

# KS3 Humanities Curriculum at a Glance: 2022-23

At Maplewell Hall School, Humanities incorporates History and Geography.

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At Maplewell Hall School we believe that Humanities is for everyone. We want to give our students the right knowledge and skills to enable them to reach their future destination – whatever or wherever that may be.

The intent of the Humanities curriculum is:

- For pupils to experience a climate of high subject expectations where a love of history and Geography can flourish.
- For pupils to have the opportunity to learn about a wide range of chronological historical narratives within Britain and the wider world, to enable them to develop a wider schemata of these subjects through a broad and balanced curriculum.
- For students to have an understanding about the world around them.
- To promote students' cultural capital and help prepare students for life.

This is achieved through:

- Implementing a rigorous and sequential approach to curriculum planning allows the teaching to be adapted to the context of the school and student's needs. A stage not age approach combines the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every student.
- Designing three separate pathways to suit the needs of our students
- Using baseline assessments; we recognise that within each classroom there are pupils with differing levels of knowledge and skills. Year 7 students are assessed on arrival to ensure they are placed on the correct pathway for their ability and needs. Students will be assessed at the end of each topic of study (half term) on content taught. Assessments are used to gauge the level of understanding and to inform planning of the curriculum, as well as to ensure any necessary interventions are put in place to keep students on track within their pathway. Baselines are undertaken at the start of each year to ensure all pupils are on the right curriculum pathway.

- Providing learning opportunities for success that are inclusive for all students within each classroom through the use of adaptive teaching. Teachers use retrieval practice to gain a clear understanding of the needs of all pupils and lessons are carefully planned to engage and support them. The teacher's role is to monitor each child's learning and to adjust instruction as necessary. A variety of methods are used at Maplewell Hall School to achieve this such as; project-based learning, classroom discussion, cooperative learning, and demonstrations/ modelling.
- Retrieval practice is embedded within the curriculum whereby lessons are structured to allow students time to practice retrieval, ask questions and get the desired help. Topics are also sequenced to allow for rehearsal of learnt knowledge and skills and to support students learning. Knowledge organisers are also completed by pupils to aid with retrieval and retention.
- Teaching and support staff are deployed effectively to maximise each pupil's potential and to allow them to achieve 'success'. These staff members are part of the pupil's tutor team and have in-depth knowledge of the pupils physical, social and intellectual development; making them an integral part of supporting adaptive teaching.
- In the Humanities department, we take the National Curriculum and adapt it to the needs of our students. We recognise that each pupil in a class may be at a very different learning stage to their peers. Therefore, we have designed our curriculum with flexibility at the forefront; ensuring there is time for reviewing and adapting content that our pupils have found challenging.
- Lessons are designed to allow the pupils to build schemata over time; students are taught in topics whereby they are provided enough knowledge to allow them to make judgements (for example, see Norman Invasion) and in Geography they learn about their local area before moving onto Britain, Europe and the wider world.
- For pupils to progress, they must have knowledge of the complex features of past events and societies. Content selection to support this includes the majority of topics following a chronological order, topics being taught in an order to maximise opportunities for content to be revisited and built upon and ensuring adequate scope across the curriculum.
- Planning considers component content and sequencing to build knowledge over time and creates 'readiness for future learning'.
- Teaching about second-order concepts helps pupils to build up knowledge of how historians work over time. These are included in the skills progression charts.
- Key vocabulary and concepts are introduced and built upon throughout the curriculums.
- Extended texts are used to support vocabulary development as well as providing more complex and nuanced accounts of the past which allow pupils to develop more sophisticated historical arguments.
- Enrichment activities and extracurricular trips and visits take place for all year groups.

The Impact of the humanities curriculum can be seen by:

- The uptake of students wanting to study GCSE and GCSE History being implemented
- Students enjoying their lessons and looking forward to them
- Students progressing on their pathway

### **The “Stretch and Challenge” Pathway (A)**

This pathway has been designed to stretch and challenge learners by raising their aspirations for achievement. The pathway enables our higher attaining pupils to access a challenging academic curriculum, which allows their learning journeys to develop. Map students have two lessons per week (1 X Geography and 1 X History) which follow topics and Main School Students on this pathway have one lesson a week and cover topics which rotate between History and Geography. Further study options are GCSE History/ Geography and/or Unit award schemes.

### **The “Step Up to Independence” Pathway (Pathway C)**

This pathway has been designed to suit the needs of students whose main barriers to learning are a low level of reading, comprehension and retention. Students on this pathway have one lesson a week and cover topics which rotate between History and Geography. Further study options are Unit award schemes.

### **The “Learning for Life” Pathway**

This pathway has been designed to allow students to develop subject knowledge alongside increasing students’ confidence, independence, social communication and personal skills. Students on this pathway have one lesson a week and cover topics which rotate between History and Geography. Further study options are Unit award schemes.

