

Humanities Year 9/10 Transition - Introductory unit to KS4 Continents and Oceans

Aim: This two week unit (taken during the summer transition from year 9 to year 10) introduces students to the skills required to follow certificated coursework and is an opportunity for the class teacher to assess student's individual needs.

Qualifications taken:
AQA 71218 Continents and oceans

Students revise continents and oceans in order to contextualise where places are on the planet. Students will collect data through independent research. Some students will need more support and will use secondary sources provided by the teacher. They will improve map, diagram and table reading skills and begin working to a given set of criteria. They create a jigsaw for KS2 children to complete. Students begin to take a more active role in self-assessment and the improvements they need to work on to progress their learning.

Humanities Year 10 - Unit 1: History Anglo-Saxons

Aim: For students to study an aspect in British history that consolidates and extends their chronological knowledge from before 1066. Students develop the skillset required to complete coursework criteria and begin to learn the skills and techniques necessary for effective fieldwork at an historic site.

Qualifications taken:
AQA 85987 Anglo-Saxon Life
AQA 97488 History: A Site Study

During this unit students will be introduced to the idea that people from other societies have been coming to Britain for a long time. They consider the contribution Anglo-Saxons had on the development of the culture and way of life in Great Britain. This includes learning how the Anglo-Saxons selected and supported suitable settlements and they compare the lives of everyday folk with how we live today. There is a strong emphasis on students investigating issues and solving valid historical questions.

There are cross-curricular links with students developing their geographical knowledge with the use of maps and graphs and their literacy by learning the importance of mythological stories such as Beowulf. Students translate Anglo-Saxon into English by creating their own Enigma machines! They learn how the Anglo-Saxons gradually converted from Paganism to Christianity and they learn about their clothes through role

play and by crafting their own weaving. They also have fun learning about Anglo-Saxon music and playing the games that were popular at the time.

Visit to West Stow Anglo-Saxon Reconstruction Village for unit coursework

Students visit an historical site as an introduction to fieldwork studies. Here, they become history detectives looking for clues as to how the Anglo-Saxons lived whilst learning how to select and record evidence which can be analysed and evaluated in the classroom.

Humanities Year 10 - Unit 2: Religious Education Christian Places of Worship

Aim: For students to investigate the significance of places of worship to Christians through varied experiences. They improve their ability to reflect on and express their own ideas and those of other people with increasing clarity. They begin to develop their ability to consider and discuss people's religious views which might be different from their own.

Qualification taken:

AQA 12796 Christianity: Places of Worship

During this unit, students consolidate their knowledge of Christian customs and symbols through art. They learn about the features of a traditional Christian place of worship. As part of the unit they create a project on **Norwich Cathedral** which includes a **visit** to help them consider the impact such a magnificent building may have on Christians and non-Christians alike. Students investigate whether churches are necessary for Christian worship, with a brief exploration of alternative venues.

Students will develop independent, reflective thinking and will have opportunities to express their own views. They will take part in a **forum** posing their own questions to practising Christians to find out their views on their faith and worship. During the unit they will need to carefully listen to others and be able to report and empathise with opinions that differ from their own. The unit will help them to be respectful in situations and with people they may not have come across before. They will reflect on what they have learnt about themselves and others throughout the course.

Humanities Year 10 Unit 3 Geography: Two options depending on ability:

Option 1: Earthquakes and Volcanoes

Level 1 for more able students

This unit is for students capable of achieving GCSE work at C grade but who are unable to commit to a two year course.

Aim: Students will improve their understanding of how physical geography can affect human settlement and learn the location of areas with volcanic and seismic activity. They will begin to understand, through the use of detailed, place-based exemplars, the key processes in plate tectonics. They will develop their understanding of globes, maps and atlases and apply this knowledge in their answers.

Qualification taken:

AQA 81011 Earthquakes and Volcanoes

During this higher level unit students evaluate and analyse geological data to investigate where and why volcanoes and earthquakes happen on the planet. They consider the benefits of living in a volcanic area such as hydrothermal power, rich farming soil and tourism. They improve how they communicate and present geographical information through the use of maps, diagrams, IT and the writing of more extended answers. They also learn about the hazards of living in volcanic and seismic areas such as damage to infrastructure and the loss of life (including the tragic events of the Boxing Day Tsunami). They complete an in-depth study of the eruption of Montserrat and present their findings independently using IT.

