

Woolton High School

Humanities

Curriculum Intent,  
Implementation and  
Impact

## Geography

### Intent

To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

### Implementation

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

While Ofsted recognises that there is no single way of achieving a good geography education, the report identifies some common features of a high-quality curriculum. For example:

1. Teachers **break down curriculum content** into component parts for curriculum content, teachers consider pupils' prior knowledge and experiences. Furthermore:
  - Teachers recognise that building pupils' knowledge of locations, or '**where's where**', helps them build their own identity and sense of place.
  - Sufficient teaching time is allocated to cover the breadth of subject knowledge, and school leaders give careful thought to how geography is timetabled.
2. **Fieldwork includes data collection, analysis and presentation.** The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes.
3. Pupils see that **geography is a dynamic subject where thinking and viewpoints change.** Teachers correct pupils' misconceptions through secure subject knowledge and effective teaching approaches.
4. Key links to Maths and Science are covered in conjunction with their current topics.

Map Skills	Maps	Physical	Human	Fieldwork	Liverpool Link
HOTCLUBS	Local area Ariel Map	Rivers, Mountains,	Population, C Change, Wealth	Weather	White Star River Seven Hills
Direction and scale	UK	Energy Resources	Weather and Climates	Weather data collection	
Contours	UK	Tourism	Tectonics, Mountains, Glaciers, Rock Cycle	Sculpture Art Link	
2 fig	Continents	Global Warming	Natural Disasters	Cause, effects, prevention (History Link)	
4 fig	Countries	Population and Development	Link to all of the above	Migration route and UK	
6 Fig	Chosen Country	Pupils will pick a country that they wish to travel to but they can only travel by train, bus or bike. Using the map skills, human and physical knowledge they have acquired they will also plan a different route home.			

<b>Locational Knowledge</b>		
Name and Locate 7 continents and 5 oceans	Locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities.	Spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
4 countries, capital cities and seas surrounding the UK	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and how they have changed.	
<b>Human and Physical</b>		
Seasonal Weather in hot and cold areas	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
Key vocab to name land use for physical and human	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
<b>Geographical skills</b>		
World Maps, Atlas and Globes	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
Simple Compass and directional language	Use eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
<b>Skills and Field Work</b>		
Ariel Maps Simple Human and Physical Fieldwork data from a range of sources	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

## Art

### Intent

To engage, inspire and challenge pupils, to develop a range of techniques to create their own works of art.

### Implementation

1. Take inspiration from the greats
2. Develop Ideas in conjunction with creative techniques
3. Master skills and techniques

### **Recommendations from: Making a mark: art, craft and design education 2008–11**

- explore how teachers of the subject may be assisted in securing **subject-specific professional development**
- build on pupils' experiences and **creative development in the EYFS more effectively in primary** and secondary schools
- **increase pupils' confidence and creativity in drawing** by widening the repertoire of teaching approaches, including teaching adventurous drawing for all
- strengthen links with related subjects, particularly design and technology, and build sustained partnerships with art galleries and creative practitioners
- improve the quality of information, advice and guidance given to pupils, **parents and carers** about external opportunities for subject enrichment
- support subject leaders in articulating and evaluating their specific contribution to the **creative and cultural development of all pupils.**

Genre	Great Artists Past	Liverpool Artists Present	Medium
North America Artists	Keith Haring Jackson Pollock Andy Warhol Edward Hopper Shepard Fairly	Paul Curtis	Draw – lines, shapes Colour- primary/secondary
South America	Freda Kahlo Joaquin Torres Garcia Carlos Paez Vilaro Beatriz Milhaes Leona Carrington	Maricarmen Smith	Recap over Colours/Lines/Shapes Organic Shapes – Prints
Africa	Esther Malangu Ghada Amer Chike Obeagu Gosette Lubondu	Sumykhadda	Geometric shapes Colour Photographing – framing
Europe	Lowry Matisse David Hockney Paul Klee	Dirty Hans	Draw – choice Paint – choice Sculpt – Plastic bottles/cardboard Photography -Collage – choice
Asia	Wayang Rangoli Manga/Anime Batik <b>Chila Kumari</b>	Chila Kumari	Sculpture – Paper puppets and silhouettes Floor- Art (Autumn link with VOP) Photography - Six word memoir Textiles – Dyeing with wax
Oceania	Lundas Lapa Yinam People Martin Hill Ricky Maynard Tony Albert Sally Gabori George Tjungurrayi		Photography – creating your own landscape -Everyday people Painting – Colour circles Drawing – white on colour

## History

### Intent

To creatively and critically investigate, interpret and learn from the past.

