

Humanities: Curriculum Rationale and Statement of Intent

Subject area: history

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 so they are best prepared for a choice of post-secondary future pathways and ready to succeed in the challenging and competitive world around us.

Exemplification

Teamwork = students expected to work together and support the learning of their peers

Endurance = students set weekly/ twice weekly revision tasks based on KOs

Autonomy = students independently organise their learning at home

Mastery = mastery tasks to test student learning over 5-6 lesson cycle

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.

Exemplification

Year 7 = Islamic empires: foundation, growth and life in the Islamic Empire

Year 7 = the growth of Manchester in the Tudor period

Year 8 = Black peoples of the Americas = life as a slave, civil rights in the 1950s and 60s

Year 8 = Industrial revolution = poverty, Oldham workhouses

Year 9 = Weimar and Nazi Germany

Year 9 = WW1 = Oldham volunteers

Year 9 = WW2 = Manchester blitz

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

Exemplification

Year 7 = Islamic empires = RS, Islam

Year 7 = The Tudors, English Reformation = RS: Christian denominations (Roman Catholic, Protestant)

Year 8 = Renaissance, witchcraft = English: Shakespeare

Year 8 = Industrial revolution, workhouses, public health = English: industrial towns and Oliver Twist

Year 9 = WW1 = English: war poetry

Year 9 = WW1 = RS: just war

Year 9 = The Holocaust = RS: evil and suffering

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.

Exemplification

Year 7 = The Tudors = Minorities in the Tudor period = tolerance

Year 7 = Islamic Empires = life in the empire (women, minorities) = individual liberty, tolerance

Year 8 = English Civil War = democracy, rule of law

Year 8 = Black peoples of the Americas = individual liberty, tolerance

Year 9 = Rise of Hitler = democracy, rule of law, individual liberty and tolerance

Year 9 = the Holocaust = tolerance

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.

Exemplification

Year 7 = The Crusades = Christian and Muslim relations

Year 8 = Black peoples of the Americas = inequality, Black Lives Matter

Year 9 = WW1 memorials e.g. Remembrance

Year 10 = Medicine = the NHS and role of the government

6. Teachers are the experts in their subject area; they will provide students with a knowledge rich curriculum, the skills and understanding so they make progress.

Exemplification

KS3 = abstract concepts = inference, usefulness of sources, provenance

KS3 = mapped against National Curriculum guideline for breadth and depth; linked to KS4 GCSE curriculum

KS3 and KS4 KOs = core knowledge and vocabulary rich

Teachers' professional standards = history staff expected to research and embed knowledge of time periods covered in the curriculum and support non-specialists

7. With 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 utilise across the curriculum and beyond TOAN on their future pathways.

Exemplification

Embedding of tier 2 and tier 3 disciplinary literacy

Modelling reading of disciplinary texts

Writing skills: description, explanation, judgement, comparison

Engagement with whole-school PSHE: Black history month, LGBT+, Islamophobia

8. Support the cultural capital of students.

Exemplification

Year 7 = Middle Ages = medieval art, Bayeux Tapestry,

Year 7 = Tudors = Holbein paintings

Year 8 = Renaissance = Renaissance art/ artists: Da Vinci

Year 8 = Black people of the Americas = black culture

Year 9 = WW1 = war poetry, the importance of the Battle of the Somme

9. Build on students' prior knowledge, skills and understanding at KS2 and KS3 so they are prepared for the rigours of GCSE examinations.

Exemplification

KS2 = the Tudors, the Victorians, WW2

KS3 = Year 7 = medieval medicine (GCSE paper 1)

KS3 = Year 7 = the Tudors (GCSE paper2)

KS3 = Year 8 = 1800s surgery, industrial towns (GCSE paper 1)

KS3 = Year 9 = Fighting on the Western Front, WW1 (GCSE paper 1)

KS3 = Year 9 = Weimar and Nazi Germany (GCSE paper 3)