**Intent**

Humanities at Belvue provides a bridge between the school and the wider world through enriching experiences **that are appropriate to the students’ needs and abilities and conform to National Curriculum requirements.**

We teach Humanities because we want our pupils to develop an understanding of how events and choices from the past affect the present and the future. We want them to gain an appreciation of similarities and differences in the geography and history of the world and to gain an understanding and appreciation of how difference and diversity enrich our lives.

The subject raises young people’s curiosity to explore experience and interact with the world. These experiences are meant to empower the young people to develop a better sense of self, and an effective, safe, independent and joyful interaction with their environment.

Ultimately, we intend to instil in young people the excitement for discovery and the responsibility that each of us has to keep this world a beautiful, safe and exciting place to live in and pass on.



Humanities



Humanities

**Overview**

The Humanities (Geography and History) key areas in line with the National Curriculum are:

* Map skills
* Africa
* Asia-especially China and India
* A short study of Russia and the Middle East
* A study of Europe
* Habitats such as: hot deserts and Polar regions
* America’s natural and human characteristics
* A link to the important historical events related to America-the discovery of America, the slave trade, immigration and America in the 20th century.
* Studies of great civilizations such as: Egyptians, Romans, Greeks, Mayans, Inca’s and Aztecs.
* A study of significant societies eg The Chinese dynasties
* Field trips-virtual and ad hoc
* The study of the History of Britain in chronological order (from the Ice Age to the end of the British Empire)-starting horizontally and interwoven vertically both into the cycles and into some topics. This is planned this way taking into account the children’s special needs and memory development built on enhanced personal experience.
* The structure of the Earth: soils and rocks, volcanoes and earthquakes
* The Weather, the Climate and the impact of human activity on the planet
* Opportunities for geographical enquiry and research throughout the three years cycles

The Humanities lessons take place once a week for 45 minutes. Each of the above key areas is recorded on a curriculum map to ensure effective coverage. Students have opportunities for enrichment through trips and visits as well as through extra topic relevant resources both in video with Makaton signing and reading resources adapted in Widgit symbols accessible to the lower ability students as well.

