St Dominic's School
Curriculum Plan

Subject	Humanities	Year Group	Year 9
Subject Intent	In Year 9 pupils will study two topics in each of the following disciplines: Geography, History and Religious Studies. <u>Geography</u> • *Africa: Opportunities and Challenges* • *How does ice change the world?* <u>History</u> • *History of the USA: 1900-1940* • *The First World War* <u>Religious Studies</u> • *Humanism* • *Christianity 3* Knowledge is accumulated through listening and reading in the classroom, at home and on a series of field trips designed to address the need of many of the school's pupils to experience in order to remember. As they study these topics, pupils will also be developing some key skills in critical thinking: • The ability to collect a variety of evidence to support an argument; • The ability to frame valid questions; • The ability to reflect on other people's ideas and adapt their own in the light of them. The work will also allow pupils to accumulate six AQA Unit Awards for their Portfolio of Achievements.		

St Dominic's School
Curriculum Plan

Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1	History of the USA: 1900-1940	**Knowledge** What do you know about the USA? How did the USA become the most powerful nation? Why did the USA become hostile to immigrants? Why did prohibition fail? How did the USA respond to the Great Depression? How successful was the Civil Rights movement? **Skills** I can ask relevant questions about sources of information from the past. I can use my knowledge of the past both to construct narratives and to support an analysis. **Enrichment** Visit to American Military Cemetery at Brookwood. Opportunity to interview a US citizen. **Resources** Aaron Wilkes, *America 1920-1973: Opportunity and Inequality (Pupil textbook)* Aaron Wilkes, *America 1920-1973: Opportunity and Inequality (Curriculum and assessment planning guide)*	**Tier 2** Constitution Migration Bar chart Amendment Stocks and shares Bankrupt Recession Trade Union **Tier 3** Constitution Federal Manifest Destiny Gilded Age Ku Klux Klan Eugenics Prohibition New Deal Supreme Court	**Building On** Pupils will be building on the skills they have developed in their study of British history during Years 7 and 8 – to develop chronologies, to collect and assess evidence, to look for causes and consequences, and to begin to explore the history of another society. **Building Towards** Pupils going on to GCSE History will build on their knowledge of American history when they study *Britain: Migration, Empires and the People 790-Present* and *Conflict and Tension in Asia 1950-75*.

St Dominic's School
Curriculum Plan

Autumn 2	Africa: Opportunities and Challenges	**Knowledge** What are the opportunities and challenges facing Africa? What is the physical landscape of Africa? How has Africa's past shaped its present? What is the pattern of climate and biomes in Africa? What are the challenges and opportunities of population change in Africa? Does China want to help develop Africa? **Skills** I can use my geographical knowledge to develop an understanding of Africa's context. I can use that knowledge to understand geographical processes at work in Africa. **Enrichment** Opportunity to interview an Africans **Resources** David Gardner, *Geography Key Stage 3* Unit 12	**Tier 2** Colonisation Imperialist Berlin Conference Migrate **Tier 3** Desertification	**Building On** Pupils will be building on the map reading skills they developed in Year 7 and the knowledge of natural resources and population change that they accumulated in Years 7 and 8. **Building Towards** Pupils going on to GCSE History we build on this knowledge when they study *Britain: Migration, Empires and the People 790-Present*.
Spring 1	Humanism	**Knowledge**	**Tier 2** Science	**Building On**

St Dominic's School
Curriculum Plan

		What is a Humanist? What is the purpose of life? Can you be good without gods or religion? Where do moral values come from? How do Humanists mark life's big events? Do all Humanists believe the same things? **Skills** I can assess the role of Humanist ideas in shaping public morality in Britain today. I can use other people's worldviews to help me think about my own. **Enrichment** Opportunity to interview a Humanist. **Resources** SACRE page 112 Michael Rosen & Annemarie Young, *Understanding Humanism*	Evidence Curiosity Empirical Natural selection The Big Bang Empathy Critical thinking Human rights **Tier 3** Humanist Humanism Atheism Agnosticism Rationalism Secularism The Golden Rule	Pupils build on their growing knowledge of the beliefs of a number of religions to explore the worldview of some of those who reject the idea of a deity. **Building Towards** Pupils will be able to build on the knowledge they have gained in this study of Humanism when, in Year 11, they address ethical issues around Peace & Conflict and Families and Relationships as part of the GCSE Religious Studies course.
Spring 2	How does ice change the world?	**Knowledge** How does ice change the world?	**Tier 2** Abrasion Ice Age	**Building On** Pupils will be building on what they learnt in Year 8 about the way in which the sea shapes the coastal

