

<b>Subject: Humanities</b> (History and Geography)	<b>Accreditation:</b> WJEC Entry Level Pathways (Accreditation available at Entry level 1-3)	<b>Pathway: Green Pathway</b>
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### LONG TERM PLAN

Learning will be reinforced through cross curricular links in different lessons including life skills, ICT, British Values and Literacy.

Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS4</u>	Cycle 1	<b>Geography</b> - Our World Pupils will look at the world and our place in it. We will cover a range of key skills including map skills, online researchers and compare different areas globally.	<b>Geography</b> - Our World Pupils will look at the world and our place in it. We will cover a range of key skills including map skills, online researchers and compare different areas globally.	<b>History</b> - World War 1 Pupils will look at the causes that led to the First World War. They will learn about key battles and technology / tactics used in the war	<b>History</b> - World War 1 Pupils will consider why the war lasted so long and whether the tactics were successful. They will consider the end of the war and whether it helped to cause WW2.	<b>Geography</b> - Natural World Pupils will look at volcanoes / earthquakes and identify areas on the map. They will look at how people can mitigate risk from volcanoes / earthquakes	<b>Geography</b> - Natural World Pupils will look at volcanoes / earthquakes and identify areas on the map. They will look at how people can mitigate risk from volcanoes / earthquakes
	<b>Cultural capital</b>	Pupils will engage with schools from across the globe in a joint project about school dinners		Pupils will have a field trip to Sherwood pines to see a re-creation of a first world war trench to gain a greater understanding of WW1		Pupils will look at cases studies form different countries regarding natural disasters (volcanoes, earthquakes etc)	
	<b>WJEC Accreditation</b>	Initial units Build upon work in Key stage 3 in preparation for WJEC Units		<b>Unit 6225</b> – A British Society in the Past		<b>Unit 6233</b> – Responding to a major Tectonic event	
	Cycle 2	<b>History</b> - A Non-British Society in the Past Germany before the war, the rise of Nazism, propaganda, and their belief in eugenics and how it permeated their treatment of	<b>History</b> - A Non-British Society in the Past Germany before the war, the Nazi propaganda machine, Kristallnacht, and their treatment of the Jews and build up towards the Holocaust.	<b>Geography</b> - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks	<b>Geography</b> - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce	<b>History</b> - A British Society in the Past Pupils should understand key features that affected people's lives in Edwardian Britain. This will be comparing life in 1910 -1920, 100 years ago and how it has	<b>History</b> - A British Society in the Past Pupils should understand the effects of WW1 and social change it brought about. We will also look at the suffragettes and consider British values such as democracy

	everyone in German society.		posed by climate change.	risks posed by climate change.	changed drastically in that time.	
<b>WJEC Accreditation</b>	<b>Unit 6226</b> – A Non-British Society in the Past		<b>Unit 6102</b> Environmental Awareness –			<b>Unit 6225</b> – A British Society in the Past Consolidation of any outstanding units from the previous year for submission to WJEC
<b>Cultural capital –</b>	We will endeavour to work with our link school in Krakow around Auschwitz and organise a trip to Poland (though this may be at different time of the academic year)			Pupils will work with other students from across the globe based on how climate change is affecting different countries	Pupils will be able to visit local cultural institutions such as the Museum of Nottingham life to better understand the past	

