

HUMANITIES

Programme of Study: 2019-20

Discovery - KS3:

Curriculum intent:

We aim first and foremost to develop an atmosphere that promotes free-thinking, a sense of self-worth and a desire to learn. We strive to create an environment where risk-taking is welcome and support and challenge is readily available.

Secondly, we aim for our young people to exceed their expected outcomes in order for them to achieve well and make outstanding progress.

Excite imaginations - We want students to delve into their imagination to picture and experience environments unfamiliar

Fire curiosity - We want students to be inquiring and thoughtful and be inspired by stimulating topics.

Discover new worlds - We want students to go on a learning voyage of discovery as they pursue truth and evidence.

In Year 7 we adopt a thematic approach to Combined Humanities. Students can then experience how each humanities subject overlaps and how they correspond with other subjects in the curriculum. For example, the Island theme explores geographical topics such as map skills and ecosystems, historical skills such as source analysis as they develop a community of their own raising important questions about belonging and morality, key RS skills.

In Year 8, we aim to provide them with the skills required to take on the rigours of GCSE courses. For example, we aim to:

In Geography:

- Have a secure understanding of the world's major countries and their physical and human features
- Understand how geographical processes interact to create distinctive human and physical landscapes that change over time
- Deploy geographical skills in analysing and interpreting different data sources
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

In History

- Know and understand the history of Britain and the wider world through a logical, chronological narrative.
- Gain an understanding of abstract historical terms, such as ‘empire’, ‘democracy’, ‘parliament’, ‘peasantry’
- Understand historical concepts such as cause and consequence, change and continuity, significance
- Understand historical methods, such as source enquiry and handling interpretations.

In Religious Studies

- Develop an understanding of the world through social, moral, spiritual and cultural discovery
- Feel confident in seeing the world whilst “in someone else’s shoes”
- Gain knowledge of major world religions
- Carefully express opinions on “big questions” - topical or wider-reaching - through philosophical enquiry

The intention of our Year 9 curriculum is to enable students to practice the skills they have developed in Y7&8 in an environment that has creative approaches to examination situations. For example, instead of writing a narrative analysis as they would in a GCSE they are asked to put together a movie script or a story-board.

Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	The Island	“Brack to the Future” - Local Study	The British Empire	Passport to the World	Active Citizenship	Fate or Fortune
<i>Students learn how to:</i>	Use maps. Discuss different religious views on various concepts. Use sources. Understand abstract historical and geographical terms	Write PEE paragraphs in essay form. Use fieldwork in river location Understand chronology Understand local history, geography and culture	Use sources and interpretations Understand location some of the world’s major countries and their physical and human elements. Differences between LIC/HIC/NEE	Understand historical, geographical and cultural / religious aspects of 7 different countries Understand world’s major countries physical and human features.	Use independence and team working to carry out research for data analysis in order to bring about change	Discern how and why contrasting arguments and interpretations of the past and geographical issues have been constructed. Reach a reasoned and analytical judgement

<i>Assessment</i>	Locating places on maps, Source assessments (hot and cold) - "murder mystery" and "what's in the cave?"	Henry VIII split from Rome essay Rivers knowledge test Migration mini-essay	Plantation source HIC/LIC question	One Child Policy - mini essay, Causation essay on 1066	Presentation of data	Judgement essays
Year 8 Geography	Hazards	"Climate Crisis"	"Crowded Earth"	"Exploring Ecosystems"	Map Skills	Rivers
<i>Students learn how to:</i>	Discuss and explain how human and physical processes affect the environment Causes and consequences of natural hazards	Use reasoning to come to a conclusion on a complex issue by handling evidence and data	Use reasoning and data to come to a conclusion on a complex issue. Comparing and contrasting different case studies	Describe characteristics of a location / place. Describe and explain how human activities affect the environment.	Reading maps. Draw sketch maps Using GIS	Draw sketches for fieldwork. Understand river processes
<i>Assessment</i>	Effects of earthquakes mini-essay	Sea ice newspaper article	US-Mexico border case study	Evaluating human impact on physical environments	Reading maps	
Year 8 History	Medieval Matters	Superstitious Stuarts	Virtuous Victorians	WW1	WW2	Weimar / Nazi Germany incl. Holocaust
<i>Students learn how to:</i>	Continuity & Change Compare	Use sources and interpretations	Continuity & Change Significance	Cause and Consequence	Cause and Consequence	Use sources and interpretations
<i>Assessment</i>	How far do you agree - comparing town and village life	Cromwell Narrative of Stuart life	Cholera essay	How far do you agree - causes of WW1		
Year 8 RS	Hinduism	Christianity	Christianity	Judaism	Buddhism	Buddhism
<i>Students learn how to:</i>	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views	Express ideas and insights about the nature, significance and impact of religions and worldviews. Ask questions and expressing views
<i>Assessment</i>	Shambo editorial, End of unit assessment	Authority piece on Abraham and Isaac	End of unit assessment	Tradition mini-essay	Renunciation questions	Discipline presentation

