

The Curriculum Vision for Humanities

The school's mission is **Together Everyone Achieves More**. Our values are built on the four principles of Trust, Excellence, Ambition, Motivation: we are a community built on Trust, we strive for Excellence in everything we do, we are Ambitious in our aims and we are Motivated to help all succeed.

With these values and principles in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

Beachcroft Programme of Education (History and Religious Education)

Intent

Our curriculum intent in Humanities is to embed an understanding of the world in which the students live in and how it has changed over time. We want pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as consider their own identity and the challenges of their time. In Religious Education, it is paramount to provide an understanding of beliefs other than their own to broaden their understanding and tolerance of others.

We aim to provide opportunities that allows all learners to develop holistically, with a focus on building their empathy and, at times limited, cultural capital. With the aim of reintegration for our students, it is therefore essential for them to be equipped with the skills to thrive in Westminster mainstream schools with heavy focus on History in their curriculum.

The opportunities arising from this is to further their studies in this realm of Humanities while developing skills such as inquiry based learning, interpretation, critical thinking and analysis. Classroom discussions are also used regularly in both class to develop learner's communication skills.

Implementation

At Key Stage 3, we particularly focus on curriculum which will be accessible to students to engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination.

In addition, the curriculum also accommodates students by exposing them to Industrial Revolution and WWII which gives invaluable context for texts in GCSE English Literature. In Religious Education, it is imperative to focus on pertinent topics such as poverty and wealth, crime and punishment, family life and other social justice issues. At Key Stage 4, the content has been chosen that will be the most accessible as it is anticipated some of the learners' have missed part of their education. Lessons are introduced as an inquiry question, and it is delivered a variety of ways including written accounts, short videos, images, data and graphs.

Impact

The anticipated impact is evident in the learners' progress in academic performance in formative and summative assessments, as well as a broader and balanced perspective of the world around them.

Assessment in Humanities

We formally assess in terms 2, 4 and 6. Key Stage 3 are assessed using the analysis and evaluation of significant events. The reason for this is to provide the opportunity for success for all our learners. It measures both their understanding of content which has been delivered and the application of skills essential in GCSE History.

Key Stage 4 are assessed using a combination of short answers and extended responses. The reason for this is to ensure it is consistent with the GCSE exams and has a variety questions that ask to define, summarise, compare and evaluate. This is done to assess both lower and higher order thinking skills.

We moderate assessment by collaborating with other schools within the trust, to ensure grades are fair, reliable and valid.

Curriculum Map/Programme of Study - History

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------------------|--|---|--|--|---|--|
| Key Stage 3 History | The First World War: Why did Christopher Clark argue that Europe 'sleepwalked' into war in 1914? Keys skills: Causation. Analyse primary and secondary sources. | The British Empire: how and why did Britain grow an empire between 1600 and 1900? Keys skills: Causation. Understanding different historical perspectives. | World War Two: Did Britain save Europe from the Nazis? Why does this question split historians? Keys skills: Causation. Evaluate significance of events and people. | The Holocaust: How and why did the Holocaust take place during World War Two? Keys skills: Analyse short- and long-term causes and effects. | The Russian Revolution: how significant was the Russian Revolution of 1917? Keys skills: Causation. Written responses and discussions. | Islamic Revolution: What is the importance of the Islamic Revolution on geopolitics and international relations? Keys skills: Causation. Comparing and contrasting differences over time. |
| Year 10 – GCSE History | USA 1920-1973 Key skills: Use prior knowledge to make inferences about historical events, evidence and people. | USA 1920-1973 Keys skills: Understanding different historical perspectives. | Conflict and Tension 1918 - 1939 Keys skills: Analysing primary and secondary sources. | Conflict and Tension 1918 - 1939 Keys skills: Analyse short- and long-term causes and effects. | Migration, Empires and the People Keys skills: Using different pieces of evidence in written responses. | Elizabethan England Keys skills: Evaluate significance of events and people. |
| Year 11 – GCSE History | USA 1920-1973 Key skills: Use prior knowledge to make inferences about historical events, evidence and people. | Conflict and Tension 1918 - 1939 Keys skills: Analysing primary and secondary sources. | Elizabethan England Keys skills: Evaluate significance of events and people. | Migration, Empires and the People Keys skills: Analyse short- and long-term causes and effects. | Migration, Empires and the People Keys skills: Analyse short- and long-term causes and effects | |

Qualifications offered

| Level | Exam Board | Specification Code | Qualification title |
|--------------|------------|--------------------|---------------------|
| GCSE History | AQA | 8145 | AQA GCSE in History |

Curriculum Map/Programme of Study - RE

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|---|--|-------------------------------|--|------------------------------|----------------------------------|
| Key Stage 3 RE The study of the beliefs, teachings and practices of Islam, Judaism and Christianity. Sikhism as a living religion, key philosophical and | The teachings and practices of Christianity | The teachings and practices of Judaism | Hinduism as a living religion | What are the key philosophical and ethical themes around human rights and justice? | Sikhism as a living religion | Teachings and practices of Islam |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>ethical themes around human rights and justice. The KS3 RE curriculum will allow students to explore leading historical religions of the world. This unit of work is characterised by its historical, moral, and theological nature.</p> | | | | | | |
|---|--|--|--|--|--|--|