

Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>The Humanities Connector Curriculum gives pupils opportunities to access the most pertinent and relevant aspects of the Geography and History National Curriculum.</p> <p>In year 7, pupils begin with Geography and History units that allow them to think about themselves, their place in the world and their own personal history. It is made relevant to them by focusing on the local area and context.</p> <p>What follows are key areas to build upon their work in primary school. In Geography units, pupils focus on natural happenings, looking at earthquakes and volcanoes and will then build upon this when investigating Brazil and the Amazon rainforest. This challenges pupils to think about areas that are very different from our own, extending their knowledge of the wider world. In History work, units have been deliberately chosen that pupils will have heard about or may have touched upon in primary school. This will help build their confidence and interest in the subject whilst also developing subject specific knowledge.</p>	<p>Geography</p> <p>Making Connections</p> <p>In this unit pupils will look at how humans are connected to our physical world. Explore how and why we use an atlas. Start to use a wider range of coordinates and map types to find and identify features. Look at a range of aerial photographs of our school and spot the changes that have taken place over time.</p>	<p>History</p> <p>Personal History and Chronology</p> <p>In this unit pupils will learn what History is. Explore their own personal History and look at the surrounding area and how it had changed over time. Pupils will look at how we examine history and use different types of sources.</p>	<p>History</p> <p>The Victorian Era and the Industrial Revolution</p> <p>When was the Victorian Era and who was Queen Victoria? Pupils will describe the difference between rich and poor Victorians. Identify the different types of changes that took place in Victorian Britain. What impacts did industrialization have on rural and urban living? How did the lives and Education of children change during this time? What role did the Education act have on children of all classes?</p>	<p>Geography</p> <p>The Restless Earth</p> <p>Pupils will explore how and why our world looks the way it does. Why does the Earth Rumble? Identify features of Earthquakes and Volcanoes and plot on a map where they can be found using their understanding of Plate Tectonics. Pupils will then conduct their own case study of a recent Volcanic eruption and research the impacts on both the human and physical geography.</p>	<p>History</p> <p>The Holocaust</p> <p>Pupils will explore the rise of Hitler and his anti-Semitic views. The changes in Germany that occurred during his rise to Power. Compare a range of sources and discuss how valid different sources are. Examine how Jewish people were treated and explore in depth Hitler's Final Solution</p>	<p>Geography</p> <p>Investigating Brazil</p> <p>Pupils will be introduced to South America with a focus on Brazil. Its unique physical characteristics. Describe how land is used within Brazil. Pupils will look at how the Amazon rainforest is a vital resource and how different stakeholders have competing interests in the area.</p>

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Year 8	<p>The Humanities Connector Curriculum gives pupils opportunities to access the most pertinent and relevant aspects of the Geography and History National Curriculum.</p> <p>The units in year 8 widen subject knowledge and breadth further whilst also building on learning in year 7. Black History has been purposely chosen as it is integral for our young people to understand and appreciate the difficulties faced through slavery and the importance of civil rights. The other History modules in year 8 have a deliberate focus on elements of British History so that pupils appreciate and understand more about the past of their own country. The Industrial revolution has a strong link to the Black Country area.</p> <p>The Geography units build very clearly on mapping skills and earth structures from year 7 and the final unit can be linked back to their work on Brazil when looking at weather and climates.</p>	<p>History</p> <p>Black History</p> <p>Pupils will identify what it means to be free and explore freedom as a fundamental human right. Pupils will look at how colonial powers forced Africans into slavery and brought them to the new world. How the slave trade developed and its impact on people. Pupils will look at what it was like to be a slave and consider the important role Olaudah Equiano played in developing civil rights.</p>	<p>Geography</p> <p>Mapping Skills</p> <p>How do you find a specific location on an OS map?</p> <p>How can lines of latitude and longitude be used to locate places on Earth?</p>	<p>History</p> <p>Roman Britain</p> <p>Pupils will look at the Rise of the Roman Empire and how it expanded its borders to Britain. Who were Romulus and Remus. What role did the Roman army play in everyday Roman life? Identify the pros and cons of Roman life for Britain's. Consider the impact the Romans had on Britain and look for evidence of the Romans in today's Britain.</p>	<p>Geography</p> <p>Earth Structure and Volcanoes</p> <p>To identify the main layers of the earth and what they are made for. And learn how volcanoes are formed.</p>	<p>History</p> <p>Industrial Revolution</p> <ul style="list-style-type: none"> • What was the industrial Revolution? • Would you have survived the industrial Revolution? <p>Did the Industrial Revolution bring only progress and improvement?</p>	<p>Geography</p> <p>Weather and Climate</p> <ul style="list-style-type: none"> • What is the difference between weather and climate and what are the main climatic zones? <p>How can the weather be measured and predicted?</p>

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Year 9	<p>The Humanities Connector Curriculum gives pupils opportunities to access the most pertinent and relevant aspects of the Geography and History National Curriculum.</p> <p>The units in year 9 widen subject knowledge and breadth further whilst also building on learning in years 7 and 8. It is important that pupils are exposed to both world war histories and so the first world war is covered in year 9. The Holocaust is re-visited using more ‘why’ and ‘how’ approaches as opposed to initial explorations in year 7. The female vote is also examined in year 9 so that pupils are exposed to how the fight gender equality was begun. The Geography units look more widely at the British Isles and then Landscapes in Africa. The final unit is purposely rivers and coasts as this could include trips and visits to enhance understanding in the final half term.</p>	<p>History</p> <p>The First World War</p> <ul style="list-style-type: none"> Why did the First World War start in 1914? <p>What was the First World War like?</p>	<p>Geography</p> <p>Exploring England</p> <p>Pupils will be introduced to the British Isles. Find the British Isles on a map and describe its location relative to other well-known countries in the world. Look at what makes up the British Isles. They will identify the physical features of the British Isles and explore perceptions of the British Isles. Pupils will undertake an independent learning project about an area of significant interest within the British Isles and present this to their class.</p>	<p>History</p> <p>Getting the Vote</p> <ul style="list-style-type: none"> How democratic was Britain in the 19th Century? What is the truth about Victorian Women? How did women get the vote? <p>How much more democratic was Britain by 1928?</p>	<p>Geography</p> <p>Africa</p> <ul style="list-style-type: none"> Where are the world great civilisations located in Africa and what are their cultures like? <p>What are the major landscape types in Africa?</p>	<p>History</p> <p>The Holocaust</p> <ul style="list-style-type: none"> To what extent were the Jews persecuted before the Holocaust? <p>How were the Nazis able to implement the ‘Final Solution’?</p>	<p>Geography</p> <p>Rivers and coasts</p> <p>Pupils will begin the unit by exploring the water cycle and how it works. They will demonstrate their knowledge by creating a water cycle in class. Pupils will look at a case study of Holderness and identify the impact of weathering and erosion on the local community and land users. In this unit pupils will look at the features of a river basin and look at how rivers shape the land they run through.</p>

By the end of KS3.....

Pupils will have studied topics that give background, perspective and understanding to the world in which they live. Pupils will have gained knowledge and understanding of Britain’s past and that of the wider world. They will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They will have understanding on aspects of landscapes, environments and the earth’s features.

Humanities is not offered as a discrete subject at KS4 due to curriculum time being given to college in preparation for adulthood. Humanities experiences are still provided for pupils through Wow days and Wider Educational Experiences.