### Implementation

**Based on Ofsted Research Review – History July 202**

#### **Curriculum design**

1. Planning will take account of pupils' prior knowledge (substantive and generative) and develop their knowledge over time. Particularly with reference to 'then and now' using Liverpool links to the topics that are being covered.
2. Teaching will focus on important content. This content will be revisited frequently, pupils will be given regular opportunities to retrieve their knowledge. There will be a link to film productions that cover the topic. This is to encourage a 'family' approach to learning in the home.
3. Pupils will be offered the opportunity to identify their own misconceptions, then construct historical accounts and arguments. There will be key links to the development of skills in English.

#### Long Term Plan

<b>History</b>	
Year 7	
Thematic approach to Imperialism and Rights	Norman Conquest / Independence Day/Magna Carta Slavery
Year 8	
Thematic approach to the Rights, Religion and Imperialism (War)	Henry VIII Reformation / Genocide WW1 WW2
Year 9	
Thematic approach to rights, crime and punishment and Militarism	Peasants Revolt, Women's Rights and Vietnam War

## Curriculum Map

<b>History</b>				
Topic	Substantive	Generative Skills	Theme	Experience Link
Intro Anglo Saxons	Arrival – Key Milestones – Departure STEEP	Chronology WWWWWH Evidence evaluation Own version Then-now - Liverpool	Change and Continuity Development of Political Ideas	<a href="https://www.liverpoolecho.co.uk/news/liverpool-news/are-scousers-vikings-10853765">https://www.liverpoolecho.co.uk/news/liverpool-news/are-scousers-vikings-10853765</a>
<b>War</b>				
Normans	Power struggle Challenge and response – Feudal, castles and Domesday	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Interconnectedness of societies	<a href="https://www.historyofliverpool.com/west-derby-castle/">https://www.historyofliverpool.com/west-derby-castle/</a>
WW1	Causes Recruitment and propaganda Trench warfare Weapons Staff Battle of Somme Treaty of Versailles	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Cause and effect Belief Systems	<a href="https://www.liverpooltownhall.co.uk/hall-of-remembrance/">https://www.liverpooltownhall.co.uk/hall-of-remembrance/</a>  <a href="https://www.bbc.co.uk/news/uk-england-merseyside-57006178">https://www.bbc.co.uk/news/uk-england-merseyside-57006178</a>
WW2	Alliances and Allies Key events Phoney war, Blitzkrieg and Dunkirk Peral Harbour	Chronology WWWWWH Evidence evaluation Own version Then-now - Liverpool	Political institutions Chronology Actions and consequences	<a href="https://www.iwm.org.uk/history/the-liverpool-blitz">https://www.iwm.org.uk/history/the-liverpool-blitz</a>
<b>Fighting for Rights</b>				
Magna Carta	Accession and problems Magna Carta Short Term and Long term Historical evidence and views	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Political institutions Actions and consequences Short and Long	<a href="https://gal-dem.com/toxteth-riots-1981/">https://gal-dem.com/toxteth-riots-1981/</a>
Peasants Revolt	Causes, triggers, role of women and aftermath	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Growth and Change	<a href="https://www.bbc.co.uk/news/av/uk-53728468">https://www.bbc.co.uk/news/av/uk-53728468</a>
Abolition of the Slave trade	What was the Slave trade? Key players and cases in the Abolition Journey to abolition Similar ‘uprisings’	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Political institutions Actions and consequences Growth and Change Short and Long	<a href="https://www.historytoday.com/history-matters/liverpool%E2%80%99s-slave-trade-legacy">https://www.historytoday.com/history-matters/liverpool%E2%80%99s-slave-trade-legacy</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqv7hyc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqv7hyc/revision/1</a>
Women’s struggle to vote	Women’s rights 1800 and early reform Suffragettes and Suffragists Cat and Mouse act –Key figures	Chronology WWWWWH Evidence assessment Own version Then-now - Liverpool	Growth and changes in societies, development of political institutions and ideas, belief systems	<a href="https://ymliverpool.com/liverpool-suffragette-protest/33814">https://ymliverpool.com/liverpool-suffragette-protest/33814</a>



