

Goldwyn Plus Folkestone – Humanities

Subject Statement and Long Term Plan



Humanities – Statement of Intent

“Geography and History completed the circumference of our knowledge” – Immanuel Kant

Intent

At Goldwyn Plus we want to ignite students’ curiosity about the past and present and to develop students experience and understanding of Geography, History Ethical/Religious Studies through a topic-based approach and hands on experience wherever possible.

Students will learn about societies of the past and of the present. Students will compare past and present events and see how the World has developed and changed over time. They will learn about the World itself, how it has evolved over thousands of years, and how we as global citizens are continuing to alter and shape its future.

Humanities gives Students the tools to explore different beliefs, faiths and cultures, allowing them to sensitively tackle deep and meaningful conversations, as well as consider their own mortality and place in the community. British Values are covered in every topic studied and promotion of tolerance and respect through learning, debate and challenging of negative stereotypes. Humanities develops students spiritual, moral, social and cultural understanding, knowledge and skills. Student communication skills will be developed through new vocabulary, questioning, formulating opinions and arguments, making judgments and carrying out investigations.

Implementation

Students will follow termly topics based on an area of humanities which meet the National Curriculum. These include studying sources, map work, using books, stories and other artefacts to learn about the past and the world around us. This is supported by a sequenced skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to enable all student, regardless of background, ability, additional needs, to flourish to become the very best they can possibly be.

Impact

Students will be:

- Curious about the past, present and future world around them and internationally

- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about past and current issues.
- Link events and develop the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Students will be able to achieve AQA unit awards in varying topic, additionally at the end of KS3 students will have the choice to pursue one of the humanities as a GCSE or continue studying AQA unit awards.

Humanities Department: Long Term Plan

The Humanities Long Term Plan reflects a key focus upon Knowledge, skills and understanding across the curriculum. It is anticipated that all pupils will have the opportunity to study for a formal qualification which addresses their needs, including AQA Awards and if they wish to pursue a specific humanity also GCSE examinations. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. Students work based on a key stage to suit them anywhere from KS1, KS2 KS3 upwards. It is hoped that this work provides the foundation for further progress through Key Stage 4.

Term	1	2	3	4	5	6
Year 7	Create your own religion	Maps	The Middle Ages	India	Tudors	The Environment
Year 8	Animal ethics	Ecosystems and rainforests	The English Civil War	1066	Amazing places	WW1
Year 9	WW2 Topics Causes of WW2 The treaty of Versailles Who was Hitler Why did people vote for him? Life and education in Nazi Germany Did Britain Know Appeasement Dunkirk The Battle of Britain Propaganda The Blitz Rationing Life as an evacuee D Day landings Pearl Harbour Atomic Bomb Key Learning	The Holocaust Topics What is the Holocaust Pyramid of hate Nazi treatment of the Jews and Ghettos Kristallnacht Kindertransport Conditions in concertation camps Hidden Children The final solution Key Learning - Sensitive subject matter - Growing skill in linking and making comparisons between historical events Develop own opinions	Victorian Britain Topics How did Britain change between 1750 and 1900 Victorian Whitechapel Victims of JTR Suspects Policing problems Letter analysis Why was he never caught? Key Learning - Understanding of how a range of sources can be tested for their validity. -Increasing use of subject specific vocabulary – see lesson Key words. Inference skills Examine sources and	Coasts and rivers Topics Why is the coast line important? Why is it some shrinking and some growing? How do sand dune grow? Costal hazards Coast management Parts of rivers Erosion Transport Formations Oxbow lakes Estuaries Flooding Management of rivers	Justice and freedom Topics What is freedom What is justice Forgiveness Human rights Suffragettes MLK Key Learning Identify and categories different causes and how they are relevant to today - Understanding of British Laws, Value and Human rights - Exploration of morals and ethical issues -Understanding of and	Extreme Earth Topics Structure of the earth tectonic plates Where do disasters happen Earthquakes Volcanos Tsunamis Tornados Case studies How do hazards become disasters Management of natural disasters Key Learning - Ask geographical questions collect/record/present evidence

	<ul style="list-style-type: none"> - Understanding of how a range of sources can be tested for their validity. - Increasing use of subject specific vocabulary – see lesson Key words. - Recognition that causes can have multiple consequences and linking key historical events - Compare and contrast sources <p>PEE Paragraphs PEACE Paragraphs</p>	<p>about ethical issues</p> <ul style="list-style-type: none"> - Understanding that historians will sometimes use unreliable sources i.e. Nazi propaganda regarding the holocaust - Links to more recent events 	<p>come up with a judgment based on organised evidence</p> <p>Select similarities and differences in evidence</p> <p>PEE Paragraphs PEACE Paragraphs</p>	<p>Key Learning</p> <ul style="list-style-type: none"> - Ask geographical questions - Suggest investigation sequences collect/record/present evidence - Analyse evidence and draw conclusions - Communicate appropriately - use extended geographical vocabulary - Use fieldwork techniques - Use atlases, globes and maps - Use secondary evidence - draw maps, plans and graphs - Experience decision making - Locate places and environments - Describe and explain physical features - Understand geomorphological processes - Identify patterns through weather and climate 	<p>use of the term biased.</p> <p>Write a balanced argument</p> <p>Write to persuade</p> <p>Key people and events within justice and freedom</p>	<ul style="list-style-type: none"> - Communicate appropriately - Use atlases, globes and maps - Use secondary evidence - draw maps, plans and graphs - Explore patterns through tectonic processes and environmental issues - Environmental change and management
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