

# 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 7**

Key Stage 3 Geography will focus on developing a knowledge rich curriculum which ensures pupils are GCSE ready by simultaneously focusing on developing complex subject knowledge and developing geographical skills. Throughout Year 7 we explore both human and physical geography through the study of maps and map skills, using Ardwick as our case study; The geography of an emerging nation, focusing on India, before studying Manchester. These topics provide us with an opportunity to focus on specific significant locations, whilst ensuring we develop geographical skills, all in preparation for pupils beginning their GCSE studies.

### **Year 8**

As pupils move into Year 8 they focus on examining the global position of environments, including the Amazon Rainforest; the animals, plants and people that live there. Pupils then study the weather and climate; how weather moves and how it is formed, with a focus on how it effects the UK and Manchester. Finally, pupils will focus on Manchester, its geography and development. These topics provide us with an opportunity to focus on specific significant locations, whilst ensuring we develop geographical skills, all in preparation for pupils beginning their GCSE studies.

### **Year 9**

In Year 9 pupils are given the opportunity to continue to develop their geographical knowledge by exploring topics from the AQA GCSE geography specification. This begins by examining physical geography from across the globe. Topics include; the living world, the challenge of natural hazards and physical landscapes in the UK.

Pupils explore the world in which we live, analysing the characteristics and features of small and large scale ecosystems from across the globe, before focusing in on hot deserts and tropical rainforests. When focusing on tropical rainforests we consider the characteristics of the environment and how this has led to adaptations of both plants and animals. Pupils then examine in great depth the causes and impacts of deforestation as well as management strategies in place, particularly sustainable management strategies. When exploring hot deserts, pupils consider how and why

plants and animals have adapted for this environment, considering the impact of the climate on hot desert life. Pupils move on to consider the opportunities for development and the challenges facing development in hot desert environments, which leads in to our consideration of desertification- its causes, impacts and strategies which can be implemented to reduce and prevent desertification.

Next, pupils move on to 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 explore living with the physical environment, through which pupils begin by exploring tectonic hazards, namely the causes and impacts of earthquakes and volcanoes around the world and their distribution patterns. Pupils will consider the reasons as to why people live with a risk of tectonic hazards, such as volcanic eruptions in Chile or how we could reduce the risk from tectonic hazards for those being threatened. We move on to consider the hazards posed by the weather, such as tropical storms, or typhoons, the causes, structure of the storms and strategies of reducing the effects. This leads into considering how the weather and climate impacts the UK, namely changes to the weather and extreme weather.

## **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 7**

In Year 7 pupils begin by examining Medieval Society, the causes and consequences of change after 1066. Next pupils study the Power of the Monarchy in Britain, before finishing with their War topic, which looks at the Spanish Armada and the English Civil War.

### **Year 8**

Continuing on from the chronological sequence of Year 7, Year 8 picks up with their Society topics of the Industrial Revolution, where pupils explore the changes which occurred across Britain, and Manchester as the face of British manufacturing changed forever. This leads into exploring the Power topic, which examines the British Empire and the slave trade, again considering its impact on Britain and Britain's impact upon the world. Year 8 ends by exploring a War topic, which focuses on World War I, the Great War, including, how it started, the key events and its conclusion.

### **Year 9**

As pupils move into Year 9, we look to cement their knowledge of history by, journeying through the 20<sup>th</sup> century examining the causes, consequences of the most significant events in the last 100 years. Pupils will explore the movement for women's suffrage, led by the inspirational Emmeline Pankhurst, the events, important figures and political and philosophical tones of the Russian Revolution. Next, we analyse the events post WWI and the measures which led to the rise of Adolph Hitler and the Nazi Party, before exploring WW2 in greater detail. The introduction of the Welfare State in Britain, before considering global events through the events and causes of conflict during the Cold War, including the Berlin Wall and Cuban Missile Crisis. Finally, we end on the Civil Rights Movement in America and the fight led by the enigmatic Dr Martin Luther King Jnr.

Pupils then move on to focusing on the first GCSE topic, Crime and Punishment, which explores the changes to the systems and process over time. This begins by considering crime and punishment in medieval Britain, c.1000-1500, before focusing in on the early modern period c.1500-1700. The c.1800-1900 in Britain are the next focus before we study the 1900-present. Throughout

the study we will consider the changes and continuity in crime and punishment across British history, which strategies and systems have remained, such as a jury, and which have been left behind, cast away to the realms of yesteryear, such as trial by fire or trial by bread.

### **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.