



### **Key Stage 4 Humanities Teaching and Learning Framework**

The teaching of humanities (history, citizenship, geography and Religious Education) will take place within the context of other curriculum areas. Learning will be linked to the topic or story the pupils are studying that half term and will provide the pupils with opportunities to reinforce learning in other areas such as communication, reading, writing, maths and science.

The humanities curriculum aims to provide opportunities for students to be curious about their community, country and world. Students will develop their understanding of the landscape of the world and how it can change, with a particular focus on gaining life skills specific to this area of learning. These include learning how to make observations, think critically, ask questions, understand chronology, understand bias and develop empathy. Students will develop understanding of climate change and how this impacts on our environment and human life as well as understanding their responsibility to look after and understand the physical and human world in which they live. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the curriculum below, we have an Enrichment curriculum that compliments the pupils' RE and citizenship curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC).

Pupils will develop their sense of belonging to their community by learning about the religions in their community, learning about the past and the physical and human landscape in the world around them. They will explore how their world has changed over time and they will visit different locations, ensuring that they develop a sense of confidence and safety in different locations.

We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English. Pupils who are learning the Enhancing Curriculum will be attending our partnerships and will learn this curriculum through attendance in mainstream lessons.

Cycle One					
Autumn 1			Autumn 2		
Wartime Refugees			How much choice do we have and how do we make the best choices?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will learn to sequence events.</p> <p>Pupils will identify objects that are important to them.</p> <p>Pupils will be able to identify special people to them.</p> <p>Pupils will learn what is safe and unsafe.</p>	<ul style="list-style-type: none"> <li>- Pupils will recap the wars that they are aware of, both past and present, and how they have displaced or caused fear among civilians, leading them to be refugees.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will learn about Britain's role in the world within the context of supporting refugees and countries from which refugees flee.</li> <li>-</li> <li>-</li> </ul>	<p>Pupils will learn to make choices using an appropriate communication method.</p> <p>Pupils will take part in decision making in their school eg in school council elections</p>	<ul style="list-style-type: none"> <li>- Pupils will identify the characters in the book they are reading and identify the choices they had and the lack of choices.</li> <li>- Pupils will identify the choices they have in their own lives.</li> <li>- Pupils will explore the choices different people have in</li> </ul>	<p>Pupils will learn about the key elements of the constitution of the United Kingdom, including the power of the government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary</p>

	<ul style="list-style-type: none"> <li>- Pupils will recap what a refugee is.</li> <li>- Pupils will identify countries of the world from where refugees have fled using maps and atlases.</li> <li>- Pupils will use sources of evidence to explore how refugees are treated when they come into a country.</li> <li>- Pupils will explore challenges faced by refugees and by the countries to</li> </ul>			<p>different countries and cultures.</p> <ul style="list-style-type: none"> <li>- Pupils will explore ways of making decisions and identifying choices.</li> <li>- Pupils will learn about how some choices are protected by law and where there is no choice due to laws e.g. attending school.</li> <li>- Pupils will learn about how the British democratic system allows us to choose who governs the country and locality.</li> </ul>	
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	<p>which refugees flee.</p> <ul style="list-style-type: none"> <li>- Pupils will explore their own responsibilities in supporting refugees who come to England, including the Human Rights Act.</li> <li>-</li> <li>-</li> <li>-</li> </ul>			<ul style="list-style-type: none"> <li>- Pupils will consider the choices people from religious groups have eg where to worship, whether to worship as part of a community or alone.</li> <li>- Pupils will learn about the role of free press in Britain and how news reporting is restricted in some countries and the impact of these restrictions on the civilians of those countries.</li> <li>-</li> </ul>	
<b>Spring 1</b>			<b>Spring 2</b>		
<b>The Legal System</b>			<b>Why do people resort to violence?</b>		

