Humanities Intent

At our school, the KS3 Humanities curriculum is designed to develop curious, informed and confident young people who can understand themselves, others and the wider world. Through the study of Geography, History and Religious Education/Worldviews, pupils gain the knowledge, skills and experiences needed to make sense of past and present societies, different cultures, and the environments in which they live.

We provide opportunities for pupils to explore identity, belonging, relationships, responsibility and diversity in a safe and supportive environment. Learning is rooted in relatable experiences and real-world issues, helping pupils to connect classroom learning to their own lives and future aspirations.

Our Humanities curriculum aims to:

- Develop pupils' understanding of the world and their place within it.
- Build empathy, tolerance and respect for different people, cultures, beliefs and experiences.
- Encourage critical thinking, questioning and informed discussion.
- Strengthen communication, literacy and vocabulary through meaningful enquiry.
- Promote resilience, confidence and independence through structured and supportive learning experiences.
- Foster curiosity about the past, present and future, encouraging lifelong learning.

By the end of KS3, pupils will have developed a secure foundation of humanities knowledge alongside the confidence to express their views, challenge misconceptions and engage positively with the diverse world around them. Through this curriculum, we aim to empower every learner to become a thoughtful, informed and responsible member of society.

Year 7 Curriculum Planning – Humanities						
	Autumn Term 1 Geography	Autumn Term 2 Geography	Spring Term 1 RE	Spring Term 2 RE	Summer Term 1 History	Summer Term 2 History
Weekly focus *Core Knowledge, Skills and Concepts*	**Weather and Climate** 1. Map skills -identify regions, counties and cities in the UK 2. Describe difference between weather and climate 3. Explain some of the factors that influence weather 4. Explain reasons for the variation in UK climate 5. Describe how rain forms 6. Explain the physical and human causes of climate change 7. Assessment	**Forest Biomes** 1. Explain the physical and human causes of climate change 2. Explain why forests are important 3. Describe the location of tropical rainforests and identify their key features 4. Describe different ways people use tropical rainforests 5. Describe the impact of deforestation 6. Explain how rainforests can be protected 7. Describe a temperate deciduous forest 8. Assessment: Describe how animals and plants in temperate deciduous forests adapt to climate	**Christianity** 1. Understand what Christianity is and its global significance 2. Understand some Christian beliefs about the nature of God, including the Trinity 3. To explain the significance of the Bible. 4. Explore the significance of Christmas and Easter 5. Understand that there are differences between Christian denominations 6. Explore how Christian beliefs influence behaviour 7. Assessment – How might a person's Christian faith guide their choices?	**Hinduism** 1. Describe some Hindu beliefs about Brahman 2. Explain aspects of Brahman represented in at least three deities 3. Explain what a Hindu might understand about Brahman from the story of Svetaketu 4. Describe the Atman and explain what the Atman means to Hindus 5. Summarise the story of Rama and Sita and explain how it reflects Hindu beliefs about Brahman 6. Assessment - I can describe Hindu beliefs about Brahman using the poem 'Who?' by Sri Aurobindo	**Norman Conquest** 1. Describe the succession crisis of 1066 and explain how William of Poitiers' writing can be used by historians to investigate claims to the throne. 2. Describe what happened during the Battle of Hastings and how historians can use the Bayeux Tapestry. 3. Explain how the Normans changed the English Church and how historians can use buildings as material evidence. 4. Explain how historians use material remains to understand the use of castles in Norman England. 5. Explain how Domesday Book can be used to study Norman changes to English landholding. 6. Assessment : Draw on a range of sources to explain how historians know about the impact of the Norman Conquest on England.	**Medieval Women – Matilda** 1. Describe Matilda's early life and her role in the Holy Roman Empire. 2. Describe the nature of Matilda's claim to the English throne. 3. Explain how Matilda took advantage of Stephen's weakened position to advance her claim and lead a campaign against Stephen. 4. Explain how Matilda's actions affected the battles fought during the Anarchy. 5. Explain how a study of Matilda's later life can lead to a greater understanding of the political role of medieval women. 6. Assessment: Use my knowledge about Matilda's life to draw wider conclusions about the lives of medieval women.

