



Humanities

The calling of the humanities is to make us truly human in the best sense of the word.

J. Irwin Miller

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Primary School Knowledge & Skills	Battle of Hastings; Theology; Settlements	Family types; Medieval Britain; Map skills; World religions	Early Modern Britain; Extreme Environments; Behaviour	British Empire; Beliefs in Action	Industrial Revolution; China; Russia	Migration; Oxford
	<p>Geographical skills- you may have gained fieldwork skills that deepen your understanding of geographical processes. The ability to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Historical skills – students should know and understand the history of these islands as a coherent, chronological narrative, gain and deploy a historically grounded understanding of abstract terms</p> <p>RS skills may include the ability to make links between various religious figures and faiths, to be able to debate about moral and social issues, to be reflective about ones beliefs and respectful of others beliefs</p>	<p>History. Why did the Normans win the Battle of Hastings? This topic introduces students to History at John Mason School. We spend Year 7 going through British History chronologically, before looking to wider world units and units that span themes over time periods. This topic starts our chronological look through History at 1066 as we explore why the throne was highly contested and how the battle led to the Norman invasion.</p> <p>RS. What do people mean when they talk about God? Our first RS topic explores big questions that span multiple religions, and introduces students to the concept of Religious Studies. How was the world created? What is an atheist, theist, agnostic?</p> <p>Geography. What kinds of settlements do people live in? We look here at site factors, reasons for migration, settlement growth, town models etc.</p>	<p>Sociology: Family types. We explore over a couple of lessons different types of families in the UK and around the world.</p> <p>History: Did people in Medieval times spend their lives waiting to go to heaven? We explore here the priorities in the lives of Medieval people - what was their life like? What was the role of the Church? Did people care more about life on earth, or preparing for a life in heaven?</p> <p>Geography: Map skills. In this topic we learn about compass directions, grid references, map symbols, relief and other key map skills.</p> <p>RS: How to religious beliefs differ around the world? We look at the six main world religions and gain an understanding of their main beliefs. We make links between the religions and seek to understand the views of many people around the world.</p>	<p>History. Why did people die for their religion? This topic introduces the Tudor Dynasty and the complicated question of Religion, martyrs, and Reformation. Students analyse the deaths of prominent religious figures alongside the ever-changing religion of the ruling monarch, developing an understanding of the significance of religion in Early Modern times.</p> <p>Geography. How do extreme environments shape people's lives? This topic explores the human and physical features of desert climates both hot and cold. We look at the geographical features of these climates as well as the ways in which animals and humans have adapted.</p> <p>Psychology. How does our environment shape our behaviour? We spend a couple of lessons looking at classical and operant conditioning, showing how behaviour can be shaped</p>	<p>History, how should the British Empire be remembered? We look at different interpretations of the history of the British Empire, how these are memorialised in statues and memorials, how people have reacted to these, and culminate the module in forming individual opinions on the ways in which we ought to remember the British Empire.</p> <p>RS: Beliefs in Action. In this topic we use the knowledge we have gained earlier in the year about the six main world religions to explore what these religions think about big issues such as pacifism, consumerism, capital punishment etc.</p>	<p>History: Industrial Revolution. This unit builds on what was learnt in the British Empire Unit, but in this topic we look at Britain itself. We explore how Britain changed at this time, and the impact that this had on people's lives.</p> <p>Geography: Country case study (China). In this topic we look at the human and physical features of China. We learn about population, urban growth, trade deforestation and the different geographical features of the landscape, among other topics. These help us to explain China's current position on the world stage.</p> <p>History: World study (Russia). We take an in-depth look into Russia's History, from early Medieval Rus to the fall of the Soviet Union. Throughout it all, we explore the role of leaders in Russia and the extent to which they have shaped its History.</p>	<p>Combined History and Geography: Migration through time. This topic explores the role that migration has played in Britain's History and prepares students well for the migration topic that they also continue in Year 8 Geography.</p> <p>Combined History and Geography local study: Oxford. In this topic we combine History and geography together to explore the chronology of the History of Oxford as well as the Geographical features of Oxford and the challenges it faces as a result of its Geography.</p>



