

Humanities at The Valley School

Intent

Our approach to teaching Humanities is as an intrinsic part of [topic-based learning](#). Our approach to learning allows students to [immerse themselves](#) within a topic, [utilise their creative skills](#) alongside [developing curiosity and challenge](#) across the three disciplines.

Our curriculum teaches our students to be historians who have...

- Knowledge and understanding of people, events, and contexts from a range of historical periods.
- The skills to examine historical sources and for some students, the understanding of how to use them to help understand a period in history.
- The skills to think critically about history and communicate ideas to the best of their ability.
- The ability to support, evaluate and challenge their own and others' views. For some students, using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past.
- An enjoyment for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people look at the past in different ways.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Our curriculum teaches our students to be geographers who have...

- Knowledge of where places are and what they are like.
- An understanding of the ways in which places are connected by trade and people and how much human and physical environments are interrelated.
- A bank of geographical knowledge and vocabulary.
- The ability to apply questioning skills and use effective analytical and presentational techniques, as appropriate to the needs of the students.
- The ability to reach clear conclusions and develop an argument to explain their findings.
- An understanding of fieldwork, what it is and other geographical skills and techniques.
- A passion for geography, and a curiosity to find out about the world and the people who live there.

Our curriculum teaches our students to be religious scholars who have...

- A broad religious understanding and knowledge and a respect for different faiths.

- The ability to ask reflective questions about religion and for some of our students, to demonstrate an understanding of issues related to the nature, truth and value of religion.
- An understanding of how the beliefs, values, practices and ways of life work within the six religions studied.
- Where appropriate, the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.

Implementation

At The Valley School, we deliver Humanities as an integral part of our topic-based learning. Due to the needs of our students, some areas of the curriculum are visited more than once in order to [embed skills and knowledge](#). As these are consolidated, they are built upon in order to extend students' understanding.

When constructing the curriculum, consideration was given to ensure [an ambitious curriculum](#) with the [knowledge and cultural capital students need](#) to succeed in life after their time at The Valley School. Within the boundaries of the National Curriculum, historical events, people and geographical locations have been chosen to [represent the diverse world](#) in which we live. The [curriculum is enriched](#) by celebrating local and national events throughout the year which enhance historical, geographical and religious learning.

Geography lessons include opportunities to:

- Investigate places
- Investigate patterns
- Discuss geographic subject matter

History lessons include opportunities to:

- Investigate and interpret the past
- Build an overview of world history

Impact

Students will develop the historical, geographical and religious knowledge and skills to help them [explore, navigate and understand the world around them](#) and their place in it. Students will [develop their knowledge and skills progressively](#) as they move through the school, not only to enable them to meet the requirements of the National Curriculum but more importantly, to [prepare them for adulthood](#).

Assessment in Humanities takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with students, in line with our Marking and Feedback Policy. This monitoring of performance and progress helps to inform future planning and teaching to ensure that any gaps or misconceptions are corrected and to ensure that students develop their Humanities skills at their own pace, as appropriate and dependent upon their individual needs. Individuals or groups who need extra help or further challenge are supported through excellent lesson planning and effective use of Learning Partners.

Skills Progression Map for Humanities

	<u>History</u>	<u>Geography</u>	<u>R.E.</u>
<u>Year 7</u>	<ul style="list-style-type: none"> ➤ Chronology ➤ Depth of Historical Knowledge ➤ Interpretations of History ➤ Historical Enquiry ➤ Organisation and Communication 		
	<ul style="list-style-type: none"> ➤ Sequence events or objects in chronological order ➤ Begin to describe similarities and differences in artefacts ➤ Begin to describe why people did things in the past ➤ Use a range of sources to find out characteristic features of the past ➤ Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) ➤ Use as wide a range of sources as possible ➤ Sort artefacts into 'then' and 'now' ➤ Develop speaking and listening skills to ask and answer questions related to different sources and objects ➤ Use time lines (3D with objects/ sequential pictures), drawing, drama/role play, writing (reports, labelling, simple recount), researching 	<ul style="list-style-type: none"> ➤ Use simple fieldwork and observational skills to study the geography of school and its grounds ➤ Name the four countries and capital cities of the United Kingdom and its surrounding seas ➤ Identify physical and human landmarks of a capital city, i.e. The River Thames and Buckingham Palace ➤ Use world maps, atlases and globes to identify the United Kingdom and its countries ➤ Devise a simple map and use compass directions (North, South, East and West) ➤ Identify and know key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation ➤ Identify and know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> ➤ Share personal beliefs, ideas and values and talk about feelings ➤ Name and explore some celebrations, worships or rituals ➤ Explore why it is important for some people to belong to a religion ➤ Identify some religious symbols and can discuss why they are important ➤ Discuss how my beliefs affect my behaviour

