



# Curriculum Intent and Implementation



## **Humanities Curriculum Intent:**

The Humanities curriculum aims to develop knowledge and understanding through a wide range of challenging schemes of work across History, Geography and Philosophy and Ethics. Through cultural and social capital opportunities and an SMSC-rich curriculum, students have high aspirations and develop their curiosity. The knowledge-rich curriculum for all Humanities subjects enables students to gain powerful knowledge to help them to be successful in their education journey, both at school and as global citizens. Students are encouraged to become independent critical thinkers within a culture of respect that develops resilience and empathy preparing students to be well-rounded citizens. Emphasising substantive, disciplinary and procedural knowledge ensures students not only have the content they need to be successful, but also the ability to apply and process this knowledge to make sense of the dynamic world they live in.

The Geography curriculum is designed to:

- Explore concepts and global issues and to evaluate potential solutions and assess the implications.
- Develop students into global citizens who can make sense of the world around them and prepare them for a successful future.
- Build literacy and numeracy skills within the context of geographical themes and concepts.
- Build a passion and love for Geography and see how it has wider connections to other curriculum areas.

The History curriculum is designed to:

- Ensure students can interrogate and question what they know/see and correct misconceptions.
- Make students curious about the world around them and become good citizens of the world.
- Build a love for History and to develop keen readers and writers that are able to construct spoken and written arguments as well as promoting numeracy.
- Understand that everything is connected and has consequences and to be able to speculate on what they have learnt.
- Embed British Values from a historical perspective.

The Philosophy and Ethics curriculum is designed to:

- Encourage all students to think about challenging questions such as the meaning and purpose of life, the existence of God and the issues of right and wrong.
- Develop student knowledge and understanding of a wide range of philosophical, ethical and religious views.
- Enable students to develop their own sense of identity as citizens of a global community.

## **Humanities Curriculum Implementation:**

The Humanities curriculum uses a spiral curriculum where students continually revisit key concepts and themes throughout their learning journey building on their substantive, disciplinary and procedural knowledge. The curriculum enables students to gain the valuable skills of being able to think, write and speak like a Humanitarian through learning advanced subject-specific vocabulary as well as numeracy skills. Bloom's Taxonomy forms the basis of our lesson objectives, allowing students to make progress and access higher-level thinking skills. The curriculum embeds SMSC to develop the ability of students to think as global citizens and uses challenging questions to build student knowledge as well as developing the ability of students to question their own knowledge and understanding.

### Geography:

- Spiral curriculum and pathway from KS3-5 that is planned in reverse to ensure students are best prepared for the future elements of the curriculum.
- Builds upon substantive, disciplinary and procedural knowledge from KS3-5 through using knowledge organisers to embed content from lessons and to develop students who can read, write, speak and think like a geographer.
- The use of vocabulary pyramids that promote the use of tier 2/3 vocabulary and builds upon the use of Power Words across the school.
- Uses The use of geographical skills as well as numeracy and literacy throughout KS3-5.
- The use of fieldwork and techniques and the practical application of these.
- The use of CUBE in dissecting exam questions to fully understand what is being asked and how to answer.
- Assessments are structured to interleave with the curriculum.

### History:

- The use of examiners and their experiences and expertise to build best practice.
- Focus on literacy such as proof-reading and extended writing.
- The use of sticky learning and retrieval practice to build student knowledge and understanding.
- Based upon disciplinary concepts married with substantive knowledge.
- Embeds exam skills without sacrificing content or the joy of learning History.
- The use of IDEA paragraphs to develop extended writing skills of students.

### Philosophy and Ethics:

- The use of Bloom's Taxonomy to allow progressive challenge and promote higher order thinking.
- Studying a range of philosophical, ethical and religious themes to develop the ability to question and challenge knowledge and understanding on concepts such as the origins of the universe, forgiveness and who am I?
- Encouraging students to become independent and critical thinkers through the use of discussion.

