

The Beacon Centre

Humanities

Intent

At The Beacon Centre Secondary, we believe young people deserve a broad, diverse, relevant and rich Humanities curriculum that prepares them for life in the 21st century. In line with both the National Curriculum and SACRE guidelines for Religious Education, Humanities follows a chronological narrative across Key Stages 3 and 4 (starting with a detailed Geographic case study of Japan before moving on to Britain's conception at the Norman Invasion and finishing Britain place in the 21st century) to embed the idea that the study of Humanities is a highly complex story to be told, and from that story and the experiences of others we can empower Young People with the cultural capital to be confident, compassionate, and empathetic global citizens.

This narrative structure will support Young People to see the relevance of sequencing and clear progression of events through history, starting by firstly embedding unit and subject specific knowledge and vocabulary. This will provide a solid foundation on which young people can explore key aims and concepts in Humanities:

- To develop a sense of chronology
- To gain an understanding of significance by looking at key events that changed Britain
- and the world
- Use evidence to make inferences and develop critical thinking skills
- Gain historical perspective by comparing and contrasting events and people
- throughout history
- An understanding of concepts like values, morals and beliefs

Impact

All units and topics taught will be in line with the National Curriculum for History at KS3 and also the statutory requirements of SACRE/South Tyneside Agreed Syllabus for RE at KS3 and KS4.

At KS3, Humanities will begin by taking a detailed look at the Geography and Socio-Economic differences between the UK and Japan. In this way Young People will be drawn into the subject and begin to make links as the study progresses. This is followed by looking at the Norman Conquest, Antarctica, Multiculturalism, the English Civil War and our complex Coastline in Year 1.

Year 2 starts by examining the relationship between Christianity and Islam before looking at The British Empire. Taking a sideline to have a detailed look at India and the relationship with the UK before and after Independence. The Year rounds off with a look at Moral Courage, Human Rights and The Slave Trade.

Year 3 is rooted firmly in the 20th Century looking at the development of Democracy, World War 1 and the Inter-War Years. Before continuing to examine the Second World War and

cold War before finally looking at the complexities of International Migration and Britain's place in the 21st Century.

This largely chronological narrative will help Young People to see the familiar nature of events, so they will be able to apply their knowledge and skills with increasing confidence as they re-explore concepts like significance, cause and consequence, continuity and change, and drawing conclusions in each year of KS3 and into KS4.

To ensure the curriculum is both relevant and engaging, schemes of work will be reviewed and evaluated at the end of each academic year. Classroom learning will utilise a range of teaching approaches, like: media projects, games, creative tasks, enquiry questions, and discussion. There are also regular opportunities to visit important historical places, museums, and religious sites, and to hear guest speakers from the local and wider community, to further supplement embedded class-based learning experiences.

Young people will be able to interact with historical objects, documents, and art to develop empathy and to instil a sense of awe and wonder. Student learning will also be monitored to ensure they develop an understanding of these key skills and are applying them effectively. In KS3 this will primarily be done by following the school's data tracking systems, so young people can easily visualise their skills and progression and build confidence. In KS4 tracking will be completed in line with the ASDAN History / Geography Short Course Award criteria or the GCSE Assessment Criteria depending on the ability level of the individual.

Impact

The success of Humanities will be measured formally, in the form of:

- Written Assessments
- Photo or video evidence of practical learning
- Evidence of learning from book scrutinies
- Self/peer assessment against student tracker sheets to empower
- Young People to take ownership of learning
- Portfolio for ASDAN Short Course (KS4)
- GCSE Examination

And also informally:

- Young people will enjoy and look forward to Humanities lessons
- Young people will have the knowledge to compare the past to the present, in order to better understand the world around them
- An understanding of how significant events can have personal, cultural, and historical implications
- Have an understanding of how beliefs and values shape us as people within our communities
- Become independent and confident learners
- Become compassionate, tolerant, and empathetic individuals.