## Music

### Intent

Our vision is to enable children from all backgrounds to have the opportunity to learn how to: control sound musically, to make music with or for others and to have the opportunity to progress to the next level of excellence.

### Implementation Plan

- We want and will encourage pupils to sing, play, listen to or create sound at every opportunity.
- We will use personal development skills at every opportunity to help with motivation, autonomy and mastery. With key links to other creative genre such as Art.
- We will use digital technology to enhance students' ability to create and analyse music. This means students in music classrooms who use technology can look at it as another instrument. It also allows teachers to differentiate, or make learning meaningful to all students

### Long Term Plan

Music – Listen, Sing, Play and Compose through:	
Year 7	Listen to a range of Genres Learning the elements of music through simple percussion and timbres/phones Using those elements to play and compose simple rhythms and melodies using simplified notation Learn to play with others Use simple sound technology to support their progress and augment their learning experiences
Year 8	Listen to a range of Genres Learning the elements of music through simple percussion, keys and guitar /phones Using those elements to play and compose more complex rhythms, melodies using chords and baselines Learn to play a range of instruments with others Use a range sound technology to support their progress and augment their learning experiences
Year 9	Listen to a range of Genres Combine all their learning autonomy as motivation to master their chosen instrument and use more complex sound technology to support their progress and augment their learning experiences. Learn to collaborate and produce with a range of style or instruments

## Music

Year 7 Music A North America	
Instruments	Percussion – Body, Djembe, Samba, (Phones)
Elements	Beat, Rhythm, Pitch ( Simple Notation) Tempo, Dynamics, Texture, Timbre (Tonality)
Listen	Beat Boxing Mas Que Nada Munni Badnaam Hui Lalit Pandit
Sing	Beat Boxing Mas Que Nada Munni Badnaam Hui Lalit Pandit
Play	Simple 4 bar rhythm using different drum pitches and hand techniques
Compose	Use Chrome or Drum to create and explore key elements that have been covered
Year 7 Music B South America	
Instruments	Percussion – Base and Keys (Piano, Keys, Xylo) Guitar and Phones
Elements and Theory	Rhythm and Pitch ( Finger Numbers ) (all others covered ) Scales , Chords and Melody
Listen	See Technical List MMC
Sing	Bart: Consider Yourself Trad. Nigeria: Gumama Big Mountain: Baby, I Love Your Way Trad.: Great Day Trad. Scotland: Baloo Baleerie Tshona: Throw, catch Trad. Abide With Me Trad. Hindi: Om Jai Jagdish Hare Brumley: I'll Fly Away
Play	Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave
Compose	Use MIDI Keyboard for percussion and keys on Audacity
Year 8 Music A Europe	
Instruments	Percussion – Acoustic and Bongo Keys – Piano and keyboard
Elements and Theory	All Elements Rhythm and Pitch ( Finger Numbers) Scales , Chords and Melody
Listen	See Page 50
Sing	Trad. English: The Trees They Do Grow High • Trad. Latvian: Oleleloila • A Great Big World/Christina Aguilera: Say Something • Kelly/Steinberg: True Colours • Trad. Chad/Congo: Soualle • Boberg: How Great Thou Art • Aswad: Don't Turn Around
Play	Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave. With Simple root notes from matching KEY
Compose	Use MIDI Keyboard for percussion and keys on Cubase
Year 8 Music Africa	
Instruments	Percussion – Acoustic and Bongo Keys – Piano and keyboard or Guitar
Elements and Theory	All Elements Rhythm and Pitch ( Finger Numbers) Scales , Chords and Melody
Listen	See Page 50
Sing	Trad. English: The Trees They Do Grow High • Trad. Latvian: Oleleloila • A Great Big World/Christina Aguilera: Say Something • Kelly/Steinberg: True Colours • Trad. Chad/Congo: Soualle • Boberg: How Great Thou Art • Aswad: Don't Turn Around
Play	Piano as above; Guitar – open chords, scales and associated riffs
Compose	Use MIDI Keyboard for percussion, keys and guitar on Cubase
Year 9	
Culmination Project – Asia and Oceania	
Instruments	Personal Choice Autonomy, Mastery – Keys, Guitar and Drums
Elements and Theory	Application of all to current learning
Listen	Personal choice linked to current learning
Sing	Linked to Rhythm and phrasing for learning
Play	Mastery and Technique development; enjoyment
Compose	Use MIDI Keyboard for percussion, keys and guitar on Cubase for augmentation and accompaniment