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| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Cycle 1** | Maps and Transport | Europe | America | Polar Regions | Africa | Asia |
| Overview:  The overall intention is to equip the students with basic knowledge of the basic tools needed to explore the world, like maps and then to stimulate their curiosity to explore the world’s main continents through the travel adventures of great explorers like Shackleton and C.Columbus. | Studying Humanities is seen as a journey through space and time. For this reason an understanding of maps is important. This half term, the students start exploring the world through close observation of photographs, shapes, colours and symbols on aerial photographs, google maps, paper maps and globes. These map skills and awareness of how to expand their awareness of the world through understanding what they are looking at, will be revisited repeatedly at every topic covered in the next terms and cycles | We are starting from Europe as the immediate geographical area around us and also because great explorers of the world started their journeys from here. We are going to refer to Ernest Shackleton and his exploration of the Antarctica, C.Columbus and his discovery of America as well as Great Britain’s contacts with India. We are going to make our own exploration of the natural and human characteristics of Europe. | With the previous reference to C.Columbus we will follow his journey to America and rediscover the continent’s natural and human characteristics. The students will also have the opportunity to study some of the History of America, the discovery of America, the slave trade, the immigration of people to the continent and the significant events that took place in America in the 20th century. | The next journey is the expedition of Ernest Shackleton to Antarctica and as students will have been exploring America they can see how from Patagonia in South America they can be on the closest spot of the world to Antarctica expanding their perception of the wider world. Polar region habitats and life in those places are central to the topic for this term. We will be also looking into the life of Inuit people living in Alaska hoping to help students develop their life skills and awareness of how people survive in such cold climates. | Africa follows next as the intention is to help students develop their awareness of hot and cold places through the contrasts that these two neighbouring topics provide. They will explore landscapes, do geographical enquiry about the life, the people and the resources in Africa. The students can also have the opportunity to create art, cook food, dress up and role play to enhance their experience of Africa. They can have the opportunity to go on field trips to museums to see African artefacts. | Expanding further East from Africa and through touching upon the Middle East regions we will be exploring Asia in this term. The students will learn about the physical and human characteristics of Asia, with emphasis on China and India. The opportunity for field trips is also present here with potential visits to museums, Asian temples and virtual field trips eg of the Great Wall of China. |
| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Cycle 2** | Weather | Environment | Volcanoes/Earthquakes | Romans | Egyptians | Mayans |
| Overview:  The overall intention is to develop some understanding that the Earth is like a living organism that we can either work together with and optimize our quality of life or work against it and harvest the outcomes of our actions. This is seen through revisiting the weather and climates around the world, thus revisiting aspects of cycle 1 and then start digging deeper into the past seeing the rise and fall of great civilizations. | In this topic students will start by utilizing their immediate awareness of the weather. Then will explore the different weather phenomena and climates around the world and how they impact on the landscape and human activity. This way can also have the opportunity to revisit previously studied topics from cycle 1 looking into the climates and types of weather in those places more closely. | In this unit the students will focus on understanding more about the Earth’s climate, the climate changes and the negative impact of human activity on the planet such as urbanization, deforestation and other misuse of natural resources. They have the opportunity to research and find ways we can help the Earth and live in harmony with it. They can look back into previous studies and think about the importance of decisions for a better present and future world around us. | As we move towards the end of the three year cycle, the need for gradually more critical thinking and understanding is imminent. This topic provides a link between History and Geography as it sees the Earth as a machine. We study the layers of the Earth, the materials, the rocks and soils. We study the structure of the Earth and explore how it operates, how the Earth’s functions shape and change the landscape as well as how we can keep safe. | Then we visit another great civilization through an introduction on how the ancient Roman town of Pompeii was destroyed after the eruption of Mount Vesuvius. The students have the opportunity to undertake a local study of Northolt and London in Roman times and study about the Roman customs, achievements, beliefs and society. There is also a great opportunity for a field trip to the Verulanium museum to see a really well maintained Roman villa as well as what the famous Watling street which dates since the Roman Times. | One of the oldest and most important civilizations related to Africa were the Egyptians. The students will have the opportunity to learn about their society system, their achievements and their beliefs. There is another opportunity for field trips to see Egyptian artefacts in the museum as well as to go on virtual field trips to the pyramids of Giza. | Then we dive deeper into the past and the remnants of the past in to the present. We study the ancient Mayans, the Aztecs and the Inca’s, have the opportunity for virtual field trips to the Mayan pyramids which can also compare to the Egyptian pyramids and allow for a brief revision. We also have the opportunity to explore the Inca trail and see artefacts at the museum. The students learn about some of the characteristics, the beliefs and the achievements of these civilizations |
| KS3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Cycle 3** | Invasions of Great Britain | Medieval Times 2 | Medieval Times 2 | Tudors and Stuarts | Victorian Times | War |
| Overview:  The overall intention of this cycle is to develop an understanding of the main events in the History of Great Britain in chronological order. This cycle can also complement cycle 2 and the further development of human activity on the world through the rise and fall of the British Empire. It also provides opportunities to revisit knowledge gained in the previous cycles eg. Africa, the slave trade, India | We are starting this cycle by looking briefly into the changing landscape of Great Britain from the Ice Age to the Neolithic Times and the impact of these changes to human life.  We begin to understand why people from other countries had an interest to invade Britain and who they were. This way the subject of Geography smoothly feeds into History while it also gives a great opportunity to develop an awareness of the remains of the past into the present through a very interesting field trip to Stonehenge and to Norman Castles. | From the Norman Conquest we will enter into the Medieval Times. The students will learn about the major events that shaped the Middle Ages in chronological order. They will study the Battle of Hastings and can have an opportunity for a field trip to the town and castle. They will learn about the feudal system and will have the opportunity to dress up in costumes of the time. They will learn about the Doomsday book, the Magna Carta and the beginning of Parliament and what we can learn today from these scripts. | The students study about the kings of England and their fights to conquer all of Britain and Ireland. They study the consequences of the fights on people and the peasants’ revolt. They finally study two significant wars of the times, the Hundred Years War and the Wars of the Roses. | Next in chronological order we transition into the Tudor period. The students study about the changes in church and the great kings of that time. They learn about the time from the Great Plague to the Great fire of London and the importance of hygiene and safety. Finally they study the chronology of the most significant events from the Civil war to the Act of Union. | Next we continue in chronological order to study about the British Empire under Queen Victoria, the industrial revolution and the changes in everyday life, the changes in the women’s rights and child labour in Victorian Times. The students have a lot of opportunities for field trips such as a visit to the London Museum of Water and Steam, where they can have hands on experiences of what life in Industrial Britain was like compared to the technologically advanced contemporary life. | Machines and technological advancement has pros and cons. War is not only the next historical period in chronological order but also provides an opportunity for critical thinking in terms of how we have use technology, how we treat the world and other people, how we respect diversity and human rights. The focus of this term is on the two big wars, WWI and WWII, the Holocaust, the end of the British Empire and the future world. |



Humanities







