

Humanities

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Curriculum Rationale

The Humanities faculty aims to provide an ambitious curriculum which provides pupils with access to a breadth and depth of powerful geographical and historical knowledge, alongside exciting enrichment opportunities. The Humanities faculty strives to ensure all pupils are able to access the curriculum in order to develop their knowledge and skills of the subjects.

Our Humanities curriculums are based upon core threshold concepts, which have been identified by expert teachers from across the Dean Trust, and are seen as the fundamental foundations required for successful geographical and historical study. Shared threshold concepts ensure that all pupils across the Dean Trust are receiving the same high-quality curriculum and are assessed against the same criteria.

In Geography the threshold concepts are underpinned by:

- Sense of Place – The ability to identify and describe the location of geographical features on the Earth's surface.
- Scale – The skill of acknowledging the relationship between distance on a map and distance on the ground, and the extent to which events and actions have an impact.
- Interdependence – Evaluating the relationships between different groups, organisms or countries to judge the reliance of one group upon another.
- Physical and human processes – Geography contains two main areas; physical geography considers the natural processes and events which occur around the globe. Human geography considers the impact which humans have on the world.
- Environmental Interaction and sustainable development – How humans interact with their surrounding environments and the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.
- Cultural understanding and diversity – Appreciation of the importance of different cultures and communities around the globe and within multicultural communities.

In History the threshold concepts are underpinned by:

- Analysis of Sources – Demonstrating an understanding of how and why a historical source portrays information as it does.
- Analysis and Evaluation – The ability to reach an informed judgement about the value of information or sources for a historical topic.
- Causes and Consequences – Judging the causes of change throughout history, namely the people or events which causes change and the consequences of these changes for future events.
- Interpretations – The process by which we describe, analyse, evaluate and create explanations for past events by drawing information from primary and secondary sources.
- Significance – The process of evaluating the importance of people, events and

developments in the past. Historians use this to gauge how significant an event was in relation to others and when leading to later events.

The Humanities faculty continuously review our schemes of learning and lessons, to both stay up to date with educational research and practices, but also to ensure learning links to our local communities and cultures around us. Furthermore, we routinely develop schemes of learning to reflect current global affairs, such as Climate Change or the Black Lives Matter Movement, ensuring pupils have the required cultural capital to positively participate and thrive within society.

Our curriculums are designed to foster a love of learning in our pupils, whilst we further supplement our classroom provision by providing a range of extra-curricular trips and visits within Manchester, across Britain and abroad. For example, in Year 7, pupils carry out surveying of the local community surrounding the school site; this develops their geographical skills, whilst also engaging them with their own local Ardwick community. Further in to their studies pupils are afforded the opportunity to attend an overseas trip to Berlin as part of GCSE History, where pupils visit key historical venues from the Weimar and Nazi Germany topic. Geographers attend two fieldwork trips, firstly to Rhyl, on the Welsh coast and then to Salford Quays and the BBC Studios. Both of these visits are compulsory aspects of the GCSE course which requires pupils to carry out and evaluate research and data collection strategies.

Curriculum Overview

The knowledge is delivered through direct teaching instruction, allowing pupils to access the subject specialist knowledge of their teachers. This provides pupils and teachers alike the opportunity to exam in detail the subjects and topics of study, furthermore this allows teachers to chunk information to prevent misconceptions developing in the pupils understanding, whilst also addressing any misconceptions which do evolve through the use of targeted questioning.

- Knowledge is sequenced in a hierarchical structure, allowing learning build upon previous years and stages of learning. For example, in KS3 geography lessons pupils will develop map skills and their knowledge of the local community of Ardwick. These skills are then transferred over into the final topic of Year 7 where pupils then examine Manchester, again using and further developing their knowledge of our local community. This provides pupils with the foundation knowledge when furthering their study, for example the study of emerging global super powers and Africa. Pupils have developed the skills and knowledge to be able to compare these communities by the end of Year 7. Similarly, the history curriculum flows through the ages, whilst developing pupil's knowledge and historical skills. Within Year 7 pupils study the power, religion and war, beginning with the Norman Conquest and moving chronologically through time.
- At KS4 pupils are able to elect to continue their study of history and geography. Both subjects contain a wealth of knowledge and skills, which pupils will develop through their study, before demonstrating their mastery in their cumulative exam papers. Both history and geography are challenging subjects are suited to pupils which have a passion and interest in the subjects, and the ability to apply their knowledge and skills to a range of question types.
- Across KS3 and KS4 knowledge is specified in detailed through the use of knowledge organisers and learning plans which are shared with pupils at the start of a module. These mechanical documents depict to the pupils the key information which they must commit to memory in order to develop a deeper understanding. Teachers within the

faculty spend time collaboratively discussing the content, skills, and pedagogical approaches most advantageous to teaching modules using the curriculum overviews, medium term plans and curriculum resources.

- One of the most effective tools used in the humanities faculty, to ensure key knowledge is revisited, is the use of low stakes quizzes and testing. In all Humanities lessons all lessons begin with retrieval practice, whereby pupils are expected to draw upon knowledge and understanding from topics they have previously studied, linked to the current content.
- Additionally, the faculty's homework policy has been designed to optimise low stakes quizzing and provide purposeful opportunities to practice their knowledge and understanding in the format of examination style questions at GCSE or to utilise the GCSE Pod website, which the faculty has joined, providing pupils with a range of short videos based around the subjects, specification and topics pupils are studying. These are twinned with quizzing activities, which again requires pupils to retrieve knowledge and activate prior learning.
- KS3 pupils will clarify and communicate their knowledge and understanding at the end of each module in an assessed task, these have been designed to consolidate pupils learning, both in regards to knowledge and skills. Furthermore, KS4 pupils will clarify and communicate their knowledge when completing GCSE examination style questions, which are marked against the formal mark scheme and moderated by other teachers within the faculty. Pupils will ultimately complete a string of cumulative assessments across KS3 and 4, during the Autumn, Spring and Summer terms.