

Humanities Scheme of Work



KS3

Students are taught History, Geography and RS on a carousel and teachers have the option to follow the scheme of learning or tailor the theme to a specific project taking into account their students needs. Outdoor learning and trips are encouraged in each unit to capture student interest. Students who have difficulty accessing Humanities can instead follow a tailored LORIC programme, where basic skills of research, enquiry and other key attributes are built upon. These students are still encouraged to participate in Humanities competitions, theme days and topic trips each term. Students are assessed at the start of Year.7 and a flightpath of measurable and expected progress is designed for them taking into account their risk and resilience scores.

Through Humanities and LORIC, we hope that all students leave us with not only greater understanding of the world around them and tolerance, but also highly developed skills in key areas of employability such as leadership, organisation, resilience, initiative and communication.

Year 7

| Half term | Curriculum Coverage |
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| 1 | <p>Exploring RS themes through Spirited Arts (NATRE initiative)</p> <p>Within the unit, students will: Be encouraged to form their own beliefs Develop a respect for all faiths and beliefs Consider their responsibilities to themselves and others</p> <p>By the end of the unit, students will: Be able to discuss key facts and information about major religions Be able to ask challenging questions about beliefs, life, the self, issues of right and wrong and what it means to be human Have a greater sense of identity which is reflected in a piece of creative work</p> <p>LORIC Programme focus/Key attribute focus for Humanities- Resilience</p> |
| 2 | <p>The Mayflower Voyage</p> <p>Within the unit, students will: Be able to understand the significance of Plymouth, UK Be able to discuss how events have causes and consequences Have gained perspective about local history Use independent research skills to research Analyse historical documents</p> <p>By the end of the unit, students will: Know the story of the Mayflower Understand the relevance of the Mayflower voyage Understand why the separatists sailed to the New World Be able to discuss the difficulties faced on the voyage Have and understanding about the complex relationship between the Pilgrims and the Native Americans</p> <p>LORIC Programme focus/Key attribute focus for Humanities- Initiative</p> |

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| 3 | <p>What is Geography?(Map skills)</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Collect, analyse and communicate with a range of data collected through experiences of fieldwork Communicate geographical information in a range of ways Interpret a range of geographical information Develop contextual knowledge of locations <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Have competent geographical skills using four and six figure grid references Understand how relief is show on maps Be able to create data collections Be able to define physical and human geography characteristics Be able to name the seven continents and some countries in them Have a greater geographical understanding of the UK <p>LORIC Programme focus/Key attribute focus for Humanities- Communication</p> |
| 4 | <p>1066 and the Norman Invasion</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Understand the early history of the UK through a chronological narrative Explore significant aspects of history Be able to use abstract terms such as ‘civilisation’ and ‘peasantry’ Be able to create their own structured accounts of past events Understand methods of enquiry <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to describe life in Anglo-Saxon times Understand the narrative of events leading up to the Battle of Hastings in 1066 Be able to discuss significant Norman changes such as, the ‘Feudal System’ and ‘Castles’ Be able to use sources to learn about and understand events such as the, ‘Harry of the North’ and the use of the, ‘Doomsday Book’ <p>LORIC Programme focus/Key attribute focus for Humanities- Leadership</p> |
| 5 | <p>Religious Buildings</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Develop a respect for others and will challenge prejudice Develop greater empathy, generosity and compassion Build resilience to anti-democratic or extremist narrative by having developed greater understanding of major religions and their belief systems Develop their spiritual understanding about themselves <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to identify religious buildings and name the religion it belongs too Be able to explain key features of a church and have greater understanding of Chritianity Be able to explain key features of a synagogue and have greater understanding of Judaism Be able to explain key features of a Mosque and have greater understanding of Islam <p>LORIC Programme focus/Key attribute focus for Humanities- Organisation</p> |
| 6 | <p>Human Geography Study: Africa and Asia</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Define the human and physical characteristics of a place Develop contextual knowledge of Africa and Asia as globally significant places Interpret a range of sources of geographical information Communicate geographical information in a variety of ways <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to describe the location of Africa Be able to describe the location of Asia Identify and analyse the different biomes in Africa Read and interpret climate graphs Be able to investigate and compare the physical and human characteristics of two locations <p>LORIC Programme focus/Key attribute focus for Humanities- Resilience</p> |

