

## Subject: Humanities and Religious Education

### Subject Leader

#### National Curriculum

At Bridge Street School, History, Geography and Religious Education (RE) are combined to form 'Themed Curriculum' for Years 7, 8 and 9. Themed Curriculum is a planned, developmental programme of learning which is in line with National Curriculum guidelines for the Humanities at Key Stage 3. Our intention is to provide a high-quality education which ignites in our students a curiosity and fascination about the world and its people. Themed Curriculum is an essential part of the broad and balanced curriculum offer, providing a wealth of opportunity to develop a wide range of skills that will prepare our students for life-long learning. Whilst gaining a depth of knowledge, students will develop academic skills such as critical thinking, analysing information, evaluating evidence from a variety of sources and writing balanced arguments. Themed Curriculum complements many other subjects, meaning transferable skills are strengthened and gained. The subject is not taught in isolation and the intention is for many cross-curricular links to be made.

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It gives students the opportunity to learn from past mistakes, to become more compassionate as people and to be aware of how the past has shaped the present. It equips them to ask perceptive questions, think critically and develop perspective and judgement. History also helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography learning equips students with knowledge about diverse places and natural and human environments, together with a deep understanding of the interaction between physical and human processes and how these change and evolve over time. Through this study, students begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect.

In terms of Religious Education, the National Curriculum states that each school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of students and of society and which prepares them for the opportunities, responsibilities and experiences of later life. RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

We follow the Derby City Council agreed syllabus for Religious Education where practicable and adapt our approach to suit the needs of our students, ensuring inclusivity and accessibility for all learners.

#### Curriculum Intent

Themed Curriculum aims to increase our student's view and understanding of the world beyond that of their home, classroom and city so that they understand their place in the world they live in locally, nationally and globally. We currently live in an ever-changing world that provides students with much uncertainty for the future. Through the news, internet and social media, students are exposed to stories discussing current issues such as climate change, discrimination, oppression and conflict. In Themed Curriculum we aim to educate students for the future, providing them with the knowledge to understand these current issues, ask questions and help be part of solutions to these problems.

Throughout this KS3 course, students will use a range of sources to gain a deeper knowledge and understanding of key events in History that they are studying. Students will learn how to compare, analyse trends, make connections and draw conclusions. They will learn how to support their arguments using evidence from sources. Exploring the past helps us to understand changes that have occurred in the world, the reasons for this change, the effects and lessons to be learnt for the future.

The Geography element of Themed Curriculum, presents the opportunity to develop students' cultural capital as well as introducing them to distinctive investigative tools such as reading maps and field work, alongside key geographical skills such as analysing sources, forming balanced arguments and presenting data. It opens their eyes to the beauty and wonder around them and ensures that they appreciate the complexity of attitudes and values which shape the way we use and misuse the environment. Students will use a range of sources to gain a deeper understanding of the countries that they are studying, the people that live there and the environment to which they are closely linked. They study how important the interrelationship is and what happens when changes occur and more than this, how to appreciate, value and care for our planet and all its inhabitants.

Our school and the city of Derby, is a diverse society of people of various backgrounds, cultures and religions who all work and live together contributing to the richness of our community. At Kingsmead we aim to inspire young people to appreciate the differences we have, exploring the different beliefs that may strongly influence people's lives. Students will understand how religion may contribute to a person's identity and give them meaning and purpose in life. Whilst appreciating the diversity of the population, we hope to develop students' recognition of the fact that we all share common hopes, dreams and fears. Through our curriculum, we wish that students recognise the right for people to have their own beliefs and values and respect others with open-mindedness. With a broad knowledge of different world religions, we hope to empower students to be able to challenge stereotypes, take part in debates and work towards a cohesive community.

The curriculum will be complemented by 'Themed Curriculum Days' where the timetable will be collapsed. On these days, students have the opportunity to immerse themselves in topics to a deeper level and to take part in trips and internal visitors to enrich and enhance their learning. This is where the focus on Modern Foreign Languages will be key. We want to foster an appreciation of languages in the world today by providing an enveloping experience to motivate students to continue their language learning into life beyond school.

Overall, our intention for Themed Curriculum is to produce successful global citizens, preparing future generations for the challenges of modern living- spiritually, morally, socially and culturally.

### Curriculum Implementation

Students will study a three-year curriculum that encapsulates all strands- Geography, History, RE and MFL. The learning in Key Stage Three, will form a strong foundation of skills and knowledge for students to potentially take into studying Humanities at Key Stage 4.

