

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.

Geography threshold concepts:

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.

History threshold concepts:

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 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, the first geography topic of Year 7 develops pupils map skills and develops 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 is then cross referenced against pupil’s knowledge of communities further afield, when studying 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.

<p>Key Stage 3 Geography: Year 7 Unit 1 – How are places identified on maps? Year 7 Unit 2 – Will emerging nations become the next super powers? Year 7 Unit 3 – To what extent is Manchester a global city? Year 8 Unit 1 – How is life in Africa changing? Year 8 Unit 2 – Cold environments and tectonic plates. Year 8 Unit 3 – Global geographical conflicts</p>	<p>Key Stage 3 History: Year 7 Unit 1 – Why did England change so much after the Norman Conquest? Year 7 Unit 2 – Did monarchs have absolute power? Year 7 Unit 3 – How did warfare change over time? Year 8 Unit 1 – How did Britain change between 1750 and 1900? Year 8 Unit 2 – Was it just economics that led to the growth of the British Empire? Year 8 Unit 3 – How did one event lead to World War I?</p>
<p>GCSE Geography: Pupils which opt for GCSE Geography will study the AQA GCSE specification, and will complete 3 externally marked examinations at the end of the course. Unit 1: Living with the physical environment</p>	<p>GCSE History: Pupils which opt for GCSE History will study the Edexcel GCSE specification, and will complete 3 externally marked examinations at the end of the course. Thematic study and historic environment: Option 10: Crime and Punishment in Britain, c1000 – present <i>and</i> Whitechapel, c1870-1900: crime, policing and the inner city.</p>



Section A: The challenge of natural hazards
Section B: The living world
Section C: Physical landscapes in the UK

Unit 2: Challenges in the human environment

Section A: Urban issues and challenges
Section B: The changing economic world
Section C: The challenge of resource Management

Unit 3: Geographical applications

Section A: Issue evaluation
Section B: Fieldwork

Period study and British depth study:

Option B1: Anglo-Saxon and Norman England, c1060-88

Option P3: The American West, c1835-1895

Modern depth study:

Option 31: Weimar and Nazi Germany, 1918-39

