



Padgate Academy

Department Directory  
Humanities

## **Introduction**

The Humanities department at Padgate Academy, strives to deliver high quality 1<sup>st</sup> teaching of the humanities disciplines. This guide has been written with future development in mind, where the curriculum and T&L will evolve as the curriculum develops to provide students with the greatest opportunity for an immersive experience in humanities. We have established a culture of collaborative planning, teamwork and continuous evaluation to assess the impact teaching is having upon student skill sets and knowledge. In turn leading to quality 1<sup>st</sup> teaching and outcomes for students.

## **Purpose**

Our purpose within Humanities is to deliver high quality teaching and learning experiences for our students. We strive to allow our students to gain experiences and opportunities to explore the world in which they are global citizens. The study of Geography, History, RS and Travel and Tourism, is designed to provide a broad and balanced curriculum, encompassing all disciplines and the unique and often interrelated skill sets required by students in the modern world.

Through the development of a broad foundational knowledge of each discipline, the department seeks to build in a sense of awe and wonder about people and the environments on a local, national and global scale. T&L will enhance student skill sets such as interpretation, analysis, opinions and evaluation to develop their understanding and promote a culture of curiosity and responsibility as global citizens.

We seek to inspire the next generation of humanities students. Working hard to prepare students to succeed in their disciplines of choice, of which many continue to study in further education settings.

## **Curriculum**

Our curriculum will build on knowledge gained at primary school whilst preparing students to excel at GCSE and beyond by providing the knowledge and skills required. We will provide a rigorous culture of academic study which will include well suited assessment opportunities that prepare students for success with terminal examination.

The curriculum will be matched with other TCAT schools to provide opportunities to share resources and collaborate in order to achieve the best possible outcomes.

## **KS3/KS4**

The Key Stage 3 curriculum will be matched closely to the national curriculum, and will be taught across Years 7, 8 and 9. Students will be three of the four disciplines at KS3; Geography, History and Religious Studies. KS4 courses will begin in LP5 of year 9 to allow students to experience their option subjects before making a final commitment to study them at KS4.

The core body of knowledge delivered at Key Stage 3 will be based around information taken from the national curriculum, following a themed based approach in Geography and History and a topical approach in RS. The elements of skills and knowledge will be continually revisited throughout Key Stage 3 and Key Stage 4.

## **GEOGRAPHY**

Geography at Padgate academy seeks to broaden students' knowledge of their local area and the wider world. Students will use a range of enquiry techniques and data processing to investigate key issues on a range of scales from local, national to international. Applying their problem solving skills to address the main issues facing our world, whilst appreciating a range of stakeholder views. Geography will enable students to better understand their place in the world as global citizens and will apply this responsibility to create a sustainable future for generations to come.

### **Assessment objectives**

All assessments will focus upon the key AO (Assessment Objectives) outlined as part of the geography curriculum. Assessments may focus upon one or a mixture of the AO's described below.

**AO1** – Demonstrating knowledge of locations places, processes and environments at different scales. Question types include describe, give, define, outline or name.

**AO2** – Demonstrates geographical understanding of concepts and interrelationships in relation to places, environments and processes. Questions types could include: explain, why, outline the reason for, compare.

**AO3** – Apply knowledge and understanding in a new context. Stating interpretations and opinions using sources of geographical and statistical information. Question types could include interpret, analyse, evaluate and make a judgement.

**AO4** – Select, adapt and use a variety of skills and techniques to investigate questions and issues to communicate findings. Question types include: How many, describe, calculate, come this graph, using figure...

### **Curriculum excellence in Geography**

To achieve excellence in geography, students will show a detailed level of understanding and application within the following key areas of geographical study:

- **Cartographic skills** - *'We expect and excellent geographer to use maps to locate places and describe their locations. We expect that they will be able to use evidence on a map to make judgements about a place and as part of a decision making exercise.'*

