knowledgeable, empathic learners who value diversity. In Humanities we undertake trips and visits which aim to give students an experience of awe, for example our Y7 trip to Lincoln cathedral. We do much to support the moral development of our students. Our curriculum across all three subjects involves a wide range of moral issues, from learning about the deforestation of rainforests through to the Slave Trade and Holocaust. This gives our students the opportunity to develop a moral compass, recognising rights from wrong and applying it. It enables students to better understand the consequences of our actions and encourages them to make careful well thought out choices in their own lives. Social development is a cornerstone of our Humanities curriculum. Throughout the five year History curriculum, the development of democracy is a theme which develops through time giving our students respect for democracy and encouraging them to play an active role in society as young adult. We also give examples of societies where democracy has been eroded, such as communist Russia and Nazi Germany to promote respect for the freedoms which democracy brings us and respect for the rule of law. In Humanities, we extensively teach an appreciation of cultural values. For example, in Y7 RE, students learn about the key features of the six main religions to ensure that they understand and respect diversity. Our teaching of RE also seeks to break down barriers in society, for example in the teaching of the similarities between Islam and Christianity through the teaching of Abraham. In Geography students learn about the importance of fair trade and sustainability, so that they able to appreciate the impact of personal choices on others. Finally, our extensive trips and visits offer, which includes an out of classroom learning experience for every student, every year, includes a range of cultural activities. This includes visiting different cities to various museums including the Galleries of Justice and the Imperial War Museum.

## Cultural Capital

We are passionate at creating opportunities to raise students' cultural capital, ensuring that our students all have at least one opportunity per academic year to visit sites of national importance. We feel this is vital to promote feelings of awe and to raise both aspirations and scholarly ambition, particularly amongst students experiencing disadvantage. Through the opportunities we create to enrich our students' lives helps to expand their horizons and reduce the disadvantage gap. In Geography, field work opportunities

in Birmingham and Dovedale provide real life context to classroom teaching and in History visits such as the Y7 Lincoln castle and cathedral trip and the Y10 Galleries of Justice trip help to bring the past to life and give our students a deeper and broader knowledge of the past.

We actively promote leadership opportunities in the Humanities department offering a number of opportunities for students to shape our world at Humphrey Perkins. We have a large team of both Junior and Senior Eco Warriors who are passionate about fighting climate change. Through liaison with the Senior Leadership Team and the Estates Team they have started to develop a school wide recycling project, planted trees at Beauchamp and have organised litter pick events in our community. Next on the horizon, the Eco Warriors are planning a whole school Eco Week including planting a tree for every student at HPS, inviting students from across the LAT to listen to climate change experts and many other events aimed to raise awareness of climate change and what we can do to minimise its impact. We also have a senior debate team and are planning to develop an Amnesty International group in the New Year.

### **Building character**

In Humanities we have designed and planned a challenging curriculum, both in content and in our expectations of what students can achieve. We believe that students should be pushed to think critically, struggle through tough questions and apply what they have learnt. We think that developing such resilience creates more effective learners and builds character. We also firmly believe that we should only accept the best that our students can achieve with staff instructed to get students to repeat class and home work that does not reflect this.

### **Metacognition (Learning Scientists)**

Access to the research of the Learning Scientist has enabled us to plan more effectively for automaticity, vital to allow our students success in the more rigorous content deep reformed 2016 GCSEs, . Throughout both key stages regular low stakes testing of both current and previous learning takes centre stage in both classroom activities and in the form of weekly homework, which is based on knowledge organisers for each taught topic. We have planned our five year curriculum to enable our students to achieve their potential at GCSE level and beyond through the creation of a KS3 which allows a seamless transition from one key stage to the next, in terms of skills – specifically of critical thinking skills and the ability to produce well-constructed extended writing but also in creation of a subject knowledge in terms of both depth and breadth.