Year 8

| Half term | Curriculum Coverage |
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| 1 | <p>Exploring RS themes through Spirited Arts (NATRE initiative)</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Be encouraged to build their own beliefs Further develop a respect for all faiths and beliefs Further consider their responsibilities to themselves and others <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to discuss more in depth key facts and information about major religions Be able to ask increasingly challenging questions about beliefs, life, the self, issues of right and wrong and what it means to be human Have an even further greater sense of identity which is reflected in a piece of creative work <p>LORIC Programme focus/Key attribute focus for Humanities- Initiative</p> |
| 2 | <p>Rivers and Coasts</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Understand the processes that give rise to key physical geographical features of the world Use geographical context for understanding the actions of processes Understand how processes bring about spatial variation and change over time Interpret a range of sources Experience fieldwork to deepen understanding of processes <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to explain the water cycle and consider the importance of water Be able to explain features and processes of rivers and coasts Be able to explain how processes change the physical features of areas overtime <p>LORIC Programme focus/Key attribute focus for Humanities- Communication</p> |
| 3 | <p>World War Two</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Focus on how Britain has influenced and been influenced by the wider world Explore the achievements and follies of mankind Use historical concepts and frame historically-valid questions Question how and why contrasting arguments and interpretations of the past have been constructed Make connections between cultural, military, political, religious and social history Analyse the significance and consequences of key events from the past <p>By the end of the unit, students will:</p> <ul style="list-style-type: none"> Be able to describe the causes of World War Two Confidently describe different types of government during World War two and have greater understanding of political ideologies Be able to empathetically explain why the Nazi government persecuted the Jewish population and describe their racial ideology Be able to analyse historical documents with greater understanding Identify and explain the main events of World War Two <p>LORIC Programme focus/Key attribute focus for Humanities- Leadership</p> |
| 4 | <p>The Holocaust</p> <p>Within the unit, students will:</p> <ul style="list-style-type: none"> Focus on how Britain has been influenced by the wider world Explore the follies of mankind Explore significant history of the wider world Create written accounts and narratives Use the methods of historical enquiry Make connections between local, regional, national and international history and link to similarities today Develop empathy, generosity and compassion Examine issues of religious belief and faith and how these impact on personal, institutional and social ethics |

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| | <p>Build resilience to anti-democratic or extremist narratives</p> <p>By the end of the unit, students will: Understand how Hitler and the Nazi party rose to power Be able to explain how thoughts and beliefs can lead to events like the Holocaust Be able to describe ways in which Jewish people and ‘undesirables’ were persecuted Be able to describe what life was like in the concentration camps Be able to explain the final solution Have explored how the Holocaust is remembered today</p> <p>LORIC Programme focus/Key attribute focus for Humanities- Organisation</p> |
| 5 | <p>Religious Festivals</p> <p>Within the unit, students will: Develop understanding of Chritainity and other principal religions, fostering personal reflections and spiritual development Develop a respect for others, including people with different faiths and beliefs and helps to challenge prejudice Explore how they might contribute to their communities and wider society</p> <p>By the end of the unit, students will: Be able to describe a range of Christian and other religious festivals Be able to explain the importance of Hanukkah to Jews Be able to explain the importance of Wesak to Buddhists Understand that different foods are eaten in a range of festivals and be able to discuss the important part food plays in religious celebration</p> <p>LORIC Programme focus/Key attribute focus for Humanities- Resilience</p> |
| 6 | <p>Climate Change</p> <p>Within the unit, students will: Develop contextual knowledge of globally significant places- both terrestrial and marine Understand the processes that give rise to key physical and human geographical features of the world and how and why they can change overtime Interpret a range of sources Communicate geographical information in a variety of ways</p> <p>By the end of the unit, students will: Understand the factors that control world climate Have developed an understanding of potential impacts of global warming around the globe Be able to summarise the arguments for and against man-made global warming being real around the globe and in the UK Understand the factors that could lead to run-away climate change Be able to talk about a major extreme weather event and link it to climate change</p> <p>LORIC Programme focus/Key attribute focus for Humanities- Initiative</p> |

KS4-

Students are given the opportunity to further their study of History, Geography or RS as an Entry Level qualification, a GCSE or an ASDAN award. Programmes are tailored to student interests and requests.