- **Graphical skills** – *‘Excellence is achieved through the ability to accurately present data collected as part of fieldwork and from secondary sources. Which is then analysed and interpreted to support findings and conclusions.’*
- **Synoptic skills** – *‘An excellent geographer will be able to apply synoptic subject knowledge from a range of geographical concepts and location based knowledge to make links between areas of study.’*
- **Knowledge of place** – *‘We expect excellence to be presented with a thorough understanding of locations both physical and human, at varying scales from local to global. Links will be made between issues on varying scales with an understanding of characteristics that make places unique.’*
- **Knowledge of physical processes** – *‘An excellent geographer will be able to demonstrate thorough understanding of key processes and the associated landforms and characteristics of the processes. Key terms will be used to support explanation of the processes from their start to end point.’*
- **Knowledge of human processes** – *‘An excellent geographer will be able to demonstrate thorough understanding of key processes and characteristics of places with links to the changes made to the human environment. Key terms will be used to support explanation of the processes and the wider impacts they have on people and the environment.’*
- **Use of investigative skills** – *‘We expect an excellent geographer to be able to apply a wide range of geographical investigation skills to address hypothesis presented. A detailed understanding of the importance of qualitative and quantitative data will be collected and processed to answer key enquiry questions.’*
- **Apply the views of stakeholders** – *‘Excellence will be achieved through the ability to appreciate the range of views held in relation to the impacts and responses to key issues on a range of scales. An empathic approach to evaluating views and detecting bias in opinions.’*
- **Ability to reach conclusions** – *‘An excellent geographer will reach fully substantiated conclusions relevant to the places studied and the evidence gathered. They will be able to suggest further opportunities for research and be able to evaluate their conclusion to check for validity and reliability.’*

## Geography – 5 year plan (2018+)

		<u>AUT 1</u>	<u>AUT 2</u>	<u>SPR 1</u>	<u>SPR 2</u>	<u>SUM 1</u>	<u>SUM 2</u>
Year 7 - Europe		8 weeks	7 weeks	5 weeks	6 weeks	6 weeks	7 weeks
	Unit and skills focus	<b>What is Geography?</b> <b>Is Europe a risky place to live?</b> <ul style="list-style-type: none"> <li>Tectonics - Plates/Constructive/ Impacts</li> <li>Weather - Drought/Floods/Storms/Climates                             <ul style="list-style-type: none"> <li>Coasts - Erosion and people</li> </ul> </li> </ul>		<b>How is Europe changing?</b> <ul style="list-style-type: none"> <li>EU</li> <li>Population and Migration                             <ul style="list-style-type: none"> <li>Coastal landforms</li> <li>Tourism</li> </ul> </li> </ul>		<b>What does the future hold for the UK and Europe?</b> <ul style="list-style-type: none"> <li>Sea Level rise</li> <li>Water/Energy supplies</li> <li>Northern Powerhouse</li> <li>Urban regeneration                             <ul style="list-style-type: none"> <li>Transport</li> </ul> </li> </ul>	
	Assessments	Formative/Summative x2 Summative test x2		Formative/Summative x2 Summative test x2		Formative/Summative x2 Summative test x2	
Year 8 - Asia	Unit and skills focus	<b>Where is Asia and what is it like?</b> <b>What are the physical challenges Asia faces?</b> <ul style="list-style-type: none"> <li>Tectonics - Destructive/Tsunamis/Responses</li> <li>Environmental issues - Plastic/Climate change/Coral reefs                             <ul style="list-style-type: none"> <li>Tropical storms - Impacts in HIC/LIC</li> </ul> </li> </ul>		<b>How quickly is Asia developing?</b> <ul style="list-style-type: none"> <li>Measuring development - Indicators/ Economic Activity / MNC's / Globalisation</li> <li>Urbanisation - Causes and hazards</li> <li>Population structures - One Child Policy</li> </ul>		Is Asia exploiting its natural resources? <ul style="list-style-type: none"> <li>Rivers, Pollution and flooding</li> <li>Tropical Rainforests and their uses - Palm oil in Malaysia</li> </ul>	
	Assessments	Formative/Summative x2 Summative test x2		Formative/Summative x2 Summative test x2		Formative/Summative x2 Summative test x2	
Year 9	Unit and skills focus	Why is urbanisation a modern challenge? (Numeracy)	Should we always be worrying about earthquakes? (Physical processes)	Natural resources + Water (Geographical skills/Maps)	Is the Middle East in crisis?	U.K Landscapes  RIVERS + Drainage basin	
	Assessments	Formative/Summative x2 Summative test x2		Formative/Summative x2 Summative test x1		Formative/Summative x2 Summative test x2	
Year 10	Unit	Coasts	Rural - Urban, Population + retail	Tectonics	Global cities	Climate change	
	Assessments	Formative x 2 Formative/Summative x2 Summative test x2		Formative x 2 Formative/Summative x2 Summative test x2		Formative x 2 Formative/Summative x2 Summative test x2	
Year 11	Unit	Extreme Weather	Ecosystems _ Small ecosystem	Measuring development + Water resources and regional development	Human uses of ecosystems  Social issues	Revision	

