

# 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 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 = Study of Islam including the development of Islam in the UK and worldwide.

Year 7 = Places of worship in Oldham

Year 8 = Study of Judaism and how it is practiced in the UK and Israel.

Year 8 = Prejudice and discrimination in the UK

Year 9 = The Troubles Northern Ireland

Year 9 = Coronavirus and how it was dealt with (Evil and Suffering)

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 = Hajj in Islam = Geography, study of Saudi Arabia

Year 7 = Christianity = Science, Theory of Evolution

Year 8 = Life of Moses = English, The Tempest (morals and ethics surrounding revenge)

Year 8 = Prejudice and Discrimination = Art, Work of Clough Williams-Ellis and the impact his work has led to for LGBT pioneers.

Year 9 = Evil and Suffering = English, Power and Conflict, the concept of suffering.

Year 9 = Sanctity of life (Euthanasia, Medical advancements) = Science, Common medical drugs/disease Year 9 AU1.

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 = Islam: Study of Shiism a minority group = Tolerance

Year 7 = Places of worship = Individual liberty – How do people worship?

Year 8 = Prejudice and Discrimination: Racism and Homophobia = Mutual respect and tolerance

Year 8 = Judaism: 10 commandments = Rule of law

Year 9 = Sanctity of life: Abortion/Euthanasia = Rule of law

Year 9 = Religion in Action: Mahatma Gandhi = Individual liberty

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 = Different belief systems in the UK – Atheists and Theists

Year 8 = Racism in the UK = Inequality, Black Lives Matter

Year 9 = Evil and Suffering = Impact of Coronavirus and how religions helped

Year 9 = Religion in Action: The Troubles, relationships between Catholics/Protestants and NI and England.

Year 10 = Sunni/Shia relationships in the UK and worldwide.

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.

Exemplification

KS3 = abstract concepts = sources of authority, interpretation, significance

KS3 = mapped against The Oldham Agreed Syllabus for breadth and depth; linked to KS4 GCSE curriculum  
KS3 and KS4 KOs = Core knowledge and Tier 3 vocabulary  
Teachers' professional standards = Staff expected to research and embed knowledge of time periods covered in the curriculum and support non-specialists. Attend Curriculum CPD.

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.

Exemplification:  
KS3/KS4 - Mastery Tasks / Disciplinary literacy in the form of articles, biographies and religious texts.

8. Support the cultural capital of students.

Exemplification:  
Year 7 = Islam = Hajj in 1953.  
Year 7 = Places of Worship – possible trips  
Year 8 = Judaism = Western Wall in Israel  
Year 8 = Prejudice and Discrimination = Black lives matter, Racism  
Year 9 = Evil and suffering = Genocide remembrance in Cambodia

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

Exemplification  
KS2 = Introduction to some of the major world religions.  
  
KS3 = Year 7 - Islam and Christianity (Paper 1 Christianity and Paper 2 Islam GCSE)  
KS3 = Year 8 – Prejudice and Discrimination (Paper 1 – Living the Christian life)  
KS3 = Year 8 – Places of pilgrimage (Paper 1 and Paper 2 Living the Christian/Muslim life)  
KS3 = Year 9 – Responses to evil and suffering (Paper 1 Christianity Christian Beliefs)  
KS3 = Year 9 – War and Peace (Paper 2 Islam Peace and Conflict)