Year.9

Students in Year.9 will complete either one or both of the ASDAN short courses in History and Geography. They will also start the Beliefs and Values short course in Year.9 which will be continued into Year.10/11.

ASDAN History short course

The History Short Course will help young people to develop their history skills, and will be particularly relevant in preparation for the English Baccalaureate. It has been produced in collaboration with the Historical Association, who authored the curriculum, and offers a choice of history-themed activities and challenges.

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre (up to 60 hours). Challenge descriptions can be interpreted and adapted according to the situation.

The activities in this Short Course are grouped into the following modules:

- Local history
- British history – our island stories
- Britain, the empire and the world
- History from below
- European history
- History in the world

ASDAN Geography short course

The Geography Short Course has been authored by the Geographical Association.

The course comprises a series of challenges, covering topics such as physical processes; food, energy and waste; and tourism. The topics offered have been chosen on the basis that most will not have been taught at Key Stage 3. It is about real places. Much of it uses the student as a starting point. It is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It will be about broadening students' horizons so they get a sense of seeing the bigger picture through social, economic and environmental lenses.

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre (up to 60 hours). Challenge descriptions can be interpreted and adapted according to the situation.

The Short Course contains challenges across nine modules:

- My place
- Food, energy, waste
- Physical processes
- Sport and leisure
- Holidays
- Global interdependence
- The BRICS
- Big issues
- Why do people move?

[ASDAN Beliefs and Values short course](#)

The Beliefs and Values Short Course has been updated for 2020 and helps learners aged 13+ to develop the personal and social skills they need to play their role in our modern multicultural society. It offers a flexible, accessible alternative to religious education at GCSE. The course will enable learners to respect different beliefs and values, and how they contribute to a multicultural society.

The course will enable learners to:

- gain an awareness of the impact that humans have on the environment and how to protect our planet
- become a responsible citizen and understand the laws needed for a fair and just society
- appreciate the value of peace in society and understand the impact of conflict
- understand how different religions express their beliefs through worship and actions
- explore the concept of inspiration from religious and non-religious perspectives

The Beliefs and Values Short Course contains six modules:

- Values, beliefs and decision-making
- Environment
- Crime and punishment
- Peace and conflict
- Beliefs and practice
- Inspiration

Year.10 and 11

Students will continue to complete the ASDAN Beliefs and Values short course until it is completed. Students can also choose to either stop studying History and Geography at this point, continue completing an ASDAN short course in History or Geography or progress onto studying an Entry Level or GCSE in these subjects. The decision will be a personal one and will be further backed up by data and their flightpath to assess if it is an accessible option.

[OCR History Entry Level](#)

Students must complete all three tasks which make up 100% of the assessment.

Thematic study

One from:

- Crime and punishment.
- People's health.
- Migration.
- War and British society.
- Power, monarchy and democracy.

Depth study

One from:

- Germany 1925–55.
- The USA 1919–74.
- Normans 1065–1087.
- Elizabethans 1580–1603.
- The Making of America 1789–1900.
- The Viking Age c. 750–c. 1050.
- Britain: Peace and war 1900–18.
- International relations 1918–2001.

Study of a site or individual

Students choose either a site or an individual to study and complete two pieces of work:

- A 150-word biography (of the person) or guide (to the site).
- A 250-word explanation of the importance and impact of their site or individual over time.

[OCR Geography Entry Level](#)

Students must complete all tasks to be awarded the Entry Level Certificate in Geography. The tasks are assessed by the centre and externally moderated by OCR.

Task 1: Dynamic world

There are three topics:

- *Our world*: This topic encourages students to engage with their 'local' place by understanding who lives there and how it has changed over time. Students also explore how the world is changing with a particular focus on megacities.
- *Destructive world*: In this topic students will have the opportunity to explore tectonic and flood hazards, particularly focusing on their causes and impacts. The case studies enable students to investigate two places in a little more depth.
- *Resourceful world*: Students have the chance to investigate why rainforests are so important to the planet and people and how they are used. This topic discovers the importance of food and energy in the UK as well as fairtrade for farmers in distant places.

Task 2: Fieldwork notebook

Students will need to complete fieldwork, this can be linked to any area of the specification. The title for the fieldwork task can be based on exemplar titles provided by OCR or can be centre-developed.