## Languages

### Intent

Learning a foreign language provides an opening to other cultures. We endeavour to ensure that our languages education should foster pupils' curiosity and deepen their understanding of the world. Furthermore, in order to have a positive impact on pupil motivation, curriculum design will ensure that pupils feel successful in their learning and are clear about how to make progress.

### Implementation

Using the Ofsted Research Review – Languages 7<sup>th</sup> June 2021 we build our implementation plan around the following:

- Phonics – There is a practice and review of phonemes and graphemes is this is planned into their curriculum. We also check that the curriculum plans show how small differences in sound can unlock meaning for pupils
- The learning of high-frequency words is a priority. Learners will also practise and use vocabulary in different contexts and modes, such as speaking and listening and reading and writing.
- There are planned opportunities to revisit grammar content in different contexts. This is coupled with an understanding of cultural influences on all vocabulary.

### Impact

Assessments should be carefully designed to check specific aspects of learning. Assessment should be linked closely to the structure and sequence of the curriculum. For more expert learners, assessment should check learners' understanding of more complex language at a deeper level, with less scaffolding.

Languages Long Term Overview	
KS3	16 Phrases or words linked to the Continent Pupils set up a profile on Duolingo They choose a target language and begin to use the system We contact Parents to let them know they can download the app for free; so that they can learn at home. Teacher checks in with their learning, asks some formative questions and encourages further use. Pupils will conduct a culture tour and find out as much as they can about the country connected to their language. This is closely linked to all other humanities subjects Where a pupil has some need of phonics intervention. They will also utilise and on-line phonics package too.

## Religion

### Intent

Our RE lessons are intended to allow for a variety of ways to explore religions, their community and personal development and wellbeing. All children should understand the relevance of RE in today's modern world and how it affects our lives.

### Implementation

We aim for all our students to have a strong understanding of how the beliefs, practices and ways of life within any religion cohere together through:

- An overview of all religions and what is common to all
- Beliefs, practices and how they are conveyed
- Reflect on their own values and way of life with key links to their ability to do this in English.

### Impact

A wide knowledge of faith, a deep respect for others views as well as their own and an ability to work constructively with others

### Long Term Plan

<b>Year 7</b>	<b>Overview</b>	<b>Beliefs, practices and lifestyles and festivals</b>	<b>Reflect</b>
Religion A	All religion and the 5 aspects that are common to all	Q and A for all aspects of religion	Maths link – Survey of Belief
Religion B	Christianity	Key 5 and Denominations	Religions and relationships
Religion C	Protestantism	Recap and review	Learning Visit to both Cathedrals
<b>Year 8</b>	<b>Overview</b>	<b>Beliefs, practices and lifestyles and festivals</b>	<b>Reflect</b>
Religion A	Islam	Key 5 and	What are your 5 pillars?
Religion B	Buddhism	Recap and review	How to live?
Religion C	Cultural Experience	Recap and review	Learning Visit
<b>Year 9</b>	<b>Overview</b>	<b>Beliefs, practices and lifestyles and festivals</b>	<b>Reflect</b>
Religion A	Sikhism	Key 5 precepts	Symbols to live your life by
Religion B	Judaism	Recap and review	Medical Intervention in religion
Religion C	Judaism	Recap and review	Historical view and Holocaust