	Assessments	Formative x 2 Formative/Summative x2 Summative test x2	Formative x 2 Formative/Summative x2 Summative test x2	
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## HISTORY

### **Vision and Focus**

At Padgate Academy we aim to provide our students with a History curriculum that facilitates an excellent contextual understanding of the world around them, immerses them in key historical knowledge and skills and provides them with a confidence and belief in their own abilities. Our intention is to explain the world and to understand the main events that have formed the way we live today, using the main narrative of British history to anchor understanding. We use scholarship as a driver so that students can explore different perspectives about the past so that they can confidently and skilfully analyse and question human motivation and society.

Our Curriculum is underpinned by five questions:

- How were people in the past governed?
- How did people in the past live?
- What mattered to people in the past?
- What are the achievements of people in the past?
- How do we know about the past?

These questions are regularly reviewed throughout Key Stage Three.

All assessments will focus upon the key AO (Assessment Objectives) outlined as part of the history curriculum. Assessments may focus upon one or a mixture of the AO's described below.

**AO1** – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2** – Explain and analyse historical events and periods studied using second order historical concepts.

**AO3** – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4** – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### **Curriculum excellence in history**

To achieve excellence in history, students will show a detailed level of understanding and application within the following key areas of historical study:

- **Analysis of key issues and events** – *An excellent historian will be able to break down complex causes, consequences, changes and continuities into individual categories such as political, religious, social and economic so that key links can be made between them, resulting in better informed judgements.*
- **Expression of ideas both orally and in written form** – *Excellence in history is achieved through frequent contributions in lessons, which become developed and sophisticated in their structure.*
- **Communicating ideas and arguments in a logical, coherent and concise manner** – *An excellent historian communicates their ideas that despite dealing with complex issues, are delivered in a focused manner that sticks to the enquiry.*
- **Gathering, investigate and assess materials including evidence** – *We expect excellent historians to be able to use specific knowledge of the period the evidence is about, the context within which it was created and demonstrate a sound understanding of how professional historians use evidence.*
- **Basing conclusions on evidence and research to generate further ideas** – *Excellent historians reach substantiated questions that are the culmination of balanced work and are routed in specific contextualised evidence. These conclusions naturally lead to further questions which are taken further.*
- **Developing independence and resilience** – *We expect that excellent historians are able to independently answer questions that they pose through research and reading. They develop skills to think through this process as a professional historian does.*
- **Developing enquiry skills** – *Excellent historians will pose their own questions based on the work that they are developing. It is expected that they develop these independently as a professional historian would. Through this process they will experience the joys and frustrations of working with evidence.*

Year 7		<b><u>AUT 1</u></b>	<b><u>AUT 2</u></b>	<b><u>SPR 1</u></b>	<b><u>SPR 2</u></b>	<b><u>SUM 1</u></b>	<b><u>SUM 2</u></b>
		7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
	Unit	<p>1, How and why did sanitation in Britain change over time? (7)</p> <p>2, Did the Norman Conquest bring 'enormous change' for the English people?(6)</p>	<p>2, Continued (6)</p> <p>3, Why were Jewish people expelled from England in 1290? (5)</p> <p>4, How should we remember King John?(5)</p>	<p>5, What did ordinary medieval people worry about and what could they do about it (c1000-c1500)? (6)</p>	<p>6, Did the Black Death change people's lives? (5)</p> <p>7, Was the discovery of the New World the most significant change in the period 1400-1600? (5)</p>	<p>7, Continued (5)</p> <p>8, Should Jane Austin be on a £10 note? Homework Personal Research Project (2)</p>	<p>9, Why were the Spanish able to defeat two empires? (5)</p>
	Assessments	<p><b>Assessment formative:</b></p> <p>1, Explain the changes and continuities between the Roman and Medieval Period.</p> <p>2, Inferences from sources about the Norman Conquest</p> <p><b>Assessment summative:</b></p> <p>1, End of unit knowledge test including answering the key enquiry question.</p>	<p><b>Assessment formative:</b></p> <p>3, Narration of English Jews in the Middle Ages.</p> <p>4, Inferences from about sources and their author about King John.</p> <p><b>Assessment summative:</b></p> <p>2, 3 and 4, End of unit knowledge test including answering the key enquiry question.</p>	<p><b>Assessment formative:</b></p> <p>5. Explain diversity in opportunities in relation to salvation in Medieval Society.</p> <p><b>Assessment summative:</b></p> <p>5, End of unit knowledge test including answering the key enquiry question</p> <p><b>End of Term Examination</b></p>	<p><b>Assessment formative:</b></p> <p>6, Inferences about evidence from the Black Death</p> <p>7, Explaining consequences of exploration</p> <p><b>Assessment summative:</b></p> <p>6, End of unit knowledge test including answering the key enquiry question</p> <p><b>End of Term Examination</b></p>	<p><b>Assessment formative:</b></p> <p>8, Feedback from research project</p> <p><b>Assessment summative:</b></p> <p>7, End of unit knowledge test including answering the key enquiry question</p>	<p><b>Assessment formative:</b></p> <p>9, Inferences about evidence from the Aztecs and the Incas</p> <p><b>Assessment summative:</b></p> <p>9, End of unit knowledge test including answering the key enquiry question</p> <p><b>End of Term Examination</b></p>