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will begin to learn how they can represent their peers. Pupils will understand that they have rights that are protected.. Pupils will be able to identify key people in society who can help them eg a teacher, doctor, nurse, police officer</p>	<p>Pupils will recap our Human Rights and why they exist. Pupils will learn about the Universal Declaration of Human rights and when it was written. Pupils will learn how international law protects these rights. Pupils will learn about the Human Rights Act 1998. Pupils will learn how the legal system in the UK and how anyone, regardless of financial position, should have representation in a court. Pupils will learn about the charities and organisations that exist to support people understand their rights</p>	<p>Pupils will explore how different groups of people have used the law and courts to support their freedoms.</p>	<p>Pupils will understand the need for kind hands, kind feet, kind words. Pupils will understand that kicking and hitting hurts.</p>	<ul style="list-style-type: none"> <li>- Pupils will explore their own answers to the above question.</li> <li>- Pupils will identify times in the news or in the past when people have resorted to violence and explore reasons for this.</li> <li>- Pupils will learn about leaders who have been proactive in denouncing violence eg Martin Luther King, Gandhi and why these movements were successful.</li> </ul>	

	eg Citizens Advice, Amnesty International, NSPCC			<ul style="list-style-type: none"> <li>- Pupils will explore reasons why some people do not feel that peaceful means are successful. Pupils will explore what different religious groups teach about the use of violence.</li> <li>-</li> <li>-</li> <li>-</li> </ul>	
Summer 1			Summer 2		
<b>How Can we make the World a Fairer place?</b>			<b>British Monarchs</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will begin to understand the	.Pupils will explore the definition of 'fair'	Pupils will consider, analyse and evaluate a	Pupils will be able to identify King Charles.	Pupils will learn about the changes in	Pupils will learn about other systems and forms of government,

<p>concept of fair by sharing. Pupils will understand kindness in their own actions and those of their peers.</p>	<p>Pupils will explore different religious views of fair. Pupils will identify what they think is fair and unfair in the world. Pupils will explore different ideas around making things fair eg education for all, sharing wealth. Pupils will consider what their opinions are of how we can make the world fair. Pupils will learn about the systems and processes in place in our</p>	<p>range of approaches to fairness.</p>	<p>Pupils will be able to identify the key objects associated with a king or queen. Pupils will explore, through sensory activities, the clothing and objects worn by a monarch on special occasions.</p>	<p>power and authority from the past and now. Pupils will know the names of key monarchs past and present. Pupils will evaluate the reliability of paintings and photographs in reflecting the personality of monarchs.</p>	<p>both democratic and non- democratic, beyond the United Kingdom.</p>
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	country to ensure fairness happens eg courts, appeals processes, laws				
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Cycle Two					
Autumn 1			Autumn 2		
Parliament and the Monarch			What can we find out about the wide rainbow of faiths?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will take part in democratic processes within the school community, for example through the school council.	Pupils will develop an understanding of the role of the monarch in	Pupils will learn about local, regional and international governance and the UK's relations with the rest of Europe, the Commonwealth, the	Pupils will visit different religious buildings and begin to associate them to each religion. Pupils will explore, through sensory	- Pupils will explore their own answers to the above question.	Pupils will identify their own area of research and independently ask questions, find answers and consider their own personal responses.



<p>Pupils will be able to make choices between two options of interest to them. Pupils will be able to say which they like and dislike.</p>	<p>the UK now and the role of Parliament.</p> <p>Pupils will consider the advantages and disadvantages of being governed by a parliament and solely by a monarch</p> <p>Pupils will learn about the different electoral systems used in the UK and actions citizens can take i democratic and electoral processes to influence decisions locally,</p>	<p>United Nations and the wider world.</p>	<p>activities, the symbols of each faith.</p>	<ul style="list-style-type: none"> <li>- Pupils will ask questions about different religious and non- religious views and identify ways in which they can find the answers.</li> <li>- Pupils will compare and contrast different religious views and begin to make well-informed personal responses to key questions and views held by different religions.</li> <li>-</li> <li>-</li> </ul>	<p>They will be able to articulate their personal opinions and ideas clearly and respectfully, taking into account the different views and opinions of different faiths whilst also identifying commonalities.</p>
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	nationally and beyond.				
<b>Spring 1</b>			<b>Spring 2</b>		
<b>Stereotypes</b>			<b>Celebrations in each Faith and their place in our community</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will be able to identify their own personal features. Pupils will be able to identify a picture of themselves and important people to them. Pupils will celebrate their individual strengths.	Pupils will be able to understand and use the term stereotype. Pupils will be able to identify some common stereotypes and why they exist. Pupils will be able to identify and explore ways in which religion, culture, literature, history, society and the media has supported and hindered the removal of stereotypes.	Pupils will learn about the diverse national regional, religious, sexual, gender and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Pupils will take part in the celebrations of the faiths that take place during this half term. They will associate a celebration to a religion.	Pupils will identify the faiths they have learnt about and the key celebrations for each faith. Pupils will compare and contrast celebrations from different religions and their roots. Pupils will explore ways in which celebrations may have stemmed from a religion but	Pupils will investigate and evaluate diverse patterns of worship and ceremonies shown in denominations, sects or other communities expressing faith and belief.