Fieldwork provides students with the opportunity to practice skills and understand the world around them. This enables students to 'anchor' their studies within a real world context.

Task 3: Personal project

Students will complete one project which can be based on any area of the specification. The project can be based on any one of the exemplar titles provided by OCR or can be either centre- or student-developed.

OCR History GCSE

Students must complete one component from each of the three component groups to be awarded the OCR GCSE (9-1) in History B (Schools History Project).

There are five elements organised in three component groups. Students take three components, one from each group.

Component group 1: British history

There are two elements:

- Thematic study
- British depth study

The thematic study requires students to understand change and continuity across a long sweep of history, from c. 1250 to the present. Students study one of the following options:

- The people's health, c. 1250 to present
- Crime and punishment, c. 1250 to present
- Migrants to Britain, c. 1250 to present.

Each option begins in the late middle ages and encourages students to think about the relationship between past and present by following the theme through to the present day.

The depth study focuses on a particular period in British history during which the country faced severe pressure due to possible or actual invasion. Students study one of the following:

- The Norman Conquest, 1065—1087
- The Elizabethans, 1580—1603
- Britain in peace and war, 1900—1918.

The British depth study encourages students to engage with the range of ways in which history is constructed and interpreted, and the interplay of political, military, religious, economic, social and cultural forces.

Component group 2: History around us

Students study the history of a selected local site. They discover how physical features and other sources inform an understanding of historical events both locally and in a wider historical context. Studying the history around them provides a valuable approach to studying history, and helps students find a connection with the lives of people from the past. Centres must choose their own site and all sites must be checked by OCR. Centres must use the site proposal form to submit their chosen site, along with the centre's choice of component groups 1 and 3 topics, to OCR for approval. Please remember that your chosen site must not be directly linked to other topics studied.

Component group 3: World history

There are two elements:

- Period study
- World depth study

The period study offers learners the opportunity to study the unfolding narrative of a wider world society during a particularly interesting period in its history. Students look at the relationships between different cultures at times of great upheaval, and consider the experiences and perspectives of different individuals and groups of people in the past.

Students study one of the following:

- Viking expansion, c. 750 – c. 1050
- The Mughal Empire, 1526–1707
- The making of America, 1789–1900.

The world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict. They study one of the following:

- The First Crusade, c. 1070 – 1100
- Aztecs and the Spanish conquest, 1519–1535
- Living under Nazi rule, 1933–1945.

The richness of contemporary sources for each of these periods encourages students to engage with the nature of evidence and the ways in which history is constructed.

[OCR Geography GCSE](#)

Students must complete all components (01, 02 and 03) to be awarded the OCR GCSE (9-1) in Geography A (Geographical Themes).

Component 01: Living in the UK

Students investigate the dynamic and diverse geography of the UK, exploring the distinctive physical and human environments, the processes which drive them and the challenges they create.

There are three topics:

- Landscapes of the UK
- People of the UK
- UK environmental challenges.

Component 02: The world around us

This component explores the complexities of the planet and its interconnections. Students examine the changing, dynamic nature of physical and human environments, the role of decision-makers and the sustainable nature and management of these environments.

There are three topics:

- Ecosystems of the planet
- People of the planet
- Environmental threats to our planet.

Component 03: Geographical skills

Geographical skills are integrated into all aspects of the subject. Learning these skills in the context of components 01 and 02 stimulates students to 'think geographically' and apply the skills in a range of contexts.

Geographical skills:

- Cartographic
- Graphical
- Numerical
- Statistical.

Synoptic assessment is the students' understanding of the connections between different elements of the subject, this will include material from either or both of the first two components.

Fieldwork skills include understanding and applying specific geographical knowledge, understanding and skills to real-world physical and human geographical contexts.

[OCR RS GCSE](#)

Students must take two components from component group 1 (components 01 to 05) and one from component group 2 (components 06 to 10) to be awarded the OCR GCSE (9-1) in Religious Studies.

Component group 1: Beliefs and teachings & Practices

Students study the beliefs, teachings and practices of two of the following major world religions:

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism
- Component group 2: Religion, philosophy and ethics in the modern world from a religious perspective

Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in component group 1.

There are four themes of study:

- Relationships and families
- The existence of God/gods/ultimate reality
- Religion, peace and conflict
- Dialogue within and between religions and non-religious belie