Cross curricular linking:

Criss-Cross - Hamilton (Y9 Term 6) with Performing Arts, DT and Media. History of the American Revolution, linked with study of hurricane that forced Hamilton from his Caribbean home and the famous Broadway musical.

Remembrance Centenary 1918-2018, worked with Art department to create a huge poppy display outside the school and mural in Humanities corridor. Other departments produced a 'lesson' with a WW1 focus for a week of commemorative events, culminating in a whole school assembly
Criss-Cross - Guernica (Y7 Term 3) with Art & Design. History of the Spanish Civil War, linked with the famous Picasso painting, propaganda and the various regions in Spain.

Discovery Curriculum enhancement (please reference topics that include trips, events or after school clubs):

Curriculum enhancement (please reference topics that include trips, events or links to other subjects):

Trips to Henley River Museum (Y7), Battlefields (Y8)

Rabbi visit Y8

Inviting parents in to see 'Island' work November 2018 (Y7)

Criss Cross - Protest (Y8 Term 2), Guernica (Y7 Term 3) Hamilton (Y9 Term 6)

POTENTIAL - Trip to Living Rainforest in Newbury (Y8), outside company performing play on WW1 (Y8), bringing in Town Council to help with making a museum piece on the history, geography and culture of Bracknell

Year 9 - Foundation Pathway

Curriculum intent:

Year 9 is all about introducing students to GCSE content through topics that are exciting and challenging but linked closely to work done in Discovery. Assessment is designed to be creative but provoking.

In Geography, there are opportunities to create colourful paper tsunamis and volcanoes to understand physical processes, 'pop-up' ecosystems to deepen knowledge of biomes and play-doh models to represent population giving students a practical feel to numerical challenges. This dovetails well with learning demanding topics such as global atmospheric circulation and the demographic transition model.

In History, you can learn about the cholera epidemic that swept Britain as a CSI officer, move your way through the Western Front's chain of evacuation and explore key characters from medicine's last 800 years. Year 9 is also the year where the key area of source analysis is given focus.

Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9 Geography	Hazards	Rainforests	Development Gap	Development Gap	Coasts	Fieldwork (Coasts)
<i>Students learn how to:</i>	Discuss and explain how human and physical processes affect the environment. Understand world's major countries physical and human features.	Discuss and explain how human and physical processes affect the environment. Understand world's major countries physical and human features.	Use reasoning and data to come to a conclusion on a complex issue Develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources Understand geographical similarities, differences and links between places	Use reasoning and data to come to a conclusion on a complex issue Develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources Understand geographical similarities, differences and links between places	Discuss and explain how human and physical processes affect the environment. Understand world's major countries physical and human features.	use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
<i>Assessment</i>	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Three exam questions	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Two exam questions, fieldwork folder check
Year 9 History	Medicine in Britain c1250-Present - Medieval	Medicine in Britain c1250-Present Renaissance	Medicine in Britain c1250-Present Industrial	Medicine in Britain c1250-Present Modern	Injuries and treatment on the Western Front	Reigns of King Richard & John