Year 8 -	Unit	1, Who were the Tudors? (5) 2, How can we explain the Civil War? (6)	3, How has Cromwell been remembered? (5) 4, Who was the greatest Mughal emperor? (5)	5, How has the sugar trade changed through time? (7)	6, What was the impact of the Industrial Revolution on people's working lives? (6) 7, What does the evidence tell us about the British Empire? (5)	7, Continued (5) 8, Independent Research Task (2)	9, What was the impact of the First World War on people's lives? (5)
	Assessments	<b>Assessment formative:</b>  1, Inferences from sources about the Tudor Period 2, Narration of the steps to Civil War <b>Assessment summative:</b>  1 and 2, End of unit knowledge test including answering the key enquiry question.	<b>Assessment formative:</b>  3, Inferences about the sources and their author about Cromwell 4, Comparison of two Mughal Emperors. <b>Assessment summative:</b>  3 and 4 End of unit knowledge test including answering the key enquiry question.	<b>Assessment formative:</b>  5, Explain the changes and continuities between the Medieval and Early Modern Periods. <b>Assessment summative:</b>  5, End of unit knowledge test including answering the key enquiry question. <b>End of Term Examination</b>	<b>Assessment formative:</b>  6, Explaining the impact on people's lives 7, Inferences from sources about the British Empire <b>Assessment summative:</b>  6, End of unit knowledge test including answering the key enquiry question. <b>End of Term Examination</b>	<b>Assessment formative:</b>  8, Feedback from research project <b>Assessment summative:</b>  7, End of unit knowledge test including answering the key enquiry question.	<b>Assessment formative:</b>  9, Inferences about evidence from the people involved in the First World War <b>Assessment summative:</b>  9, End of unit knowledge test including answering the key enquiry question <b>End of Term Examination</b>
Year 9	Unit	1, How have migrants influenced Britain's history? (7) 2, Was the Treaty of Versailles to blame for the Second World War (5)	2, Continued (5) 3, What stories lie behind photographs of the Holocaust? (5) 4, How should we remember Churchill? (5)	5, Independent Research Task – the site of Padgate and the surrounding area (2) 6, The 'Red Tsar'. Is this a fair description of Stalin? (5)	7, How did Berlin change during the Cold War? (6)	8, What helped the struggle for equal rights in Britain after 1960?	9, Which epoch was the most important in the last 1000 years?

