



Formal Groups curriculum summary and overview

Date: Academic Year 2021-22

Subject Title: **Humanities**

Intent:

History lessons are designed to help our students understand chronology and historical concepts such as: continuity and change: cause and consequence: similarity and difference. They are also intended to help our students to understand the differences between short and long term timescales.

Geography lessons are designed to help our students develop contextual knowledge of the location of globally significant places and to interpret a range of geographical information, such as maps, diagrams, globes and aerial photographs. They are also intended to help our students understand the processes that give rise to key physical and human geographical features of the world.

Implementation:

Delivery is organised across ability based teaching and learning groups in each key stage. This allows work to be differentiated to meet ability ranges with access to staffing ratios that offer small group and individual 1:1 support when needed. Staff are experienced and follow appropriate professional development opportunities to support delivery models. Each subject follows a curriculum map that highlights the content and progression. Assessment is both formative and summative to inform next steps in learning and summarising attainment and progress. Some students will also access enhanced personalised timetables to meet specific additional needs if appropriate.

Impact:

The impact of History lessons is that students gain an understanding of what has happened in the past and how this may have an impact in the future. They gain a chronological understanding of events and the knowledge that sometimes there are massive changes in the way we live, but other times things change very little.

The impact of Geography lessons is that students gain knowledge of the key physical and human geographical features of the world (natural and man-made). They learn to interpret geographical information to develop an understanding of the physical features of the world we live in.

Curriculum mapping

Key stage 3 - years 7-9	Year 1	Year 2	Year3
Half Term:			
1 autumn	Why is Mount Everest so dangerous to climb? Who climbs Mount Everest Base camp.	Why was the Second World War Woeful? Blitz Rationing Evacuation	Why are Habitats important? Group project planning and making a diorama habitat for an animal

	The Death Zone		
2 autumn	What was life like in Medieval England? Battle of Hastings Castles Black death Medicine	Why are Deserts so hot? Desert Dwellers Moving Molly Death Valley	The Victorians Who was Jack the Ripper? The Police Force The reign of Jack the Ripper Why was Jack not caught?
3 spring	How do we predict the weather? The Water Cycle Forecasts Microclimates	Why is Egypt so popular? Tourism The Pyramids The Nile	Why do Volcanoes erupt? Tectonic plates Volcanic activity Volcanic eruption
4 spring	What was so terrible about the Tudors? Henry VIII Spanish Armada Sturdy Beggars	Why were the Stuarts so slimy? Execution of Charles I Plague Fire of London	Why Was the First World War Terrible? Call up Trench life Shot at dawn
5 summer	Why did Titanic sink? Titanic facts Iceberg ahead Who was to blame	What is special about Svalbard? Polar Bears Northern lights Seed Vault	Where to build a New Estate Group planning project to design a new housing estate
6 summer	What happened during the Industrial Revolution? Factories Transport Living conditions	Why are caves important? Cheddar Gorge Titan cave Save our caves	What was Georgian England like? Battle of Preston Slavery Crimewatch