<i>Students learn how to:</i>	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance	Understand how different types of historical sources are used rigorously to make historical claims Frame historically-valid questions	Know and understand the history of these islands, how Britain has influenced and been influenced by the wider world and understand key historical terms such as significance
<i>Assessment</i>	Two exam questions	Two exam questions	Two exam questions	Two exam questions	Two exam questions and 1 hour end of topic assessment	Three exam questions

Year 9 - Curriculum enhancement (please reference topics that include trips, events or after school clubs):

Trip to Sorrento/Sicily (Y9-10)

Trip to Munich (Y9-11) with MFL, next year Krakow

Trip to London to see IWM and Florence Nightingale museum

Fieldtrips to Bracknell Lexicon and Barton-on-sea

POTENTIAL trip to Jurassic coast/ Kew gardens

Destiny - KS4:

Exam board and Specification details:

Geography - AQA

History - Edexcel (Medicine, American West, Richard & John, Weimar & Nazi Germany)

Assessment objectives:

GEOGRAPHY

- Have a secure understanding of the world's major countries and their physical and human features
- Understand how geographical processes interact to create distinctive human and physical landscapes that change over time
- Deploy geographical skills in analysing and interpreting different data sources
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

HISTORY

- Know and understand history of Britain and the wider world through a logical, chronological narrative.
- Gain an understanding of abstract historical terms, such as 'empire', 'democracy', 'parliament', 'peasantry'
- Understand historical concepts such as cause and consequence, change and continuity, significance
- Understand historical methods, such as source enquiry and handling interpretations.

Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Geography	Fieldwork (Coasts)	Resource Management (Energy)	Deserts	Urban Sustainability	Urban Change	Fieldwork - Lexicon & Revision, Exams, Reflection
<i>Students learn how to:</i>	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	Develop greater competence in using geographical knowledge, approaches and geographical skills in analysing and interpreting different data sources Understand geographical similarities, differences and links between	Understand world's major countries physical and human features. Develop contextual knowledge of the location of globally significant place Understand the actions of processes Development	Develop contextual knowledge of the location of globally significant places Local case study	Develop contextual knowledge of the location of globally significant places Understand the actions of processes NEE/HIC	Use fieldwork in urban locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

		places. Development in LIC/NEE				
<i>Assessment</i>	Two exam questions, fieldwork folder check	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Three exam questions, fieldwork folder check
Year 10 History	Reigns of King Richard & John	Reigns of King Richard & John	Reigns of King Richard & John	American West	American West	American West
<i>Students learn how to:</i>	Know and understand the history of these islands, how Britain has influenced and been influenced by the wider world and understand key historical terms such as significance	Know and understand the history of these islands, how Britain has influenced and been influenced by the wider world and understand key historical terms such as significance	Know and understand the history of these islands, how Britain has influenced and been influenced by the wider world and understand key historical terms such as significance	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make written narratives and analyses	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make written narratives and analyses	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make written narratives and analyses
<i>Assessment</i>	Three exam questions	Three exam questions	Three exam questions and 1 hour end of topic assessment	Three exam questions	Three exam questions	Three exam questions

Year 11 Geography	Rivers	Urban World - Rio	Nigeria & UK economy	Paper 3 - Geographical Applications	Paper 3 - Geographical Applications & Revision	N/A
<i>Students learn how to:</i>	Discuss and explain how human and physical processes affect the environment. Understand world's major countries physical and human features.	Develop contextual knowledge of the location of Rio de Janeiro, Brazil	Evaluate the impact of physical and human interactions on the economies of HICs and NEEs	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) To prepare for EOY examinations revising the previous two ½ years	
<i>Assessment</i>	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Three exam questions and ½ hour end of topic assessment	Two exam questions	Two exam questions	
Year 11 History	Weimar & Nazi Germany	Weimar & Nazi Germany	Weimar & Nazi Germany	Revision	Revision	N/A

<p><i>Students learn how to:</i></p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed. Frame historically-valid questions Understand how different types of historical sources are used rigorously to make historical claims</p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed. Frame historically-valid questions Understand how different types of historical sources are used rigorously to make historical claims</p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed. Frame historically-valid questions Understand how different types of historical sources are used rigorously to make historical claims</p>	<p>To prepare for GCSE examinations revising the previous two ½ years</p>	<p>To prepare for GCSE examinations revising the previous two ½ years</p>	
<p><i>Assessment</i></p>	<p>Three exam questions</p>	<p>Three exam questions</p>	<p>Three exam questions</p>			