### **KS3 History**

- History at Maplewell Hall School allows our students to develop a love of learning and allow curiosity to grow through the various challenging historical enquiries that are taught in year 7, 8 and 9. The curriculum allows students to explore interesting, relevant, sensitive and thought-provoking topics. This enables students to study the past from a variety of standpoints and to make connections

and comparisons over time. We teach our curriculum in a chronological time frame to allow our students to make connections between events and further develop their knowledge and understanding of History. We have selected a curriculum that covers various periods of History to ensure that it provides relevance to our students as they learn about British history and that of other cultures.






- Throughout the History curriculum students develop their understanding and application of key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand the content that is delivered, thus preparing them for further study.
- Our curriculum at KS3 embraces and celebrates the diverse History of our students at Maplewell. We want our students to embrace and develop a love of learning about History. This is at the core of our KS3 as we have selected topics that aim to develop curiosity and inquisition. Teaching through historical enquiries is at the heart of our curriculum as it builds knowledge and skills simultaneously, along with building in challenge and intrigue. Much of our curriculum follows an adapted National Curriculum as we want our students to have a broad understanding and awareness of where they live and what has helped to shape Britain, but we have also built-in enquiries that teach the History of different cultures. Students are taught skills that help them challenge their views and misconceptions on Historical events, for example through analysing Historical sources and interpretations. Written and oral literacy is developed throughout the curriculum which provides them the stepping stones needed for GCSE.
- Topic knowledge, Chronological knowledge and knowledge of substantive concepts are all taught with knowledge and skills held with equal importance. For pupils to progress, they must have knowledge of the complex features of past events and societies. Content selection to support this includes the majority of topics following a chronological order, topics being taught in an order to maximise opportunities for content to be revisited and built upon and ensuring adequate scope across the curriculum. Wide ranging and substantive knowledge of past events, people and societies in Britain and wider world history are taught to ensure depth of knowledge.






### **KS3 Geography**






***“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” Michael Palin, Ex-president of the Royal Geographical Society***

- At Maplewell Hall School, Geography inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The Curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge should help them to deepen their understanding of the world and their place in it.
- Pupils are exposed to issues and environments outside of their everyday experience through providing opportunities for fieldwork and investigations, which allows them to consider our changing world, and their role within it.
- The KS3 curriculum at Maplewell Hall School is designed to ensure that pupils are engaged and inspired, while gaining a wealth of knowledge and understanding of key concepts and processes in geography.
- In addition to knowledge, pupils will gain and practise challenging skills through fieldwork, GIS, graphicacy and data investigations, which enable them to analyse and consider our changing world, and their role within it. Through their study of Geography, pupils will develop and practise essential critical thinking skills including relational thinking, classification and decision making, as well as quantitative and graphical skills such as statistical tests, map reading, interpreting graphs and diagrams.







## Curriculum Map: KS3 Pathway A (Main School)








<b>YEAR 7</b> Mrs James-Weir	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Extreme Weather	Britain and Europe	Norman Invasion	Medieval Life	Tudors	Stuarts
<b>Assessment</b>	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt







<b>YEAR 8</b> Mrs Tarry	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Ecosystems	Changing my world	WW1	WW1	Local History	Map and Investigation Skills
<b>Assessment</b>	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt

<b>YEAR 9</b> Mrs James-Weir	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	WW2	WW2	Extreme (Nature's fury)	Crime and GIS mapping	Slavery (African American History)	Medicine through time
<b>Assessment</b>	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt


## Curriculum Map: KS3 Pathway B


<b>YEAR 7</b> Mrs Tarry and Mrs James-Weir	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Extreme Earth	Kings and Queens	Rainforests	War and Remembrance	The UK	Great Explorers
<b>Assessment</b>	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 

<b>YEAR 8</b> Mrs Tarry	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Stone and Iron age	All around the World	Ancient Greece	Our Changing world	Crime and punishment	Raging rivers
<b>Assessment</b> 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 

<b>YEAR 9</b> Mrs Tarry	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	The Romans	Marvellous Maps	WW2	Trade and Economics	Local History	Climate Change
<b>Assessment</b> 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt






## Curriculum Map: Learning for Life (Pathway C)

<b>YEAR 7C</b> Mrs Tarry	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Baseline The Fire of London	Phonics Focus Geography	Phonics Focus History	Our School	Nurturing Nurses	Significant Explorers
<b>Assessment</b> 	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt

<b>YEAR 8C</b> Mrs Tarry	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Baseline Toys	The gunpowder plot	Wonderful Weather	Travel and Transport	What a wonderful World	Sensational Safari
<b>Assessment</b> 	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt	End of topic assessment	End of topic assessment and dirt

<b>YEAR 9C</b> N/A	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Topic</b>	Extreme Earth	Kings and Queens	Rainforests	War and Remembrance	The UK	Great Explorers
<b>Assessment</b> 	End of topic assessment 	End of topic assessment and dirt 	End of topic assessment	End of topic assessment and dirt 	End of topic assessment 	End of topic assessment and dirt