

Humanities 3-year Curriculum Plan

Author: S Hinchcliffe

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Ambition



Integrity



Inclusivity



Resilience



Endeavour

Our Values



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Curriculum Intent

“At The Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops **interest, curiosity** and **creativity**, and **removes barriers**. There is a strong emphasis on developing fundamental skills in **literacy** and **numeracy** alongside developing **conceptual understanding** and **rich knowledge** across a broad range of subjects. The curriculum is enhanced by **high quality experiences** that aim to develop pupils' **cultural capital** and give them first hand experiences that otherwise might not be possible.

Every pupil is recognised as a unique individual and the **curriculum is designed to meet their individual needs**. All of our pupils will develop the skills to become contributing citizens to society and live out our **core values** of Ambition, Integrity, Inclusivity, Endeavour and Resilience on a daily basis. Our curriculum will enhance the social mobility chances of all our pupils to ensure they make lasting contributions to society and enable them to turn "I can't" into "I can".



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Year group	Novels	Topics	KS3 National Curriculum Links
7	AUT – The Great Kapok Tree / A Midsummer Night's Dream	Intro to Geography: <ul style="list-style-type: none"> Countries around the world, maps, atlases. Time zones, latitude, longitude etc. Tropical rainforests – why are they important, how are they being impacted and how can they be managed to be sustainable? 	<p>Geography</p> <ul style="list-style-type: none"> Spatial Awareness – worlds and countries Weather and Climate Human activity and the impact on landscape <p>History</p> <ul style="list-style-type: none"> Human activity and the historical impact on landscape Similarities and differences between places Landscapes and environments Study over time/ how local areas reflect aspects of national history <p>Religious Education</p> <ul style="list-style-type: none"> Beliefs and teachings (from various religions) Understanding the key teachings of various religions. Rituals, ceremonies and lifestyles (from various religions) Exploring the day-to-day lives and practices of various religions.
	SPR – The Lion, the witch and the Wardrobe	WW2: <ul style="list-style-type: none"> Evacuees/ Kinder Transport Gender roles during the war Christianity: <ul style="list-style-type: none"> Story as a Christian allegory Looking at the creation story Good Vs Evil 	
	SUM – The Street Beneath my Feet / Holes	Local history Project: <ul style="list-style-type: none"> Marvellous Mansfield Looking at the local geography – population, comparison with different areas of the country, land distribution <ul style="list-style-type: none"> History of the local area Industry and employment past and present Key figures and monuments in the local area 	



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8	AUT – Where the Mountains Roared	<p>India V Australia:</p> <ul style="list-style-type: none"> Looking at India's climate/ population and environmental regions Compare with Australia <p>Focus on Hinduism:</p> <ul style="list-style-type: none"> What do Hindus believe about Brahman? What is the significance of murtis? What do Hindus believe about the relationship between individual deities and Brahman? 	<p>Geography</p> <ul style="list-style-type: none"> Weather and Climate Human activity and the impact on landscape Understand geographical similarities, differences and links between places through the study of human and physical geography <p>Religious Education</p> <ul style="list-style-type: none"> Beliefs and teachings (from various religions) Understanding the key teachings of various religions. How beliefs are expressed: Understanding how books, scriptures, symbols, art and readings convey beliefs <p>History</p> <ul style="list-style-type: none"> Suffrage Creation of the welfare state Political power, industry and empire: Britain Britain's transatlantic slave trade: its effects and its eventual abolition
	SPR – Titanic: Death on the Water	<p>Lead up to WW1:</p> <ul style="list-style-type: none"> Industrial Britain and the impact on class Women's Suffrage Creation of the welfare state History of the people on the titanic and the significance of the event 	
	SUM – Hidden Figures	<p>Black History:</p> <ul style="list-style-type: none"> Transatlantic Slave trade Colonisation Black civil rights movement Martin Luther King Black lives matter and how this movement has developed 	
9	AUT – The Arrival/ War Poetry	<p>Immigration and displacement:</p> <ul style="list-style-type: none"> Ellis Island and the American Dream The Holocaust and displacement of Jewish people and other minority groups Concentration camps and 	<p>History</p> <ul style="list-style-type: none"> Challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust. Political power, industry and empire: Britain



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	<p>SPR – The Edge</p>	<p>Values and belief systems:</p> <ul style="list-style-type: none"> • Look at beliefs and values from various different cultures and religions • Rituals, ceremony and lifestyles • Values in your own life and in others 	<p>Religious Education</p> <ul style="list-style-type: none"> • Time to reflect and personal growth: Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are. • Values (in your own life and others' lives): Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make. <p>Geography</p> <ul style="list-style-type: none"> • geological timescales and plate tectonics; rocks, glaciation, hydrology and coasts • human geography relating to: population and urbanisation; international • development
	<p>SUM – Shackleton's Journey/ The Tempest</p>	<p>The Earths Movements:</p> <ul style="list-style-type: none"> • Earthquakes/ Rock Formation/ Volcanoes/ Archeogonial finds • Polar regions • Glaciation • Physical Processes • Population movement – migration and immigrations. 	



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Religious Education Focus Days:

On three occasions throughout the year, the whole school will come off timetable for an afternoon to take part in focused activities related to some of the main Religions. During these afternoons pupils will take part in interactive sessions where they will learn all about the different belief systems and associated traditions and celebration days of these religions. Where possible, outside agencies and locally based religious leaders will be invited in to school to spend time with pupils and answer any questions that they may have around the main religions as well as offering further insight into spirituality and different belief systems.

Day One	Christianity & Judaism
Day Two	Islam & Sikhism
Day Three	Hinduism & Buddhism



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