Destiny curriculum enhancement (please reference topics that include trips, events or links to other subjects):
 Trip to Sorrento/Sicily (Y9-10)
 Trip to Munich (Y9-11) with MFL, next year Krakow
 Trip to London to see IWM and Florence Nightingale museum
 Fieldtrips to Bracknell Lexicon and Barton-on-sea
POTENTIAL trip to Jurassic coast/ Kew Gardens

EPCS 6:

Exam board(s) and Specification(s) details:
 Geography AQA
 History Edexcel 2019-21, AQA 2021 onwards

Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Geography	Changing Places Glacial environments	Changing Places Glacial environments	Changing Places: Glacial environments/Independent Investigation	Global Systems and Global Governance Independent Investigation	Global Systems and Global Governance Independent Investigation	Global Systems and Global Governance Independent Investigation
<i>Students learn how to:</i>	Categorise 'near' and 'far' places and endogenous and exogenous factors Understand the impacts of glacial processes on cold environments.	Investigate how places are represented. Understand the impacts of glacial process on cold environments and the physical and human impacts of their uses.	Study a 'near' and 'far' place. (Bracknell and Stratford) Understand the human impacts of the use of cold environments.	Dimensions of globalisation (flows of capital/labour) Carry out an independent geographical investigation	Issues of interdependence Carry out an independent geographical investigation	Global governance and global community Carry out an independent geographical investigation
<i>Assessment</i>	Extended essay	Essay Past paper	Past paper	Case Study of a manufactured commodity Past paper	Analysis essay	Antarctica project
Year 12 History	USA 1865 - 1975	USA 1865 - 1975	USA 1865 - 1975	Tudors 1529 -	Tudors 1529 -	Coursework

				1559	1559	
<i>Students learn how to:</i>	Analyse and evaluate key areas in USA social, economic and political history	Encourage students to think like historians. To examine continuity and change as well as cause and effect in an academic manner.	Using sources and evidence to develop and engage with historical concepts and a clarity of the 'why'	Encourage students to think like historians. To examine continuity and change as well as cause and effect in an academic manner.	Using sources and evidence to develop and engage with historical concepts and a clarity of the 'why'	Independently research an enquiry based on historical interpretations
<i>Assessment</i>	2 essays and one source question	2 essays and one source question	2 essays and one source question	2 essays and one source question	2 essays and one source question	2 checks
Year 13 Geography	Population and the environment Water and Carbon cycle	Population and the environment Water and Carbon cycle	Population and the environment Water and Carbon cycle	Revision Water and Carbon cycle	Revision	Exams
<i>Students learn how to:</i>	Patterns of production and consumption Understand the interrelationships within the hydrological cycle and the impact of human and physical factors.	Make links between environment and health Understand the interrelationships within the hydrological cycle and the impact of human and physical factors and apply to a casestudy on Carlisle.	Demographics and population growth dynamics Understand the interrelationships within the carbon cycle and the impact of human and physical factors		Understand the interrelationships between the carbon cycle and the hydrological cycle and apply to a casestudy on the Amazon Rainforest	
<i>Assessment</i>	Essay Past paper	Essay Past paper	Essay Past paper	Past paper		
Year 13 History	Coursework	Tudor Rebellions 1485 - 1603	Tudor Rebellions 1485 - 1603	Revision	Revision	
<i>Students learn how to:</i>	Independently research an enquiry based on historical interpretations	Using sources and evidence to develop and engage with historical concepts and a clarity of the 'why'	To examine continuity and change as well as cause and effect in an academic manner.			
<i>Assessment</i>	1 check and moderation	2 essays and one source question	2 essays and one source question			

Curriculum Enhancement:

Geography trips to Stratford and Snowdonia

6th Form students of History and Art have created mural

Planned History conferences to London, possible link-up with Art for trip to NYC