St Dominic's School
Curriculum Plan

		How and why do glaciers form and move? How do glaciers change landscapes? How are landforms shaped by glacial erosion? How are landforms shaped by glacial deposition? How do people use glacial landforms? **Skills** I understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. I can interpret a range of geographical information, including maps, diagrams and aerial photographs. **Enrichment** University of Worcester glaciers virtual fieldtrip. **Resources** David Gardner, *Geography Key Stage 3* Unit 13	**Tier 3** Zone of accumulation Zone of ablation Crevasses Snout Plucking Striations Moraine Meltwater Corrie U-shaped Valley Misfit river Truncated spur Hanging Valley Ribbon lake Glacial till Terminal moraine Lateral moraine Medial moraine	landscape to develop an understanding of how glaciers have shaped the landscape of large areas of the world including the UK. **Building Towards** Knowledge of the importance of glaciers will inform pupils' learning about climate change in KS4.
Summer 1	Christianity 3	**Knowledge** What is evil? If there is a God, why does he allow evil?	**Tier 2** Suffering Natural disaster Practical response Charity	**Building On** Pupils will be building on the knowledge of Christianity they have acquired throughout KS2 and in Years 7 and 8.

St Dominic's School
Curriculum Plan

		What do Christians mean when they describe Jesus as the 'Suffering Servant'? What does Augustine say about evil? What did John Hick say about evil? How should we respond to suffering? **Skills** I can use information from sacred texts and subject specific vocabulary to discuss worldviews. I can consider how beliefs affect the life of believers. . **Enrichment** Opportunity to discuss the issue with a Christian **Resources** SACRE – page 109 Victor Watton & Robert Stone, *Beliefs in Action*	**Tier 3** Moral evil Natural evil Omnibenevolent Omnipotent Free will Intercession	**Building Towards** Pupils will develop their understanding of this theme further in Year 10 when they study Christian beliefs about the Fall and the Suffering of Jesus as part of the GCSE Religious Studies course.
Summer 2	The First World War	**Knowledge** Why did the First World War start? Why did men volunteer? What was it like in the trenches?	**Tier 2** Alliance Ally Arms race Death toll Long-term Short-term	**Building On** Pupils will be building on the skills they have developed in their study of British history during Years 7 and 8 – to develop chronologies, to collect and assess evidence, to look for causes and consequences,

St Dominic's School
Curriculum Plan

		Why was Harry Farr killed? Why were Indians fighting in France? How did countries try to avoid more wars? • **Skills** I can make connections between local, national and international history. I can make connections between economic, military, social and cultural history. **Enrichment** Overnight trip to Ypres or day trip to IWM. **Resources** Aaron Wilkes, *Technology, War and Independence: 1901-Present Day* (Pupil textbook) Aaron Wilkes, *Technology, War and Independence: 1901-Present Day* (Curriculum and assessment planning guide)	Annex Assassinate Armed forces Censorship Cowardice Propaganda Stalemate **Tier 3** Imperialism Militarism Nationalism Conscientious objector Conscription Enlist Hand grenade No man's land Trench Shell Trench foot Shrapnel Court martial Firing squad Shell shock Desertion ANZAC	and to begin to explore the histories of other societies. **Building Towards** Pupils going on to study GCSE History will build on this knowledge of the First World War to explore its impact on Germany. All pupils will be able to use this knowledge as they consider the ethical issues of Peace and Conflict in their GCSE Religious Studies course.