<b>KS3</b>	Cycle 1	<b>Geography</b> – Geography skills – using a compass, map reading skills and fieldwork skills. Pupils will develop the key skills necessary to become geographers	<b>Geography</b> – Geography skills – Pupils will develop the key skills such as traffic surveys, use maps, atlases, and online resources to research the world around us.	<b>History</b> - A British Society in the Past The Suffragettes and the right to protest. Pupils will look at the fight to give women the vote and consider their tactics to gain attention	<b>History</b> - A British Society in the Past The Suffragettes and the right to protest. Pupils will look at the wider issues of the right to protest in a democracy and British values	<b>Geography</b> - Natural World Pupils will compare different global landscapes & study volcanoes. They will look at areas and compare them using maps and other information	<b>Geography</b> - Natural World Pupils will look at the volcanoes / earthquakes. They will look at different areas affected by natural disasters and how to mitigate risk
		<b>Cultural capital</b> – Pupils will have the chance to undertake fieldwork through geographical trips in the local area		<b>Cultural capital</b> – Pupils will use online resources to research different protest movements around the world and learn about the suffragettes and suffragists		<b>Cultural capital</b> – Pupils will look at cases studies form different countries regarding natural disasters (volcanoes, earthquakes etc)	
	Cycle 2	<b>History</b> - A Non-British Society in the Past The Romans and the Roman empire. We will look at Roman society, roman innovation, and the spread of the empire.	<b>History</b> - A Non-British Society in the Past The Romans and the Roman empire. We will look at Roman society, roman innovation, and the spread of the empire.	<b>Geography</b> - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change.	<b>Geography</b> - Climate Change: Causes, Effects Pupils find out about the causes and effects of climate change and what the UK government (and us) can do to reduce risks posed by climate change.	<b>History</b> - A British Society in the past (Elizabethan England) Pupils should understand key features of Elizabethan society, including Shakespeare, lifestyles of the rich and poor and link with other subjects such as literacy	<b>History</b> - A British Society in the Past Pupils should understand what led to the Spanish Armada and understand how the Navy was important in allowing Britain to become an important power in the wider world

		<b>Cultural capital</b> – Pupils will look at some key historical roman sites using online resources to find out about the Roman world	<b>Cultural capital</b> – Pupils will have a look at COP 28 (Dubai) and consider how the world can come together to resolve climate change issues	<b>Cultural capital</b> – Pupils will look at various sources both online and also experience Shakespeare's plays possibly with a theatre visit			
KS2	Cycle 1	<b>History</b> - A Non-British Society in the Past Egypt and the pyramids. Pupils will look at the pyramids and think about why they were built and what life was like for Egyptians.	<b>History</b> - A Non-British Society in the Past Egypt and the pyramids. Pupils will look at the pyramids and think about why they were built and what life was like for Egyptians.	<b>Geography</b> - Climate Change: Pupils find out about climate change and what individuals / UK government can do to reduce the risk e.g. recycling, switching off lights etc.	<b>Geography</b> - Climate Change: Pupils find out about climate change and what individuals / UK government can do to reduce the risk e.g. recycling, switching off lights etc	<b>History</b> - A British Society in the Past Pupils should understand key features that affected people's lives in Medieval Britain. This will include the black death, peasants' revolt, and the church in the middle ages	<b>History</b> - A British Society in the Past Pupils will compare their understanding of the world compared to today such as the role of science and religion to support how we view the world.
		<b>Cultural capital</b> – Pupils will engage with our link school in Egypt (BCCIS) and learn firsthand about the pyramids from them		<b>Cultural capital</b> – Pupils will have a look at COP 28 (Dubai) and consider how the world can come together to resolve climate issues	<b>Cultural capital</b> – Pupils will visit local medieval buildings such as Lincoln castle / cathedral to understand the past with firsthand experience		
	Cycle 2	<b>Geography</b> - Pupils will look at their school, local area, and Nottingham. They will use simple maps and draw their own using a basic key. They will use maps to explore their local area and identify local sites	<b>Geography</b> - Pupils will look at maps of Nottingham. They will identify different places and build up a map of Nottingham identifying key landmarks. They will use a range of sources including sat nav, google earth and online sources	<b>History</b> - Then and Now Pupils will look at Nottingham in the past and consider how it has changed. They will describe some of the changes and look at sources	<b>History</b> - Then and Now Pupils will look at images and other primary sources about Nottingham. They will compare landmarks/ areas - Describe changes and consider why they've changed	<b>Geography</b> - Our World Pupils will think about our world and our place in it. We will look at our surrounding areas and consider the places we visit locally and nationally as well as international destinations on holiday	<b>Geography</b> - Our World Pupils will start to think about the places we visit and describe them. They will use some limited geographic language and compare different areas.
		<b>Cultural capital</b> – Pupils will use their local knowledge to visit some key cultural institutions in Nottingham – the Castle, Wollaton hall etc. Using maps to find out where they are + how to get there		<b>Cultural capital</b> – Pupils will have a field trip to the Nottingham museum of life to see how life has changed for people in Nottingham and experience firsthand artefacts and role play.	<b>Cultural capital</b> – Pupils will look at cases studies from different countries regarding natural disasters (volcanoes, earthquakes etc)		