	<p>Pupils will be able to make considered and informed personal responses.</p> <p>Pupils will be able to explore ways in which stereotyping can be challenged within our society.</p>			<p>have now become more cultural.</p> <p>Pupils will explore the impact celebrating different faiths on society.</p>	
<b>Summer 1</b>			<b>Summer 2</b>		
<b>Use of Energy in Society</b>			<b>Research- Charities</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<p>Pupils will identify, through sensory activities, different ways in which we can produce energy. Pupils will be able to identify the wind, the sun, and the rain as different weather types.</p>	<p>Pupils will recap the different sources of energy we have access to in the UK. Pupils will recap the environmental challenges we face in the present day as a result of our use of fossil fuels for energy.</p>	<p>Pupils will explore ways in which different religions teach about caring for the environment,</p>	<p>Pupils will take part in a fundraising event linked to one charity.</p>	<p>Pupils will research a charity of their choice. They will explore its origins, how it works, who it helps and how it raises funds.</p>	<p>Pupils will learn about the different ways in which a citizen can contribute to the improvement of his or her community..</p>

<p>Pupils will begin to associate certain clothing with different weather types.</p>	<p>Pupils will evaluate the arguments for and against each type of energy.</p> <p>Pupils will use maps and aerial photographs to identify locations in the UK that are key sources of energy.</p> <p>Pupils will be able to make well informed personal opinions about how we should use energy in our society.</p> <p>Pupils will learn about how other countries use energy and make comparisons with the use of energy in the UK.</p> <p>Pupils will be able to identify ways in which their personal energy use contributes to the world picture.</p>			<p>Pupils will make well- informed and reasoned arguments about the importance of charities in today's society.</p> <p>Pupils will research the impact of their chosen charity on society.</p>	
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Cycle Three					
Autumn 1			Autumn 2		
What does Ramadan mean to Muslims? What does fasting mean in different faiths?			How are Quakers Distinctive?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will understand what being hungry means.</p> <p>Pupils will identify foods they like and dislike.</p> <p>Pupils will learn to wait for food and to share food.</p> <p>Pupils will learn ways to reflect through silence or listening to music</p>	<p>Pupils will consider their own answers to the above question.</p> <p>Pupils will learn about why Muslims observe Ramadan and why they fast.</p> <p>Pupils will learn that fasting during Ramadan is about self control and reflection.</p> <p>Pupils will learn about how fasting is observed in other religions, such as Christians during Lent and Jewish people during Passover.</p>	<p>Pupils will analyse different forms of spirituality and worship found in different religions and other world views.</p>	<p>Pupils will learn the importance of kindness.</p> <p>Pupils will learn to celebrate their own and others' achievements.</p> <p>Pupils will experience listening to others and sharing their ideas through circle time.</p> <p>Pupils will develop an understanding of the impact of silence on how we feel.</p>	<p>Pupils will learn who George Fox was and how the Quaker movement started.</p> <p>Pupils will learn the key teachings and principles of the Quaker movement.</p> <p>Pupils will learn how Quakers supported equality, particularly women's rights and the abolition of slavery.</p> <p>Pupils will explore why George Fox was imprisoned and express their personal thoughts on this.</p>	<p>Pupils will analyse the similarities and differences between Quakers and other religions, providing supporting evidence for their ideas.</p> <p>Pupils will reflect on the idea of Quaker being a 'society of friends' rather than a religion and draw their personal conclusions.</p>

