

Humanities: Curriculum Rationale and Statement of Intent

Subject area:

The Humanities' curriculum has been devised in order to:

1. Reflect the values and ethos of The Oldham Academy North so that students can develop and grow their abilities and skills of teamwork, endurance, autonomy and mastery ensuring they are best prepared for a choice of post-secondary future pathways and ready to succeed in the challenging and competitive world around us.

Teamwork – Students work in groups to become experts e.g. Year 8s become experts on a layer of the rainforest and present to the group.

Endurance – Pupils revisit key abstract concepts and use teacher models to understand the work and not give up.

Autonomy – Pupils complete independent tasks each lesson to embed learning and show their understanding. Pupils complete KO quizzes each lesson independently.

Mastery – Pupils complete mastery tasks every 6 lessons to show their understanding of key components of the topic and improve their work during DIT work.

2. Challenge all students to extend their knowledge, skills and understanding within the context of the subjects of geography, history and Religious Studies at local, national and global levels so they better understand the world they live.

Year 7 = Growth of Oldham and issues; OS maps of Oldham; UK nations and cities; flood risk in the UK; the Big Bang and creation of the world.

Year 8 = Globalisation of China; impact of Covid-19 on countries including UK.

Year 9 = UK weather patterns; worldwide climate patterns; urbanisation of Salford / Manchester; case study examples in each topic e.g. Nepal earthquake, Kenya tourism.

3. Identify and emphasise cross-curricular links so that humanities supports the learning of students across other faculty areas in the academy.

Year 7:

Science – Climate and water cycle; formation of Planet Earth; ecosystems.

Maths – OS map skills (4 and 6 figure grid references) links to coordinates; reading maps will require looking at numerical keys; climate graph reading.

Year 8:

Maths – Climate graph reading;

Business – Transnational corporations;

Science – Bacteria, parasites, viruses & diseases; Greenhouse effect and energy; animal adaptations.

PSHE – Sex Education (sexually transmitted diseases & prevention)

History – the Black Death, causes and treatment

Year 9:

Science – Structure of the Earth; climate change.

Spanish – SU1 travel

4. Provide a wide range of learning opportunities that promote British Values so that students develop the attitudes and understanding of citizens of modern Britain.

Year 7 = Democracy, governance of British Isles; mutual respect = the Big Bang and alternative views; evolution of man; mutual respect = beliefs of religion vs evolution; Rule of law – laws in place to keep Oldham clean. Democracy = Expressing issues and solutions to local government.

Year 8 = mutual respect = Kayapo way of life; rule of law = protecting rainforests from deforestation. BV = Individual liberty = Motives behind migration in Brazil; mutual respect = favela culture; rule of law = issues with TNCs and sweatshops, for financial gain; rule of law = laws to reduce Covid; mutual respect = opinions on climate change.

Year 9 = individual liberty = DTM and ways of life at each stage; strategies to control population growth; women empowerment; rule of law = movement of people from Northern Triangle to USA; mutual respect = culture of those in Mumbai vs ours; Individual liberty = why people move to Mumbai; mutual respect = respecting cultures when on holiday (sustainable tourism).

5. Help students make greater sense of their place in the world so they gain a greater understanding of the issues faced by modern societies and communities at local, national and global levels.

Year 7 = Community issues, knowledge of Oldham and the reasons people came to settle there.

Year 8 = Evolution of humans and their migration patterns from Africa to other areas of the globe. Look at the long-term plan.

Year 9 = Discuss the reasons the reasons for living near tectonic hazards, linking to individual liberty of living where you want to live. The positive and negative effects of living in certain areas.

6. Teachers are the experts in their subject area. They will provide students with a knowledge rich curriculum, the skills and understanding in each subject for them to make progress.

Year 7 = Skills focus on interpreting maps in AU1 then advancing to interpreting OS maps in AU2. Abstract concept providing concrete examples, modelling and retrieval practise to allow pupils to master the skill.

Year 8 = Academic texts from GCSE sources to widen vocabulary. Skills focus of interpreting maps

Year 9 = Academic texts including from the British Geological Society about viscosity of lava to widen knowledge and understanding of the characteristics of volcanoes. Including recent global events such as the La Palma and Mount Aso eruption into lessons to emphasise the relevance of natural hazards.

Year 10 & 11 = Use of booklets in lesson giving pupils access to knowledge, understanding, application and evaluation. Quizzes every lesson to embed knowledge. Frayer models for deliberate literacy.

7. Through their continuous professional development, staff will embed whole-school initiatives in order to develop transferable skills (e.g. reading, writing and academic vocabulary) and understanding for students to use across the curriculum and beyond TOAN on their future pathways.

Staff develop knowledge organisers across KS3 to embed the curriculum. Use of deliberate literacy from academic texts as part of whole school wide initiative.

Black History Month – Matthew Henson the African American explorer who was the first to stand at the North Pole.

TOAN Islamophobia Week discussing Abu Rayhan al-Biruni.

Cross curricular links as seen in LTP such as Climate Change and Natural Hazards link to Science.

Year 8 Development topic links to Business Studies through TNC's.

8. Support the cultural capital of students.

Year 7 = Big Bang; Understanding the dangers of living in a drainage basin – something all pupils live in. How pupils can protect themselves if a flood occurs. Group presentation skills, becoming 'experts' in lessons.

Year 8 = Kayapo Bruce Parry documentary.

Year 9 = Presentation skills linked to UK weather hazards component; designing a sustainable fieldtrip

9. Build on students' prior knowledge, skills and understanding at KS2 and KS3 and prepare them for the rigours of GCSE examinations.

Year 7 = Students may have studied the British Isles and map skills in primary school. Pupils may know basic facts about Oldham in the present, including the issues in their community.

Year 8 = Students have studied biomes during SU2 of Year 7. They learned how to read / construct a climate graph. Year 7 (Rivers) learned water cycle, which is used in Hadley Cell explanation. Students can use latitude and longitude, learned throughout Year 7.

Year 9 = Students may have studied the basic Earth's structure at KS2 or in Science. Learned Hadley Cell and water cycle in Year 8. In Year 8, pupils learn about push-pull factors and rural-to-urban migration in Brazil, which will give a strong foundation for understanding migration in this topic. Pupils look at extreme flooding events of the UK in Year 7.

KS4 = Year 9 content embedded case studies (Nepal earthquake; Typhoon Haiyan; urban issues and challenges of Salford; urban issues and challenges of Mumbai) so that pupils understand case studies and geographical terms eg urbanisation.