Year 8

- Sequence artefacts closer together in time
- Sequence events
- Sequence photos etc. from different periods of their life
- Describe memories of key events in lives
- Find out about people and events in other times and describe similarities and differences
- Compare pictures or photographs of people or events in the past
- Be able to identify different ways to represent the past
- Use a source – ‘why, what, who, how, where’ to ask questions and find answers
- Sequence a collection of artefacts
- Use of time lines
- Discuss the effectiveness of sources
- Class display, annotate photographs and ICT

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Devise a simple map and construct and use basic symbols in a key
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Name and locate the world’s seven continents and five oceans
- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Identify seasonal and daily weather patterns in the United Kingdom and compare to other areas.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and somewhere else, i.e., Ghana

- Explore religious stories and understand their meanings
- Name and explore a range of celebrations, worships and rituals and note similarities where appropriate
- Identify the importance of belonging to a religion for some people and the impact it has on their lives
- Identify and suggest meanings for religious symbols and begin to use a range of religious words
- Name different religious leaders and the roles/impact they have
- Ask questions to further my own understanding

Year 9

- Place the time studied on a time line
- Sequence events or artefacts
- Use dates related to the passing of time
- Find out about everyday lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have had to do something
- Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources and evaluate their usefulness
- Look at representations of the period – museum cartoons, etc.,
- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study
- Begin to use the library, e-learning for research
- Ask and answer questions
- Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models

- Use fieldwork to observe, measure, record and present the human and physical features in the local area
- Use maps to look at environmental regions, key physical and human characteristics, countries, and major cities.
- Use maps, atlases and globes to locate countries and describe features studied
- Trade links and the distribution of natural resources including energy, food, minerals and water.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and elsewhere in the world.
- Earthquakes and volcanoes

- Describe the key aspects of some religions, especially the important figures, stories and traditions
- Identify the similarities and differences between religions
- Use key vocabulary when discussing the religions studied
- Discuss personal religious views.
- Identify some religious figures from whom believers find inspiration

Year 10

- Place events from period studied on a time line
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BCE/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events
- Look for links and effects in time studied
- Offer a reasonable explanation for some events
- Develop a broad understanding of ancient Civilisations
- Look at the evidence available and begin to evaluate the usefulness of different sources
- Use of text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and e-learning for research
- Know the period in which the study is set
- Display findings in a variety of ways
- Work independently and in groups to answer historical questions

- Use maps to look at environmental regions, key physical and human characteristics, countries, and major cities.
- Use maps, atlases and globes to locate countries and describe features studied
- Significant physical features in the world, i.e. seven wonders
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and elsewhere in the world.

- Describe the key aspects of religions, especially the important figures, stories and traditions and how these influence the beliefs and values of others
- Identify and describe the similarities and differences between religions being studied
- Understand what it means to belong to a certain faith
- Use key vocabulary relating to the religion being studied, i.e., Imam, Synagogue, Vicar
- Discuss my own and others' religious views with respect

Year 11

- Place current study on time line in relation to other studies
- Know and sequence key events of time studied
- Use relevant terms and periods
- Relate current studies to previous studies
- Make comparisons between different times in history
- Study different aspects of life of different people, i.e., differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late times studied
- Compare an aspect of life with the same aspect in another period
- Compare accounts of events from different sources
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of life in time studied
- Select relevant sections of information
- Use of library, e-learning, research
- Fit events into a display sorted by theme/ time
- Use appropriate terms, matching dates to people and events
- Record and communicate knowledge in different forms· work independently and in groups, begin to show initiative

- Use maps to identify the environmental regions, key physical and human characteristics, countries, and major cities of places studied
- Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world
- Name significant human features in the world, i.e., some of the 7 ancient and modern wonders
- Discuss climate zones, biomes and vegetation belts
- Identify physical features of areas studied, i.e., famous mountains and large rivers
- Identify features of different settlements, land-use, and trade and economic activity in the areas studied.
- Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and somewhere else, i.e., India

- Describe a variety of practices and ways of life in religions studied
- Identify and describe the similarities and differences within and between some religions
- Investigate the significance of religion nationally and internationally
- Use relevant key vocabulary when explaining knowledge and understanding about different elements of religion, e.g., worship – prayer mat, festivals – Diya lamps, temples - alter
- Reflect on what it means to belong to a certain faith and discuss opinions with others respectfully