



**HAILEY HALL SCHOOL**

Believe | Strive | Achieve

# Hailey Hall School Humanities Curriculum Map

## **Humanities Curriculum - Intent**

The intent of the curriculum is “what the school expects pupils to know by certain points in their life”. It is not simply a list of the topics that you are covering.

Humanities is a thought provoking, analytical and practical subject. Humanities gives pupils a platform to understand their strengths and limitations, helping to overcome fears and give a sense of practical achievement whilst being able to understand and appreciate the wider world in which we live in.

Our aim is that through a combination of four subject areas, Geography, History, RE and OAA we give pupils the opportunity to understand our past, appreciate our present and explore the world around us as individuals and as effective team members.

The Humanities curriculum is planned to enable all students to develop skills in the following areas:

- To develop an understanding of health and safety
- To gain practical skills from a wide range of Adventurous Activities
- To understand the processes of the natural world around us
- To gain an understanding of our Historical past
- Understand different religions and cultures of British society.
- Undertaking activities that pupils would not normally be exposed to during their everyday life.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support what employers say are important in the workplace.

- Analysing different sources of information.
- Using different methods of presentation.
- Develop methods of enquiry.
- Teamwork and problem solving,
- Appreciating others problem solving ideas.
- Self-management and leadership.
- Working safely and listening to instructions from external leaders and members of the public

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

## Year 7 Humanities

### Why this subject is important:

- It helps you to understand your strengths and limitations.
- It helps to overcome your fears and give a sense of achievement.
- It helps to understand the wider world in which we live.
- It allows you to develop methods of enquiry and draw contrasts and similarities.
- It enables you to use a range of methods of presentation.

### What you will learn:

Unit name	Topics	Skills and understanding	Skills. Curriculum links
Term/ Unit: Autumn	Mapwork and Orienteering	<ul style="list-style-type: none"> <li>• Understand how to orientate a map. Use a range of techniques to navigate yourself and a group to reach your goal. Use of geocaching to bring maps to life.</li> <li>• Use of the Rugby World Cup to promote the understanding of World Geography.</li> <li>• Understand basic symbols and use them to create your own maps for others to read.</li> <li>• Be able to locate features on a map including the main rivers, mountains and national parks of the UK.</li> <li>• Use Grid references both 6 and 4 to give accurate locations.</li> <li>• Describe the concept of contours and be able to interpret them to create</li> </ul>	<ul style="list-style-type: none"> <li>• Build on existing knowledge of Geography.</li> <li>• Geocaching and orienteering used to deepen understanding of maps.</li> <li>• In year 8 students will develop presentation skills and analysis skills.</li> </ul>

	<p>World War 2 Duxford &amp; Hendon Airfields.</p>	<p>three dimensional objects.</p> <ul style="list-style-type: none"> <li>• Begin to use compass bearings and map together effectively.</li> <li>• Identify countries involved in World War 2</li> <li>• Describe what happened.</li> <li>• identify 2 aircraft that were used in World War 2</li> <li>• describe what you think happened during the Battle of Britain</li> <li>• Describe what you think happened on DDay</li> <li>• Describe what you think happened at Dunkirk</li> </ul>	<ul style="list-style-type: none"> <li>• Links to World War 2 topic in Spring term.</li> </ul>
<p>Term/ Unit: Spring</p>	<p>Weather and Climate. Campcraft Mountain Biking</p>	<ul style="list-style-type: none"> <li>• Develop the skills and knowledge to be able to successfully undertake an expedition.</li> <li>• Understand the safety requirements involved in Hillwalking including how to pitch a tent and plan routes.</li> <li>• Be able to cook meals and understand the nutritional benefit of healthy eating.</li> <li>• Understand the difference between weather and climate. Understand</li> </ul>	<ul style="list-style-type: none"> <li>• Previous terms work will help understanding of the location of British and World rivers.</li> <li>• In Year 8 understanding of rivers will be built on in the first terms work on pollution.</li> </ul>

		<p>how human activity affects the environment and natural systems.</p> <ul style="list-style-type: none"> <li>• Use fieldwork to collect information and interpret, analyse and draw conclusions. Present findings using a variety of methods.</li> </ul>	
<p>Term/ Unit: Summer/</p>	<p>Water Sports The Black Death Fire of London</p>	<ul style="list-style-type: none"> <li>• Be able to use a range of skills on closed and open water. Develop the confidence to move on the water and undertake paddle sports safely.</li> <li>• Identify the different equipment and craft used.</li> <li>• Develop a range of skills necessary to paddle efficiently in a Kayak, Canoe and Paddle Boarding.</li> <li>• Pupils will develop their understanding of the Black Death using different methods of enquiry and start to use their own perspective and judgement creating their own structured accounts and analyses.</li> </ul>	<p>Understanding of timelines and chronological data will assist in the learning of the timeline of events in WW2 Paddle sport skills will be developed in year 8 summer term activities.</p>

**How you will be assessed:**

Throughout the term students will be assessed against our own levels pertaining to the activities which are undertaken.

