

Humanities Curriculum Statement

Overall vision: All students studying Humanities to have the knowledge and skills to see the world differently.

Intent	Implement	Impact
Question the world as it is presented to us	<ul style="list-style-type: none"> • RS: Active intervention: build a religious understanding through investigating ethical issues. • History: Themes such as <i>protests, terrorism and freedom fighters</i> encourages students to question the world around us. • Geography: How the physical world is shaped and changes, and how global interactions impact on others and the environment. 	<ul style="list-style-type: none"> • Students can apply complex ideas to current affairs debates. • Become informed citizens who are able to make intelligent, ethical and fair decisions for issues in the 21st century. • Joining organisations that fight for social justice after they finish school. • Evaluative answers in GCSE subjects reflect broader knowledge and challenging the status quo.
A passion for Geography – a desire to investigate physical processes which shape our environment such as tectonics, and issues created by our interaction with the natural world such as climate change. In addition to understanding how people’s actions can shape the human environment such as development and urbanisation.	<ul style="list-style-type: none"> • Revised KS3 curriculum. Year 8 specifically revamped to encourage inquiring students about the major geographical issues of the time. • Trips develop students’ ability to apply subject-based skills. 	<p>Increased take up of Geog at KS4:</p> <ul style="list-style-type: none"> • 2017 – 3 groups at Year 9 • 2018 – 4 groups • 2019 – 5 groups • 2020 – Over 50% cohort selecting Geography. <p>Develop humanitarian and charitable brain.</p>

<p>To understand diversity of the world and why we live in a multicultural society.</p>	<p>KS3 History curriculum plans for students investigating how world history has shaped the world around us today.</p> <p>KS3 Geography looks at migration and the reasons behind population movement. We also look at the multicultural structure of cities in ks4, and their demographic characteristics.</p>	<p>Students engage as life-long active global citizens.</p> <p>Develop empathy in other peoples' situations.</p> <p>Understands that multiculturalism in society is a complex situation which brings positives and negatives to a location.</p>
<p>To know and be able to make connections between countries and cultures</p>	<p>Understanding of major world religions and practices of these religions is incorporated in KS3 RS scheme of work.</p>	<p>Students demonstrate compassion and empathy for why people behave the way do.</p>
<p>To develop empathy and critical thinking skills – looking at the world from different viewpoints</p>	<p>Develop empathy through evaluative 12 mark questions (all subjects)</p> <p>RS SoW/sequencing looks to challenge preconceptions.</p>	<ul style="list-style-type: none"> • Critical thinking can be exercised in discussions outside school and in the world of work. • Students using more empathetic language in both: <ul style="list-style-type: none"> ○ Interactions with school community ○ Written answers
<p>Students take responsibility for own learning and possess the skills to manage own progress.</p>	<p>Reflection of learning and progress through use of green feedback sheets after assessments (History, Geography and RS).</p> <p>Research tasks are embedded in Geography and History schemes of work for example a topical research project in year 8 Geography where students are responsible for gathering all required information.</p>	<p>Students identify the learning <i>skills</i> (rather than just knowledge) that need to be developed in order to maximise progress.</p>