RS

2020/21

CURRICULUM MAP

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Prior Knowledge & Skills from Year 7	Buddhism	Buddhism	Christianity	Christianity	Identity Project	Identity Project
	Students should have a knowledge of multiple religions, how the world was created and be familiar with certain religious terminology. Students should be able to debate and have the ability to show off their oracy skills.	We start the term by looking at the origins of Buddhism and we develop our understanding of Buddhist beliefs focusing on their views on life after death and animal rights.	We finish the term by looking at the life of a Buddhist monk, their views on Pacifism and a study of well known Buddhists.	In term 3 students explore Christianity looking at who Jesus is, the Bible and the importance of festivals, Christmas and Easter.	We finish the term by doing an in depth study of the Church and the Holy Spirit as well as looking at Christian attitudes towards key issues such as the environment, money and war.	In this term students explore their own identities. They look at who they are, where they are from, and what they think makes them who they are. They also start to look at their attitudes towards particular issues and themes.	In this term students continue the identity project from the first summer term.
Year 9	Prior Knowledge & Skills from Year 8	Sikhism	Sikhism	Theology	Religion and morality	Religion and global issues	Religion and crime
	Students should now be more reflective learners and be able to make substantial links to various religions. Students should also be able to identify the similarities and differences between the religions they have studied.	We start this term by looking at the origins of Sikhism and we develop our understanding of beliefs in Sikhism and the different ceremonies and celebrations.	We finish the term by looking at Sikh views of the environment, equality and the death penalty. Our understanding of the Sikh religion from the previous term helps us to explore key Sikh themes.	In this term we explore key theological debates that underpin many religions: arguments for the existence of God; the creation of the Universe; reasons for suffering.	This term looks at the philosophical debates surrounding the idea of morality. We explore different views about what makes something a good decision (utilitarianism; virtue ethics), as well as looking at what different religions believe about morality.	In this term we explore key global issues and how religions respond to these. Some of these global issues include poverty, the environment and human rights.	Our final Year 9 RS topic explores how societies respond to crime - why does crime take place, how is it dealt with, what is punishment etc. We also look at different religions and their attitudes to these questions.




History

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Prior Knowledge & Skills from Year 7	Causes of WW1, Battles and weaponry	Life in the trenches, Treaty of Versailles, causes of WW2.	WW2 Turning points	Holocaust	Britain's Journey to Democracy	Britain's Journey to Democracy
	Students should be able to talk about events that occurred in Medieval times using chronological skills. Students will be capable of making synoptic links between History and the other Humanities subjects.	We begin to look at the causes of WW1, developing skills on judging importance and evaluating who was to blame for the outbreak of war.	Continuing on with WW1 the students look at what life was like in the trenches, this is supplemented by looking at war art and war poetry.. We look then at how the war came to an end, and the agreement made at the Treaty of Versailles before exploring reasons for WW2 and the role this Treaty played in that.	In this term, we look at major battles of WW2 through the analytical lens of whether each was a turning point, and for what reason, judging the significance of each, followed by an evaluation of which was the most significant.	Students study the hugely pertinent topic of the Holocaust with the help of Holocaust memorials. Students will look at the definition of the Holocaust along with Holocaust victims, and reasons for the persecution that took place.	Students will follow a thematic study that tracks the development of democracy from William's conquest in 1066 to enfranchisement of women in 1918. The focus is on the steady shift of power away from the monarch and towards the people.	This term sees the conclusion of the road to democracy. By the end, students should have a full understanding of the purpose of parliament and be ready to take their place as fully active citizens

Year 9	Prior Knowledge & Skills from Year 8	Crime and Punishment 1000-present	Crime and Punishment 1000-present	Crime and Punishment 1000-present	Crime and Punishment 1000-present	Crime and Punishment 1000-present	Crime and Punishment 1000-present
	British Social History 1066-1900 (Year 7) and British Political History - 1066-1900 (Year 8), will provide important context to Crime and Punishment Through Time.	Crime and Punishment: introduction and Saxon England. Exploring change and continuity over time.	Crime and Punishment in the Late Middle Ages. Exploring change and continuity over time. Constructing historical narratives.	Crime and Punishment in the Early Modern Era. Exploring change and continuity over time. Constructing historical narratives.	Crime and Punishment in Industrial Britain Reaching informed historical judgements. Using sources to investigate and understand the past.	Case Study: Whitechapel in the late 1800s. Reaching informed historical judgements. Using sources to investigate and understand the past.	Case Study: Whitechapel in the late 1800s. Summarising change and continuity over time. Analysing and evaluating historical sources.