During this scheme students will also take part in team building, problem-solving activities such as saving the dog from the erupting volcano and building a structure able to withstand a Mrs Gilman earthquake for more than ten seconds!

**Humanities Year 10 Unit 3 Geography -
Option 2: Double unit: Study a Self-Chosen Country and Volcanoes
For students working below a level 1**

Aim: To learn about the location and different features of a country of their choosing using maps and globes and to research and present social and geographical information more independently. To improve their geological understanding of volcanoes and earthquakes and to consider the positive and negative impact geological processes can have on human settlements.

Qualifications taken:

1. AQA 77509 Study of a Self-chosen Country

Students choose which country they wish to study. They find out how many people live there, what language they speak, major religions, money they use and use atlases and digital maps to locate mountains, rivers, capital cities and modes of transport. During this course they are taught how to manipulate images to create stunning digital art work. At the end of the unit, they are encouraged to give a short presentation of their findings to their class.

2. AQA 70885 Volcanoes

During this Earth processes unit, students learn about the structure of the planet, the geological processes that shape it and the effects of volcanoes on human settlement. They will extend their ability to use secondary sources of information including geological diagrams, maps and tables and begin to draw their own annotated and labelled diagrams. Some students will be able to progress further by learning to identify information from more than one source to write extended answers. Students take part in team building, problem-solving activities such as saving the dog from the erupting volcano and building a structure able to withstand a Mrs Gilman earthquake for more than ten seconds!

Humanities Year 10 Unit 4: Religious Education

Introduction to Islam

Aim: To introduce students to the Islam faith and encourage them to respond to different religions and worldviews in an informed, rational and insightful way.

Qualification taken:
AQA 76775 Introduction to Islam

This unit introduces Islam and the way of life for Muslims with the students learning the name of the Muslim God, Islamic symbolism and where and how Muslims worship. Essential to the coursework, is a **visit to a Norwich mosque** and a chance to speak with and question Muslims about their faith. We go beyond the criteria set by the AQA award: teaching students about the Five Pillars which are the fundamental laws and beliefs of Islam. Finally, students will have the opportunity to reflect on their earlier perceptions of Islam and take part in a discussion on what their opinion is now they have a little knowledge and have talked with local Muslim community members.

Humanities Year 11 Unit 5: Geography

Introduction to River Processes: level 1

Aim: This level 1 unit will develop student's understanding of their environment and the geographical processes that shape it within the context of a local river system. Students develop their skills of collecting, analysing and presenting their conclusions from the primary data they collect on fieldtrips as well as secondary sources they find in maps, books and online.

Qualification taken:
AQA 105434 An introduction to River Processes

Students learn about the features and processes of rivers through class work and practical investigations as well as visiting two locations of a local river to complete fieldwork investigations. They interpret the collected data to produce a booklet of analysis and evaluation. Students use Ordnance Survey maps in the classroom and the field: improving their use of grid references, scale, topographical and other thematic mapping, and aerial and satellite photographs. They also use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Always a popular activity, the fieldwork takes place at **Stakebridge Beck at Swanton Abbott** as a source tributary to the River Bure, where students can safely get into the water to complete their investigations (Welly boots essential). We then move on to the **River Bure at Coltishall** where the river is now in its middle course. Here, students will be

walking and observing only, as the river is too deep to do any fieldwork, but there are great examples of erosional and depositional meanders to look at.

Humanities Year 11 Unit 6: History

Henry VIII

Aim: To extend students' chronological knowledge beyond 1066 by learning about Henry VIII and the reasons why this notorious British king married so many times. Students develop their historical skills by comparing aspects of Tudor England with life today and through independent research to 'teach' their class facts about one of Henry's wives.

Qualification taken:
AQA 75128 Henry VIII

This short unit of work will develop an awareness of the past and progress student's use of common words and phrases relating to the passing of time. They identify similarities and differences between Tudor life and that of today by comparing homes, music, leisure and taste testing food! They become archaeologists for the day using the clues to work out what and how Tudor objects were used. They consolidate their knowledge of Henry VIII and develop their political understanding by investigating why he went through so many wives. They are encouraged to ask questions as well as answer them and students will improve their ability to present their findings to the rest of their class in a clear and concise way. Students visit **Strangers Hall in Norwich** to experience a little of what it was like to live in Tudor England. (We also visit **The Tower of London** during our KS4 residential visit to London.)

