

Humanities at Elemore Hall School

Intent

The intent of teaching humanities in Elemore Hall is:

1. To enable students to gain knowledge and understanding of places in the world;
2. To increase students knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
3. To allow students to learn graphic skills, including how to use, draw and interpret maps;
4. To enable students to know and understand environmental problems at a local, regional and global level;
5. To encourage in students a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
6. To develop in students a variety of other skills, including those of enquiry, problem solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.



Implementation

1. Debating, discussing, speaking and listening are core skills that we use frequently and work hard to develop in Humanities. Students are encouraged to be critical yet understanding of the views of others;
2. Through carefully planned debates and discussions, students learn to take interest in and respect the views of others. Students also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically.
3. Each area of study involves an investigation task. The findings are then presented to class peers as a final assessment. Measures of development go from presenting basic knowledge to a recall of knowledge to demonstration understanding through explanation to being able to apply and link knowledge.
4. There is a focus on developing extended writing in the tasks above and to that end we use a writing wall developed by our English Department.
5. Numeracy is implemented into our Humanities curriculum wherever possible. Eg; the maths behind the Richter Scale.

Impact

Humanities re-engages some of our students with the learning process by developing an interest in the world around them. A lot of the learning is through discussion motivated by teacher presentation. The vast majority of our students really enjoy this form of learning and as a result truancy from the lesson or negative behaviour in it are almost unheard of. Instead there is a real desire to engage. This often continues at home where students will watch a documentary or movies about a topic that we have studied with their parents. Also students get to visit and understand better parts of their local environment which they might never otherwise visit.



Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	What is Geog? What is History?	NE Geog. The Romans.	Volcanoes and Earthquakes.	Natural Hazards Castles	Map Reading Black death	Map Reading Fieldwork
8	Life of Native American Indians	Rainforest climate, plants, animals, tribes.	First World War	First World War. Geology.	Climate Crisis.	Climate Crisis. Industrial Rev.
9	The Holocaust	The Holocaust. Settlements.	The Cold War.	JFK assassination Vietnam War	Rivers Glaciation	Ireland; The Troubles.

Links with evening activities

Evening activities sometimes visit locations that support the Geography and History curriculum. For example a visit to the coast.

Enrichment

Field visits; Year 7. Hadrian's Wall in Autumn Term.

- Weardale in Summer Term.
- Year 9. Eden Camp in Summer Term.
- Four day Battlefields tour to Ypres and The Somme runs some years depending on budget and funding.

Year 10. Caving in the Yorkshire Dales in Summer Term.

Year 11. The holocaust; Planned 4 day visit to Krakow and Auschwitz for June 2019 depending on funding.

