

Woodlands School

CURRICULUM



#togetherwegrow

Marches Academy Trust 

Humanities

Our vision



In lower and middle school we aim to encourage students to explore wider cultures, politics, human and environmental geography. The pathway is a cohesive journey in which the students learn the skills to explore, investigate, evaluate and compare data.

We aim for a broad 'humanities' offer that is underpinned by clear explicit real-world purposes.

We aim to foster a love of learning through excellent teaching and using relevant wow moments that relate to student interest and real life relevance.

We aim to fully prepare all students for their examinations and more importantly life beyond statutory education. We want them to leave us with a love for the wider world culture and a desire to explore areas that interest them.

The Big Picture

Throughout the Humanities modules we will aim to foster curiosity and facilitate an exploration of different cultures and different parts of the world. One aim will be to provide students with a window into the wider world and an awareness of the diversity, development and challenges that face the globe.

Intent:

Lower school Humanities is a two-year course that leads into a further two-year course in middle school with an option of GCSE in KS4. In lower school we aim to address misconceptions and learning gaps and feed a love of learning, starting a life-long journey of independent learning into areas of personal interest. The children will follow the learning map attached.

Implementation:

For each topic we will use “Wow moments” to engage students, this may be a film, artifact, a historical source or anything else that relates to the topic.

Learning will be assessed for each topic using assessments of key skills and knowledge laid out in the “I can” statements.

Students will be given the opportunity to develop their independent learning skills through structured research tasks, they will also develop their ability to answer structured questions, using related evidence and evaluating relevant data.

Skills:

Investigation

Research

Evaluation

Review

Evidencing opinion

Structured debate and discussion

Key assessment:

Knowledge quizzes

Evaluation of key skills

Key vocabulary

‘I can’ statements

Key Questions

Impact:

Good: Students can access KS2 work. They can articulate their ideas and join in with group discussions. They show some resilience in their learning, and they can give their input into the direction of future learning.

Better: Students can confidently engage with KS2 work. They have begun to show confidence in tackling some tasks independently, they are happy to articulate their ideas with a group and can give reasons for their thoughts. They can identify areas of interest to them personally and feel comfortable sharing these with an adult.

Excellent: Students confidently engage with the most challenging KS2 tasks. They show resilience in their learning and are able to complete independent learning tasks. They are happy to give their opinions in class and they can give evidence and reasoning to support their point of view.



Lower school Humanities Overview

What is my Learning Journey across KS2?



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Q1

Q2

Q3

Q4

Q5

Q6

What are my plans for the future?

What are morals and ethics?

What is faith?

How do we make sure we are healthy?

What is love?

Am I unique?



Yr1

Module 1 Bronze age technology

How has the development of technology in the bronze age impacted our current lives? Has the speed of development continued or slowed down?

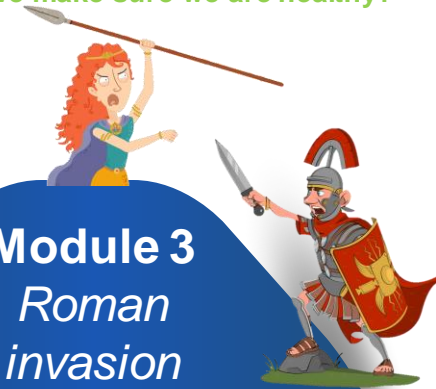
UK locational geography and the spread of cultures and religions throughout the country. We will read maps and explore the way topography relates to the population.

Module 2 Locational geography



Module 3 Roman invasion

We will explore the spread of the Roman empire across the globe, focussing on the UK and the way that this changed the world. We will focus on the resistance put up by the British to the Roman invasion, specifically Boudicca



Module 4 Comparing The UK

We will examine our local area geographically and compare it to an Area in the Americas and mainland Europe.





Q7

Why are there Laws?



Module 5 *Anglo-saxon invasion and culture*

The Anglo Saxons invaded the UK, their rules and behaviours will be examined. As well as the history of UK invasions. How much of their culture do we still keep?



Q8

Is the world smaller than ever?



The climate zones and extreme weather that has been happening more and more in recent years will be examined, why this is happening and what we can do to help prevent this.

Module 6 *Climate zones And extreme weather*



Q9

How will life be different in the future?



Module 1 *World geography*

Yr2

During this module we will consider world geography, labelling the continents and having a better understanding of global positioning and the hemispheres.

Q10

What is success?