Humanities Year 11 Unit 7: Religious Education

Introduction to Hinduism

Aim: To find out what it means to be a Hindu and to learn some of the practices of Hindu daily worship. Students learn about a religion that has more than one god including an in-depth study of one of the important stories of Diwali. They also develop their ability to express their own views and listen to other people's opinions with respect.

Qualifications taken:
AQA 12842 Hinduism: Beliefs and sources of Authority
AQA 12844 Hinduism: Worship

During this double unit, students develop their knowledge of how Hindu's worship. This includes their beliefs about the Trimurti and the basics of reincarnation, karma and dharma. They learn about the design of mandirs (temples) and create their own ink and

silhouette mandir pictures. Students explore the meaning and use of shrine objects and symbols such as murti and Om through a brief study of puja in the home. They learn about Hindu holy books and take a deeper look at the story of Rama, Sita and the Monkey King which is integral to the festival of Diwali. We have fun creating Rangoli silk paintings and inventing our own avatars for a Top Trumps game to play with their class! At the end of the unit, students develop their ability to offer and support a personal opinion about what they have learned.

Humanities Year 11 Unit 8: History Ancient Egypt

Aim: To improve the skill set necessary for further education through the exploration of an ancient civilisation. To improve student's chronological understanding of when Egyptians were at their most powerful and to learn about their beliefs and way of life.

Qualification taken:
AQA 78501 Ancient Egypt

This unit was chosen by previous students as a favourite time in history to learn about. They explore the reasons why this great civilisation built up around the River Nile. They develop their ability to identify and select suitable sources of information when writing extended answers. They discuss the cultural differences between religions and times in history by studying the ceremonies and beliefs around death by using real tomb paintings depicting the rituals needed to reach the afterlife. We learn how they mummified people and make our own mummy tomatoes!

Students have fun building their own pyramids out of sugar cubes in order to find out the difficulties faced by Egyptian architects. They continue to improve their geographical knowledge through the use of atlases and Google Earth maps. Students learn how archaeologists interpret artefacts to find out about ancient people and **visit Norwich Castle** or **The Lynn Museum at King's Lynn** to look at their wonderful Egyptian exhibits.

Humanities Year 11 Unit 9 History/PHSE: Racism and the Holocaust

Aim: To learn about the genocide of people during a time in history that is still in living memory. To further develop students' understanding of prejudice and discrimination and to improve their ability to examine sources of information for bias and interpretation.

Qualification taken:
AQA 72563 Racism and the Holocaust

This powerful unit is taught at a time when we feel students are able to comprehend and empathise with such a terrible event in world history. Students consider the difference between prejudice and discrimination and learn how Anti-Semitism was indoctrinated into a nation's psyche with the rise of Hitler before the war. They interpret and reflect on various original sources of information and begin to consider whether they are biased or true reflections of events. They study key points in the Holocaust such as Kristallnacht (Night of Broken Glass) and the Wannsee Conference where German Officials discussed the Final Solution and sealed the fate of millions of Jews. They learn of the worsening conditions of the Warsaw ghetto and finally we look at life in the concentration and death camps.

To support learning we use actual news footage, excerpts from films such Conspiracy and Band of Brothers and they watch the whole of The Boy in the Striped Pyjamas. If parents or carers have any concerns about this unit, please contact Mrs Gilman to discuss. As part of our residential trip to Edale in the Peak District (available to KS4 students) we **visit The Holocaust museum at Newark.**

Humanities Year 11 Unit 10 Geography: Journeys by Road in Britain

Aim: To improve students ability to find their way around Britain for when they learn how to drive. To learn how to use road maps effectively and how to plan journeys.

Qualification taken:

AQA LE5922 Journeys by Road in Britain

Completion of this unit depends on the Year 11 schedule as they may be too busy with other curricular activities! Students learn how to read maps, road signs and map symbols. They use the index to find various places and learn the differences between A roads, B roads and motorways. Students plan journeys from city to city using either motorways or non-motorway routes. During this unit, we **visit Ely** as this is one of the closest cities to Norwich and have a lovely day visiting **Ely Cathedral and Oliver Cromwell's house.**

