

## Humanities

### **Geography**

Geography at Dean Trust Ardwick is designed to ensure that pupils are prepared for further study in the real world. Through geography pupils are able to explore new worlds and civilisations, and develop a range of useful skills.

### **Year 10**

Year 10 will see pupils continue their AQA GCSE topic, this time moving onto the human geography topics; The challenge of resource management, the changing economic world and urban issues and challenges. Pupils will also complete a fieldwork study which will analyse the traffic management strategies of Manchester.

Whilst studying challenges in the human environment pupils are afforded the opportunity to explore urban environments from across the world. Pupils begin by examining the development of Rio de Janeiro, in particular Rochina favela. Pupils examine the social, environmental and economic challenges facing Rio and how the government manage and plan to improve conditions in the slum. Pupils then focus closer to home, Manchester, in particular Hulme and the how this area has and is continuing to undergo development in accordance with Manchester's rapid growth. The leads into considering sustainable urban development and the opportunities and challenges facing modern sustainable development.

Next pupils study the changing economic world, considering the causes and impacts of uneven development both nationally and globally, exploring in great detail newly-emerging economies, such as Nigeria and the evolution of the UK economy.

### **Year 11**

Pupils in y11 study the challenge of resource management. Firstly pupils will be introduced to the management of food, water and energy, before zooming in on energy management, and considering in significant depth how energy is managed across the world. This will then lead into covering the physical landscapes in the UK, where pupils are afforded the opportunity to journey throughout Britain, considering both river and coastal landscapes. Throughout both of these sub-topics, pupils will consider the different forms of erosion, their impacts, processes and strategies of managing them. This will result in pupils exploring a case-study in great depth to ensure they are able to apply their knowledge and understanding of the topic to a real-world example of the dangers and opportunities which rivers and coasts provide.

Finally, pupils will prepare for the exams by analysing their fieldwork and the case studies provided by the exam board as they begin their final preparations for GCSE. This will work in conjunction with revision of the topics which pupils covered throughout Year 9, 10 and 11.

## **History**

History is a vital part of a well-rounded education as it ensures pupils are aware of the traditions, customs and events which shape the modern world. Our history curriculum is taught chronologically, to ensure pupils have an understanding of the sequence of events, whilst simultaneously delivering with a thematic approach, with a topic a year focusing on Society, Power and War. The thematic approach enables pupils to develop an understanding of how the different topics and information, their causes and consequences, are connected throughout history.

### **Year 10**

In Year 10 pupils continue their course, studying Weimar and Nazi Germany 1918-1939, before moving on to their British depth study, which is Anglo-Saxon and Norman England between 1060-88.

During the Weimar and Nazi Germany 1918-39 topic pupils begin by examining the formation and emergence of the Weimar Republic between 1918-29, this is therefore intertwined with the next section, Hitler's rise to power, 1919-39, as pupils consider the development of the Nazi Party as a group and thereafter the growth of support and in popularity of the political group across Germany. Pupils then consider how the Nazi's developed the control of Germany and how Hitler's power evolved to a dictatorship. Finally, pupils consider Life in Nazi Germany for a host of different groups: women, young people, and living conditions and of course the most persecuted the minorities, including Jewish people.

During the next topic, Anglo-Saxon and Norman England between 1060-88, which is the British depth study, pupils will analyse in great depth and detail Anglo-Saxon society and the Norman Conquest between 1060-66. This then centres on William I in power and how he secured the kingdom between 1066-87 following his conquest. The final aspect of this topic focuses on Norman England between 1066-88, considering the changes to power and society within the country following William's conquest.

### **Year 11**

Pupils begin the year by exploring the American West and the changes which occurred over time, this will then lead into pupils revisiting the topics which they covered throughout Year 9 and 10, as they begin their final preparations for their GCSE examinations. It is of utmost importance that pupils

make the time to revisit the topics which they have previously studied to ensure that the revision completed at school is reaffirming the knowledge which they have retrieved at home.

### **Extra-curricular**

A range of extra-curricular clubs are offered within the Humanities faculty, within geography the eco-committee have been working to develop sustainable practice across the school, increasing the level of recycling and recently stopping plastic bottles being sold in the canteen and introducing school water bottles. Geography in the news offers an opportunity for pupils to stay up to date with global events, discussing and debating the biggest issues of the day. History offers the History Film Club, which provides an opportunity for pupils to watch re-enactments of historically influential moments.