Year 10	Prior Knowledge & Skills from Year 9	The American West c1830-1890			Weimar and Nazi Germany 1918-1939		
Year 11	<p>All previous content will be assessed as part of the GCSE.</p> <p>History of the First World War, Second World War and Holocaust (year 8) to contextualise material on Germany 1919-39.</p> <p>British Social History - England in the Early Modern Era (Year 7), British Political History - England in the Reformation Era (Year 8), British Judicial History - Crime and Punishment in the Early Modern Era (year 9) as part of the contextual understanding of Elizabethan England.</p> <p>All previous historical skills will be assessed as part of the GCSE.</p>	<p>The Rise of the Nazi Party: Hitler's Asdcent to Power</p> <p>Using sources to investigate and understand the past.</p> <p>Analysing and Evaluating historical interpretations.</p>	<p>Life in Nazi Germany</p> <p>Using sources to investigate and understand the past.</p> <p>Analysing and Evaluating historical interpretations.</p>	<p>Life in Elizabethan England and the Challenges Faced by Elizabeth.</p> <p>Interleaved: Crime and Punishment in the C20th</p> <p>Explaining the significance of factors leading to change and continuity.</p> <p>Building a line of reasoning when reaching historical judgements.</p>	<p>Elizabethan Society At Home and Abroad</p> <p>Interleaved: Crime and Punishment in the C20th</p> <p>Explaining the significance of factors leading to change and continuity.</p> <p>Building a line of reasoning when reaching historical judgements.</p>	<p>Revision</p>	<p>Pathways Afterwards </p> <p>Qualification: A-levels in history, politics, philosophy and sociology will all draw directly on skills and knowledge acquired in the history GCSE.</p> <p>Career: Pathways in law and social work draw on the content of the history GCSE.</p> <p>Any pathway that involves analytical, presentation or discussion skills will also welcome candidates with a good GCSE in history.</p>
<p>Extra Curricular Activities</p> <ul style="list-style-type: none"> • Crime and Punishment Trip: London - the Clink Prison, Whitechapel Walk • Berlin Trip: exploring themes from Weimar and Nazi Germany. 							



Geography

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Year 8	Prior Knowledge & Skills from Year 7	Moving Stories	Into Africa	Changing my world	Russia and Development	Coasts	What's the use?
	Students are capable of making links to other Humanities subjects. Students will have a good knowledge of geographical terminology, human and physical geography topics, and topical issues i.e climate change.	Students look at various immigration policies, why people emigrate and will look at the impact of the UK leaving the EU and Brexit. Students will debate topical issues and develop their oracy skills.	Students will extend their locational knowledge and deepen spatial awareness of Africa, focusing on environmental regions, key physical and human characteristics, countries and major cities.	Students will look at the causes of climate change, classify them into natural and human causes. Students will have the opportunity to look at the impacts of climate change on people in the UK and worldwide. Students will design ways to mitigate climate change.	Students explore Russia's Geography and how it varies substantially to other countries. Students investigate Russia's climate, resources, history and political relations with other countries.	Student will explore coastal landscapes in this term. They will learn that the coast is shaped by a number of physical processes Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.	In this unit, students explore the intrinsic link between food, water and energy and learn how they are fundamental to human development. Students analyse data sets, detect patterns and relationships in the data and will attempt to explain why the demand for resources is rising globally, that supply can be insecure and this may result in conflict.
Year 9	Prior Knowledge & Skills from Year 8	The Challenge of Natural Hazards: Tectonic Hazards Weather Hazards Climate Change			Ecosystems	Rivers	Coasts
	Students will be able to discuss issues that affect society. For example, immigration policies, where to protect from rising sea levels, climate change and the energy shortage dilemma. Students will also be able to address misconceptions and tackle bias in the media.	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes The effects of and responses to tectonic hazards vary between areas of contrasting wealth Management can reduce the effects of tectonic hazards.	In this unit we look at the global atmospheric circulation system. The structure, features and distribution of tropical storms. Mitigating the impacts of tropical storms.	Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change)	Ecosystems exist at a range of scales and you will understand the interaction between living and nonliving components. Tropical Rainforest - deforestation has economic and environmental impacts Tropical rainforests need to be managed sustainably. Hot Deserts - opportunities and challenges in the desert as well as plant and animal adaptations to this environment.	The water cycle and its impact on our supply of drinking water. Review of key river landforms, including waterfalls and meanders. Investigating river floods and how the effects differ between countries.	Explored in this unit are the processes taking place along the coastline and how this influences changes at the coast. Review of key coastal landforms, including beaches. Investigating coastal floods and how the effects differ between countries.