	Pupils will analyse how fasting is observed in different religions and how the approaches differ, Pupils will explore ways in which one practice, such as fasting can be interpreted differently by different groups, religions and sects.			Pupils will explore what is meant by 'The REligious society of Friends'.	
<b>Spring 1</b>			<b>Spring 2</b>		
<b>How do People Find the Truth?</b>			<b>Compare and Contrast different religious views on death</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will begin to understand and use the term true or false through activities that are meaningful and appropriate to them Pupils will identify key people in their lives	Pupils will explore their personal response to the above question, taking into consideration what they are taught in	Pupils will show detailed knowledge of a range of perspectives, sources and decisions. Pupils will explain evidence coherently, providing a range of examples.	Pupils will learn the meaning of dead and alive. Pupils will understand that living things, including humans, live and die. Pupils will understand what 'sad' means and	Pupils will explore what their own experiences of death have been. Pupils will research ideas about death from religious and non-religious groups. Pupils will begin to understand that	Pupils will independently research views on death from religious and non-religious groups. They will clearly analyse different arguments, providing supporting evidence for their conclusions.

<p>who they trust and who can help them. Pupils will be able to identify things they like and don't like and use these terms.</p>	<p>school, told by their parents, read on the internet, find out from friends etc.</p> <p>Pupils will analyse the reliability of their sources for the truth.</p> <p>Pupils will analyse the teaching of different religious and non- religious groups around truth and draw their own conclusions.</p> <p>Pupils will explore the meaning of 'free press' in the United Kingdom- what that</p>	<p>Pupils will raise and evaluate critical questions.</p>	<p>some of the things that make them sad.</p>	<p>different people respond differently to grief and therefore need different types of support.</p> <p>Pupils will reflect on their personal conclusions around death.</p>	<p>Pupils will draw reasoned conclusions and reflect on their own ideas.</p>
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	<p>means, is it always the whole truth? Pupils will explore the impact of not having free press in a country and how civilians of those countries find the truth.</p> <p>Pupils will understand and use the terms bias, prejudice, freedom of speech.</p>				
<b>Summer 1</b>			<b>Summer 2</b>		
<b>Wider World- Global Inequalities</b>			<b>Are People free to follow their own beliefs today?</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>



<p>Pupils will learn the meaning of key terms 'the same' and 'different'.</p> <p>Pupils will learn the meaning of fair and unfair.</p> <p>Pupils will understand that money is used in exchange for items in a shop.</p> <p>Pupils will learn that they attend school to learn new things.</p> <p>Pupils will understand the difference between a boy and a girl.</p> <p>Pupils will be able to identify different jobs in their community.</p>	<p>Pupils will identify what is meant by 'Inequality'.</p> <p>Pupils will explore the inequalities that they are aware of, through the literature they have read and their personal experiences.</p> <p>Pupils will learn that the main areas of inequalities in the world are gender, wealth, employment, health and education.</p> <p>Pupils will explore the impact of these inequalities and which populations are most affected by this. They will locate countries affected by inequalities on a world map.</p> <p>Pupils will analyse why they think inequalities exist and ways in which we society tries</p>	<p>Pupils will analyse different arguments clearly, with supporting evidence.</p> <p>Pupils will independently research one inequality in the world, drawing reasoned conclusions and reflecting on their own personal conclusions.</p> <p>Pupils will learn about the different ways in which a citizen can contribute to the improvement of his or her community.</p> <p>Pupils will learn how public money is raised and spent.</p>	<p>Pupils will identify different religious beliefs eg Christianity and Islam.</p> <p>Pupils will learn about how people in those religions show their beliefs e.g. worshipping in a building, wearing a symbol, through festivals.</p> <p>Pupils will recap the meaning of fair and unfair, like and dislike.</p>	<p>Pupils will explore their own answers to the above question.</p> <p>Pupils will analyse the ways in which different religious and non-religious groups follow their own beliefs.</p> <p>Pupils will research what our human rights are and how they protect us.</p> <p>Pupils will identify times when people may not feel free to follow their own beliefs.</p> <p>Pupils will explore the importance of mutual respect and understanding in order to ensure people feel safe.</p>	<p>Pupils will independently research the answer to the above question.</p> <p>Pupils will learn to analyse different arguments and use supporting evidence for their ideas.</p> <p>Pupils will draw reasoned conclusions and reflect on their personal conclusions.</p>
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	<p>to combat them through volunteering and support groups. Pupils will research what different religious and non-religious groups teach about inequalities. Pupils will begin to understand what we mean by public money and what this is spent on. Pupils will begin to understand how public money is raised.</p>				
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