### **Meeting the needs of all learners**

In Humanities we are committed to create a learning experience which will open doors to all students. Supporting students who are at a disadvantage is vital in closing that gap. We have many strategies we use to promote this. For example, we operate a Pupil

Premium first policy. Staff have identified and seat PP students carefully, keeping a record of this in their Context for Learning folder, and when questioning use a no hands up policy to target PP students first, with carefully crafted questions to allow them to assess progress and any misconceptions or gaps in knowledge. PP first policy is also used when marking and assessing work, to ensure that students identified as having a disadvantage benefit from having the most detailed feedback to help them improve their work. Students with a disadvantage also receive free revision guides in Key Stage and we use departmental budget if need be to ensure they benefit from the wealth of extracurricular trips we offer. A good example of our positive discrimination is the Y9 History trip to the Imperial War Museum, where we have invited PP students first. In terms of student leadership, we have approached students who are identified as disadvantaged and encouraged them to take part in our leadership opportunities.

Stretch and challenge for our most able students is a priority for us. Our questioning policy of “pose, pause, bounce” allows HAPS the opportunity to build on and develop the answers of other students. We teach to the top and scaffold down to ensure our brightest students are sufficiently challenged. Additionally, we promote exam board marking across the department and currently have three members of the team marking the exam boards that we teach. This allows access to exam board training and ensures that staff have a clear idea of what Grade 9 answers look like and subsequently, how to teach students to create them. Working across the LAT we are working to create a Key Stage 3 curriculum which is balanced in terms of topics taught and has challenge at its very heart.

Supporting students with a Special Educational Need is always a priority for us and we have many strategies in place to ensure students make good progress. For example, students with SEN are seated carefully, often close to the teacher, to allow additional support to be given. As with PP students, targeted questions are generated to allow the teacher to make an accurate judgement of progress. To ensure that students can make good progress, writing tasks are scaffolded carefully, using keyword lists, and writing frames to support students to write better answers. “Say it better” and a focus on academic literacy promotes improved language and vocabulary which will help students unlock the curriculum and create better answers in their extended writing.

### **Curriculum impact:**

#### **Assessment Principles across the Humanities Department:**

Across KS3-4 students receive two deep marked pieces of work per half term as per the agreed assessment schedule which sets out which pieces are to be deep marked for consistency. All deep marked pieces should be printed on lilac paper for ease of identification. Deep marked work is comprised of formative teacher comments and identification of WWW/ EBI which must be linked to the GCSE mark scheme for that question which has at its heart, the assessment objectives laid out in the specification. Students then use the teacher comments and WWW/ EBI to write an improved answer, thereby closing the gap. Across all years, regular, low stakes knowledge testing to develop automaticity and promote deep understanding underpins our curriculum. This takes the form of

Bell Work and should test both current and previous taught content with green pen feedback to ensure that students are creating a body of work which is correct and can be relied on for revision purposes.

At KS3, having worked with a variety of schools across the LAT this year we have trialled an approach spearheaded by Beauchamp. This involves 10 knowledge questions and an extended GCSE style question. Students complete two per half term. One of the assessment per term is synoptic and involves knowledge questions from previous taught content. Once per year students sit a trial exam. This will include several GCSE questions and will be synoptic.

At KS4, students complete mini mocks at least once per half term. These comprise of a number of GCSE questions, one of which is deep marked. The other deep marked piece is an extended GCSE question. Students have a trial exam once a year which comprises of a whole paper in Y10 and in Y11 three papers in History and two papers in Geography to ensure accuracy of predicted grades and more effectively prepare students for the final exams. Students sit the final decision making paper in Geography in March after the content/ skills have been taught.

### **Homework Principles across the Humanities Department:**

Students receive knowledge organisers for each topic across all years and topics. At Key Stage 3 students are tested once a week on a different aspect of the knowledge organisers – 5 knowledge questions and 5 questions on the keywords which can also include spelling tests. At Key Stage 4, students have homework booklets in geography and in History receive a weekly knowledge test. The principles behind this process are underpinned by the Learning Scientist work work; retrieval practice and interleaving to help support students to be able to recall taught content and ensure it is moved into long term memory. This also helps our students to prepare more effectively for their final GCSEs as we have historically had issues with students failing to revise or not revising sufficiently to prepare effectively to achieve their target grade, this rigorous programme of interleaving in our knowledge recall testing helps to plug that gap and also ensures any gaps in knowledge are also rectified. Staff have high expectations of homework compliance and if students fail to complete homework a system of department detentions are in place. Additionally, the Head of Department is available every day at lunch time and break time to support students who need additional help to complete tasks. In line with school policy, staff are expected to record homework on the beehive website to ensure that students and parents are clear on what is expected.