Prior Knowledge & Skills from Year 9	Urban Issues & Challenges	The Development Gap	Resource Management	Resource Management (Food)	Resource Management (Water)	Resource Management (Energy)
<p>Students will now know about the physical geography topics we student at GCSE. Students will have knowledge of tectonics, ecosystems, rivers, coasts and climate change.</p>	<p>In this unit we explore the range of issues that built up areas experience. We particularly look at two urban areas- Bristol and Rio de Janeiro. We look into social, environmental and economical issues people in these areas have to deal with on a day-to-day basis. For example, crime, pollution and unemployment.</p>	<p>In this unit we investigate the rich/poor divide around the world. We look at why some countries are getting richer, whilst some countries remain quite poor. We look at the standard of living and the quality of life in various LEDCs and MEDCs. We examine the development indicators e.g literacy rate, birth rate, death rate and also link issues people face to the ever growing population problem.</p>	<p>This unit explored the current and future challenges of food, water and energy. Students look at the significance of food, water and energy to economic and social well-being.</p> <p>An overview of global inequalities in the supply and consumption of resources is a major focus.</p>	<p>Students look into the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</p>	<p>We continued with our second theme and examined sustainable water management strategies such as the participatory groundwater management scheme in India.</p> <p>We also debate whether the reservoir in Oxford should be built or not. This develops students oracy skills.</p>	<p>Our third focus looked at the various forms of energy production and examined the world's energy crisis. We looked at renewable energy sources and delved into the debate around nuclear power. We focus on Chernobyl and ask students to decide upon their energy mix fo the UK.</p>
Prior Knowledge & Skills from Year 10	Rebranding places (Surveying unit)	Issue evaluation	Geographical enquiry	Fieldwork skills	Geographical skills	Possible careers
<p>Students will hopefully have the ability to use cartographic skills, numeracy skills and be able to weigh up whether projects should go ahead or not. Students should also have a good general knowledge of both physical and human geography.</p>	<p>Students will do a local study about the Upper Reaches Hotel in Abingdon. We will visit the site and in their groups students will decide on what they would do with the site if they owned it. This unit is sponsored by CSTT and prizes are available for the best projects. Students will present their work.</p>	<p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</p>	<p>Students apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.</p> <p>Students select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</p>	<p>This unit covers their fieldwork skills where students plan and conduct an investigation on a river. We look at how the river changes from source to mouth. Students will learn how to use the various fieldwork equipment and will work in teams to conduct the fieldwork.</p>	<p>In this unit we look at various key geographic skills. We analyse, interpret and evaluate various types of visual presentations and maps. Students learn how to read 6 figure grid references and look at the various different scales for OS maps.</p>	<p>Pathways Afterwards</p> <ul style="list-style-type: none"> ● GIS analyst ● Military ● Police ● Travel agent ● Flight attendant ● Urban planning ● Surveying ● Teaching ● Climatologist ● Demographer ● Cartographer
<div data-bbox="105 1096 561 1158" style="background-color: #FFD700; padding: 5px;">Extra Curricular Projects</div> <ul style="list-style-type: none"> ● Humanities symposium ● Sorrento trip (Italy trip)-Pompeii/Vesuvius ● Walkers crisps packet recycling scheme ● Climate Change project ● Volcano model making ● Surveying project- Upper Reaches Hotel 						