**The final (GCSE) grade is calculated in the following way:**

Not relevant to this year group

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
3. Encourage your child to use the internet if he has access to this to do research.
4. Encourage your child to revise each week for examinations.
5. Ensure your child completes home learning to enrich their development.
7. Provide them with a quiet place to do homework and revision

**Useful website and details of course books:**

- [www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)
- [www.educationquizzes.com](http://www.educationquizzes.com)
- [www.ordinancesurvey.co.uk](http://www.ordinancesurvey.co.uk)
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- [www.bbc.co.uk/history/forkids](http://www.bbc.co.uk/history/forkids)
- [www.kidspast.com](http://www.kidspast.com)

**Progression routes and career opportunities**

College.  
Sixth form.

**Who to contact and how if you have a query regarding your child.**

Name	Position	Email Address	Telephone
Mr.Jack O'Sullivan	Humanities Teacher	jo'sullivan@haileyhall.herts.sch.uk	01992 465208

**Year 8 Humanities**

**Why this subject is important:**

- It helps you to understand your strengths and limitations.
- It helps to overcome your fears and give a sense of achievement.
- It helps to understand the wider world in which we live.
- It allows you to develop methods of enquiry and draw contrasts and similarities.
- It enables you to use a range of methods of presentation.

**What you will learn:**







		<ul style="list-style-type: none"> <li>• Develop the confidence to move on the water and undertake paddle sports safely.</li> <li>• Identify the different equipment and craft used.</li> <li>• Develop a range of skills necessary to paddle efficiently in a Kayak, Canoe and Paddle Boarding.</li> </ul>	
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### Year 9 Humanities

#### Why this subject is important:

- It helps you to understand your strengths and limitations.
- It helps to overcome your fears and give a sense of achievement.
- It helps to understand the wider world in which we live.
- It allows you to develop methods of enquiry and draw contrasts and similarities.
- It enables you to use a range of methods of presentation.

#### What you will learn:

Unit name	Topics	Skills and understanding	Skills. Curriculum links
Term/ Unit: Autumn	Artefacts	<ul style="list-style-type: none"><li>• Looking at what an artefact is.</li><li>• Understand how artefacts are used to inform us of history.</li><li>• Explore how the artefacts are stored and why they are important.</li><li>• Looking at well know artefacts and researching them.</li><li>• Understanding the importance of artefacts and why archaeologists collect them.</li></ul>	<ul style="list-style-type: none"><li>• ASDAN Module: World History.</li><li>• DfE History KS3 aim: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li><li>• DfE History KS3 aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why</li></ul>

	Types of research	<ul style="list-style-type: none"> <li>• Understanding research and why it is important.</li> <li>• Looking at different types of research.</li> <li>• Understanding what Primary and Secondary research is.</li> <li>• Looking at both pros and cons of each kind of research.</li> <li>• Being able to choose the best research method for a specific research goal.</li> </ul>	<p>contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• DfE History KS3 aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> <li>• DfE History KS3 aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
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<p>Term/ Unit: Spring</p>	<p>History of your school and local area</p>	<ul style="list-style-type: none"> <li>• Using different research methods to research history of school.</li> <li>• Become familiar with different types of research.</li> <li>• Deciding which research methods will be most effective for different tasks.</li> <li>• Work on a fact file about the local area.</li> <li>• Be able to draw conclusions from research found.</li> </ul>	<ul style="list-style-type: none"> <li>• ASDAN Module: Local History</li> <li>• DfE History KS3 aim: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• DfE History KS3 aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>

<p>Term/ Unit: Summer/</p>	<p>Understanding Hierarchy</p>	<ul style="list-style-type: none"> <li>• Understand the concept of hierarchies.</li> <li>• Develop knowledge of the different types of hierarchies in society. <ul style="list-style-type: none"> <li>• Be able to analyse whether there are pros and cons to the hierarchy model.</li> <li>• Analyse how power and authority are distributed within a hierarchy.</li> <li>• Explain relationships between different levels of hierarchy.</li> </ul> </li> <li>• Be able to research changes to hierarchies over time.</li> </ul>	<ul style="list-style-type: none"> <li>• ASDAN Modules: Britain and The Empire &amp; European History</li> <li>• DfE History KS3 aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• DfE History KS3 aim: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• DfE History KS3 aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between</li> </ul>

	World Changes	<ul style="list-style-type: none"> <li>• Be able to identify changes that have happened in the world throughout history.</li> <li>• Examine causes and consequences of these world changes. <ul style="list-style-type: none"> <li>• Evaluate the key individuals that have driven change throughout history.</li> <li>• Compare different world changes in terms of causes, effects and significance.</li> <li>• Use evidence to argue for or against world changes.</li> </ul> </li> </ul>	<p>cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <ul style="list-style-type: none"> <li>• ASDAN Modules: Local History &amp; World History</li> <li>• DfE History KS3 aim: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• DfE History KS3 aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and</li> </ul>
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