Year 8 Curriculum Planning – Humanities						
	Autumn Term 1 Geography	**Autumn Term 2 Geography**	**Spring Term 1 RE**	**Spring Term 2 RE**	**Summer Term 1 History**	**Summer Term 2 History**
Weekly focus *Core Knowledge, Skills and Concepts*	Tectonic Hazards 1. Describe the structure of the earth 2. Describe how earthquakes and volcanoes relate to the Earth's tectonic plates 3. Identify composite and shield volcanoes 4. Explain the impact of a volcano - case study 5. Categorise primary and secondary effects of earthquakes 6. Describe causes, effects and recovery efforts following 2025 Myanmar Earthquake 7. Explain how a tsunami occurs 8. Assessment: Describe similarities and differences of living in different places around the world	**Global Inequalities** 1. Describe some of the similarities and differences of living in different places around the world. 2. Explain different perspectives on inequality and development. 3. Describe and evaluate key indicators of development. 4. Use Geographic Information Systems to analyse patterns of inequality at different scales. 5. Analyse trends in development indicators over time. 6. Explain how physical geography influences development. 7. Assessment: Explain how climate change impacts are felt unequally and why this leads many people to call for climate justice.	Islam 1. To understand the origins and key beliefs of Islam 2. To describe and explain the purpose of the Five Pillars. 3. To explain the significance of the Qur'an and Hadith. 4. To explain the significance of Ramadan and Eid. 5. To apply Islamic beliefs to everyday actions and decisions. 6. Assessment - How does belief in Islam guide a Muslim's choices?	**Buddhism** 1. Understand what Buddhism is and where it originated. 2. Explore the key events in Siddhartha Gautama's life. 3. Understand the Four Noble Truths and their importance. 4. Explore the Eightfold Path and how Buddhists live by it. 5. Explore key Buddhist festivals and celebrations of Vesak 6. To explain key Buddhist belief of Dukkha 7. Assessment – How does a Buddhist use the Eightfold Path and other Key beliefs to guide their choices?	**Henry VIII and the Reformation** 1. **To explain what happened to Henry VIII's wives** 2. Explain how Martin Luther began the Reformation. 3. Explain how the Church split into different groups and the beliefs they held. 4. Explain why Henry VIII changed the church from Catholic to Protestant 5. Describe the dissolution of the monasteries 6. Does Bloody Mary deserve her nickname.	**WW1** 1. Explain how increased tension in Europe towards the end of the nineteenth century led to the formation of military alliances. 2. Explain how the assassination of Franz Ferdinand caused European powers to declare war on each other as a result of the alliance system. 3. Explain that war on the Western Front was fought largely in trenches, and by men from across the British Empire. 4. Explain the contribution of colonial troops to the First World War and that war was fought across the British Empire. 5. Explain the ways in which life changed across Britain for different people during the war. 6. Explain the impact that World War One had on life both in Britain and in the colonies of the British Empire.

Year 9 Curriculum Planning – Humanities						
	Autumn Term 1 Geography	**Autumn Term 2 Geography**	**Spring Term 1 RE**	**Spring Term 2 RE**	**Summer Term 1 History**	**Summer Term 2 History**
Weekly focus *Core Knowledge, Skills and Concepts*	**Africa** 1. Explain where Africa is on a world map 2. Describe different landscapes across Africa 3. Identify the equator 4. Use a geographic information system (GIS) to visualise the human and physical geography of Nigeria. 5. I can explain Nigeria's climate zones and interpret patterns in climate data. 6. I can describe Nigeria's key physical features and explain some of their impacts on life. 7. I can describe ways in which Lagos has changed over time 8. I can describe some of the challenges of life in Lagos and list some possible solutions.	**Rivers** 1. Describe the hydrological cycle 2. Describe features of a river system 3. Explain the process of river erosion, transportation and deposition 4. Fieldwork: Collect river characterisitcs data 5. Fieldwork: Analyse and present fieldwork data **Anthropocene** 6. Describe the meaning of the term Anthropocene 7. Describe evidence that show how humans have altered Earth's systems 8. Explain main threats to oceans and marine environments	**Should we sell religious buildings and give money to the poor?** 1. To explore ways in which we can address poverty in the world 2. Why is the Mosque important to Muslims? 3. Describe Zakat and why this is important to Muslims across the world 4. Describe key features of a Gurdwara 5. Explore the role of community and langar. 6. Compare the role of religious buildings in Islam and Sikhi 7. Assessment – Should we sell religious buildings and give money to the poor	**Faith and the Holocaust** 1. Describe how some might view the relationship between G_d and the Jewish people 2. Explain how prayer helps people to feel close to G_d - Shema 3. Describe life for Jewish people before WW2 4-5. Describe ways in which Jewish people used prayer as a way of defying the Nazis 7. Assessment: Consider how a Jewish person might use their faith to respond to the Holocaust - *Tikkun Olam*	**The Holocaust** 1. Explain what was distinctive about the Holocaust. 2. Explain the diversity of Europe's Jewish population by the 1930s. 3. Explain how Nazi persecution of Jews developed over time. 4. Explain how Nazi persecution of Jews escalated after 1939. 5. Assess different experiences of and responses to the Holocaust. 6. Explain different types of Jewish resistance and the obstacles resistance faced during the Holocaust. 7. Explain what it meant for Jews during the Holocaust to face 'choiceless choices'.	**World War II** 1. Explain Hitler's rise to power. 2. Explain why Britain eventually declared war against Germany in 1939. 3. Explain why the Battle of Britain can be viewed as a turning point in the Second World War. 4. Explain why the period of 1941-2 was an important turning point of the Second World War. 5. Explain why America's entry into the war and the D-Day landings were major turning points in the Second World War. 6. Assessment write an account of the events which turned the tide in the story of the Second World War.