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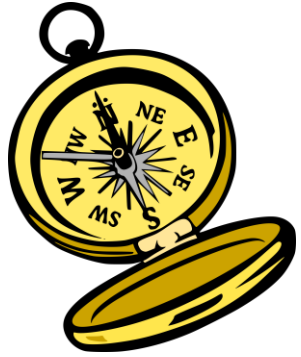
Different cultures and societies have handled crime and punishment in developing ways. We will compare Ancient Greece, Ancient Egypt and modern day laws and sentences.

Module 2 *Crime and punishment*





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Module 3

Compass and Map skills

During this module we will build on our world map and UK geography as well as the topography. We will introduce compass and map skills. We will also explore the practical use of maps.



Vikings were the expert invaders but instead of just influencing others with their culture they adopted the cultures of the places they went, for example Christianity. We will spotlight King Canute the Viking King of England.

Module 4

Viking raids, law And justice



Module 5

Natural resource distribution

In this module we will look at the distribution of natural and human resources. We will consider the disparity in energy and the world hunger crisis.

Module 6

Mayan civilisations

What was life like for the Ancient Mayans? What did they wear, eat, invent and believe in? How does that compare to modern day life in south America, our own lives, parts of history that we already are familiar with.



Middle school

All modules will be assessed using "I can" statements and a final piece of writing.

The Big Picture

Throughout the Humanities modules we will aim to foster curiosity and facilitate an exploration of different cultures and different parts of the world. One aim will be to provide students with a window into the wider world and an awareness of the diversity, development and challenges that face the globe.

Intent:

Middle school Humanities is a two-year course that leads into an option of GCSE History in KS4. In middle school we aim to develop the skills learned in lower school. We aim to build on critical thinking skills and investigation. Foster a love of learning, starting a life-long journey of independent learning into areas of personal interest. The children will follow the learning map attached.

Implementation:

For each topic we will use “Wow moments” to engage students, this may be a film, artifact, a historical source or anything else that relates to the topic.

Learning will be assessed for each topic using assessments of key skills and knowledge laid out in the “I can” statements and the assessment objectives set out in overviews.

Students will be given the opportunity to develop their independent learning skills through structured research tasks, they will also develop their ability to answer structured questions, using related evidence and evaluating relevant data.

Skills:

Investigation

Research

Evaluation

Review

Evidencing opinion

Structured debate and discussion

Key assessment:

Knowledge quizzes

Evaluation of key skills

Key vocabulary

‘I can’ statements

Key Questions

Impact:

Good: Students can access KS3 work. They can articulate their ideas and join in with group discussions. They show some resilience in their learning, and they show a capability to evaluate data and information.

Better: Students can confidently engage with KS3 work. They have begun to show confidence in tackling some tasks independently, they are happy to articulate their ideas with a group and can give reasons for their thoughts. They can collate and compare data and information and use it to inform their opinions about key questions.

Excellent: Students confidently engage with the most challenging KS3 tasks. They show resilience in their learning and are able to complete independent learning tasks. They can use evidence and data to explore multiple historical perspectives and evidence them.



Middle school Humanities Overview

What is my Learning Journey across KS3?



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Q1

What are my plans for the future? What are morals and ethics?

Q2

Q3

What is faith?

Q4

How do we make sure we are healthy?

Q5

What is love?

Q6

Am I unique?

Yr1

Module 1 Local history and geography

Investigating the development of your local area, finding out how history has shaped our present.



Answering the question have ethics and morals always been the same? Exploring which ethics have changed throughout history, focusing on racism, new cultures and xenophobia.

Module 2 Transatlantic slave trade



Module 3 Climate change

How the world can change based on our treatment of it and what we can do to halt climate change and its effects. This will consider the effects of polar and hot deserts as well as to our environment.



Are the motivations of the Russian revolution unique to that time period or do countries have similar feeling now? Considering politics of now and then, the development of communism and democracy and the current Ukraine/Russian war

Module 4 Russian revolution





Q7

Why are there Laws?

Q8

Is the world smaller than ever?

Q9

How will life be different in the future?

Q10

What is success?



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Module 5 *Differences in geographical regions*



Comparing Great Britain to regions of Africa and Asia, focusing on geographical features, distribution of wealth and culture. Answering the question, how different are we to other parts of the world?



Track the different emigration patterns over recent history, e.g. Ireland, India and Jamaica. Thinking of the futures that they hoped for and the future that some people, such as the Windrush generation, received. This could possibly be expanded to compare Vikings and Romans to compare the perception

Module 6 *Historical emigration to Britain*



Year 2 rotation
GCSE option??