Key Stage 3 (7-9)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 (38 weeks)	Conquest for England	What is Geography?	Being a Young Person of Faith in Britain Today	Life in Medieval England	Weather and Climate	Religious Buildings

Year 8 (38 weeks)	The Tudors and Stuarts	Coasts	Is Death the End? Does it Matter?	The Industrial Revolution	Amazing Africa	Expressing the Spiritual through Music and Art
Year 9 (38 weeks)	World War I	Natural Hazards and Disasters	Why is there Suffering? Are there any Good Solutions?	How did Women Gain the Vote?	Environmental Issues	Should Happiness be the Purpose of Life?

### Objectives for History Y7

#### Conquest for England

- Explain the causes of the Norman Conquest and evaluate their significance.
- Sequence key events (Battle of Hastings, Harrying of the North) on a timeline.
- Analyse how the feudal system changed society.
- Use historical sources to infer attitudes and bias.

#### Life in Medieval England

- Describe roles within the feudal hierarchy.
- Explain the importance of the Church in everyday life.
- Analyse medieval justice and punishment.
- Use primary sources to understand medieval perspectives.

### Objectives for History Y8

#### The Tudors and Stuarts

- Explain religious changes under Henry VIII and Elizabeth I.
- Analyse causes and consequences of the English Civil War.
- Evaluate the impact of monarchy vs Parliament on democracy.
- Interpret historical sources for reliability.

#### The Industrial Revolution

- Describe technological innovations and their social impact.
- Explain urbanization and its consequences.
- Evaluate working conditions and child labor reforms.
- Use historical data to assess industrial growth.

## Objectives for History Y9

### World War I

- Explain long-term and short-term causes of WWI.
- Describe trench warfare and its impact on soldiers.
- Assess the Treaty of Versailles and its consequences.
- Interpret propaganda and its role in shaping opinion.

### How did Women Gain the Vote?

- Explain the role of suffragists and suffragettes.
- Analyse key events and turning points.
- Evaluate the impact of WWI on women's rights.
- Interpret historical sources for bias and perspective.

## Objectives for Geography Y7

### What is Geography?

- Define physical, human, and environmental geography with examples.
- Interpret OS maps using grid references and symbols.
- Explain why geography is important for global citizenship.
- Collect and present simple geographical data.

### Weather and Climate

- Explain the water cycle and its link to weather.
- Interpret weather charts and forecast patterns.
- Compare climates across different regions.
- Evaluate how climate affects human activity.

## Objectives for Geography Y8

### **Coasts**

- Explain processes of erosion, transportation, and deposition.
- Identify landforms such as headlands, bays, and spits.
- Assess human impact on coastal management.
- Use case studies to evaluate coastal protection strategies.

### **Amazing Africa**

- Locate major physical features (Sahara, Nile, Congo Basin).
- Explain cultural diversity and traditions.
- Analyse economic challenges and opportunities.
- Evaluate environmental issues such as desertification.

## **Objectives for Geography Y9**

### **Natural Hazards and Disasters**

- Explain causes of earthquakes, volcanoes, and tsunamis.
- Analyse case studies of major disasters.
- Evaluate strategies for disaster preparedness.
- Use data to assess risk in different regions.

### **Environmental Issues**

- Identify major global environmental challenges.
- Explain causes and consequences of climate change.
- Evaluate solutions for sustainability.
- Debate ethical responsibilities toward the planet.

## **Objectives for RE Y7**

### **Being a Young Person of Faith in Britain Today**

- Identify major faith communities in Britain.
- Compare similarities and differences in religious practices.
- Discuss challenges of living as a person of faith in a secular society.
- Reflect on personal and societal attitudes toward religion.

### **Religious Buildings**

- Identify architectural features of churches, mosques, temples.

- Explain the symbolism behind design choices.
- Compare how different faiths use sacred spaces.
- Create a design for a symbolic religious building.

## Objectives for RE Y8

### **Is Death the End? Does it Matter?**

- Compare Christian, Islamic, Hindu, and secular views on life after death.
- Analyse how beliefs influence moral choices.
- Debate whether life after death matters for ethical living.
- Reflect on personal responses to existential questions.

### **Expressing the Spiritual through Music and Art**

- Identify examples of spiritual expression in art and music.
- Explain how creativity reflects beliefs and values.
- Compare artistic traditions across cultures.
- Create a piece of art or music inspired by spiritual themes.

## Objectives for RE Y9

### **Why is there Suffering? Are there any Good Solutions?**

- Compare religious and secular responses to suffering.
- Analyse philosophical arguments (e.g., problem of evil).
- Debate whether suffering has meaning or purpose.
- Reflect on personal coping strategies.

### **Should Happiness be the Purpose of Life?**

- Explore philosophical views on happiness (Aristotle, utilitarianism).
- Compare religious perspectives on life's purpose.
- Debate whether happiness should be the ultimate goal.
- Reflect on personal values and aspirations.