		Learning will be reinforced through cross curricular links in different lessons including life skills, ICT and PSHE. As well as opportunities for experiential learning. Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.					
		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>KS4</b>	Cycle 1	To work together to plan and organise a series of group activities / trips to key sites around Nottingham. Pupils will plan aspects of the trips and visit key places of interest in the city	To go on a series of trips to key sites around Nottingham. Pupils will use maps, online resources to research locations prior to the visits. They will reflect on their visits and build up a portfolio of evidence.	To organise whole school events including competitions and events. They will work towards the goal of planning and delivering a competition in school.	To run an event in school including parents or wider community in a showcase of talent or coffee morning. They will reflect on the event and build up a portfolio of evidence.	To organise an event including the wider community. This may include a litter pick up, visit local residents or community café. They will work towards the goal of planning and delivering the visit.	To run an event outside of school including parents or wider community. They will reflect on the event, planning and successes of their project and build up a portfolio of evidence.
<b>Cultural capital</b>	Pupils will visit key sites in and around the city – including Wollaton Hall, Stonebridge City Farm, the Market Square and local shops	Pupils will work with parents / carers to build up social and organisational skills during the project		Pupils will look at opportunities for community-based activities – including litter pickups and also meeting local community members			
<b>WJEC Accreditation</b>	<b>Unit 6110/E2</b> Working as part of a group	<b>Unit 6111/E2</b> Working towards Goals		<b>Unit 6112/E2</b> Community Action			
Cycle 2	Pupils will start to look at making healthy choices in terms of the meals, snacks, and food they eat. They will research online different food groups and link with Food Tech.	Pupils will create a PowerPoint about healthy food choices and consider the dangers of different lifestyle choices.	Pupils will look at different career choices in the future. They will start to plan a CV and consider what skills they have to help them to gain employment in the future.	They will write a CV on the computer and practise conducting interviews and answering questions. They will visit different employers to find out about career choices.	They will look at the need to balance their finances and think about prioritising their spending. They will look at the cost of living and think about different bills and how to budget	They will use a basic spreadsheet to work out how much money they need to pay their bills. They will have the opportunity to go shopping using a list and budgeting their spending	
<b>WJEC Accreditation</b>	<b>Unit 6103</b> Healthy Living	<b>Unit 6109</b> Preparation for work		<b>Unit 6106</b> Managing Own Money			
<b>Cultural capital –</b>	Pupils will engage with selecting and purchasing healthy food options and preparing healthy meal options	Pupils will have the chance to engage with potential employers by visiting different businesses and discussing work opportunities		Pupils will have the chance to practise planning and budgeting and making purchases			

### **Humanities – (Project Focus)**

For students in Beech Class, they will study a project-based humanities curriculum based on the WJEC qualifications. This will enable them to achieve entry level 1 and 2 qualifications with practical applications and a vocational focus. This is aimed at students in key stage 4 and 3

## LONG TERM PLAN

### **Intent:**

The study of History provides opportunities for the pupils to experience and develop an understanding of events and people of different times and places. It enriches the curriculum by offering the pupils the opportunity to improve their critical thinking skills and understand better how the past can inform the present. History lessons offer our students a range of activities to engage with the past in format which is appropriate for their needs and challenges their understanding key historical events.

Geography is the study of places, the human and physical processes, which shape them and the people who live in them. Skills developed through geography help pupils to make sense of their surroundings and the wider world. Geography lessons offer our students a window on the world and the opportunity to better understand how places, people and physical processes shape the world around them and the people who live in them.

### **Accreditation**

Students follow the WJEC entry Level course in Key stage 4. This enables them to achieve qualifications at Entry level 1-3, depending upon their ability. These are standalone qualifications but can also contribute towards a broader Entry Level Award or certificate (also at Entry Level 1-3) incorporating other subjects.

### **Project Focus and Yellow Pathway Humanities**

Students will follow a more rounded and Life skills centric curriculum which enables them to focus on key skills relating to the practical application of humanities. They will complete WJEC accreditation at key stage 4 enabling them to achieve a qualification with a practical element to their humanities studies. They will complete a range of projects and organise events ranging from litter pickups in the local community to visiting key sites in and around Nottingham.