	Assessments	<p><b>Assessment formative:</b></p> <p>1, Explain the changes and continuities between the Medieval and Early Modern Period</p> <p>2, Inferences from sources about the causes of World War II</p> <p><b>Assessment summative:</b></p> <p>1, End of unit knowledge test including answering the key enquiry question.</p>	<p><b>Assessment formative:</b></p> <p>3, Narration of story of the Holocaust</p> <p>4, Inferences from about sources and their author about Churchill.</p> <p><b>Assessment summative:</b></p> <p>2, 3 and 4, End of unit knowledge test including answering the key enquiry question.</p>	<p><b>Assessment formative:</b></p> <p>5. Feedback from research</p> <p>6, Narration of the Russian Revolution</p> <p><b>Assessment summative:</b></p> <p>6, End of unit knowledge test including answering the key enquiry question</p> <p><b>End of Term Examination</b></p>	<p><b>Assessment formative:</b></p> <p>7, Inferences from sources about life in Berlin</p> <p><b>Assessment summative:</b></p> <p>7, End of unit knowledge test including answering the key enquiry question.</p> <p><b>End of Term Examination</b></p>	<p><b>Assessment formative:</b></p> <p>8, Explaining the impact on people's lives</p> <p><b>Assessment summative:</b></p> <p>8, End of unit knowledge test including answering the key enquiry question.</p>	<p><b>Assessment formative:</b></p> <p>9, Explaining changes and continuities and key features of the periods.</p> <p><b>Assessment summative:</b></p> <p>9, End of unit knowledge test including answering the key enquiry question.</p> <p><b>End of Term Examination</b></p>
Year 10	Unit	<p>A, Medieval (c.1250-c1500)</p> <p>B, Renaissance Medicine (c1500-c1700)</p>	<p>C, Early Elizabethan England – problems at home and abroad c1558- 1568</p> <p>D, Medicine in the Industrial Age c1700-c1900</p>	<p>E, American West Plains Indians and Settlers c1835-c.1895</p>	<p>F, British Sector of the Western Front</p>	<p>G, Weimar Germany KT1</p>	<p>H, Elizabeth problems at home and abroad c 1559-1588</p>

	Assessments	<p><b>Formative</b></p> <p>A, Explain the changes and continuities between the Medieval and modern day hospitals</p> <p>B, Explain the changes and continuities between the Medieval and Renaissance in ideas/dealing with the plague</p> <p>B, Inferences from sources about the treatments in the Renaissance period.</p> <p><b>Summative:</b></p> <p>A, End of unit knowledge test including answering the key enquiry question.</p> <p>B ,End of unit exam.</p>	<p><b>Formative</b></p> <p>C, Describing features of the period.</p> <p>C, Explanation of the Church Settlement.</p> <p>D, Explain change and continuities in ideas about treating plague in the Middle Ages and Cholera in the nineteenth century.</p> <p><b>Summative:</b></p> <p>C, Judgement about Elizabeth's greatest problem at the beginning of her reign.</p> <p>D, Alternative argument to Jenner's vaccination being a turning point</p> <p>D ,End of unit exam.</p>	<p><b>Formative</b></p> <p>E, Explain two consequences of the American Civil War</p> <p>E, Explain the importance of the buffalo...</p> <p>E, Narrative account of the development of farming.</p> <p><b>Summative:</b></p> <p>E, End of unit exam</p> <p><b>End of Term Examination</b></p>	<p><b>Formative</b></p> <p>F, Describing features of the Western Front</p> <p>F, How useful question.</p> <p><b>Summative:</b></p> <p>F, End of unit exam</p> <p><b>End of Term Examination</b></p>	<p><b>Formative</b></p> <p>G, Explain the unpopularity of Weimar</p> <p>G, Interpretations of 1924-1929</p> <p><b>Summative:</b></p> <p>F, End of unit exam</p>	<p><b>Formative</b></p> <p>H, Describing key features of problems facing Elizabeth</p> <p>H, Explanation of intervention in the Spanish Netherlands</p> <p><b>Summative:</b></p> <p>H, Northern Rebellion essay</p> <p>H, End of unit knowledge test including answering the key enquiry question</p> <p><b>End of Term Examination</b></p>
Year 11	Unit	<p>I, Modern Medicine c1900-present.</p> <p>J, The rise of the Nazi Party in Germany 1919-1933</p> <p>K, Elizabeth Society 1558-1588</p>	<p>K, Elizabeth Society 1558-1588 continued</p> <p>L, American West – Conflict on the Plains c1830-c1895</p> <p>M, The Nazi dictatorship in Germany 1933-1945</p>	<p>N, American West – The development of the Cattle Industry</p> <p>O, Life in Nazi Germany 1933-1939</p>	<p>P, American West - Law and Order</p>	<b>Revision</b>	

	<p>Assessments</p>	<p><b>Formative</b></p> <p>I, Explain the changes and continuities between the Medieval and modern day ideas of the cause of disease</p> <p>J, Inferences from sources about the rise of the Nazi Party and interpretations</p> <p>J, Interpretation question</p> <p>K Key features of a theatre</p> <p><b>Summative:</b></p> <p>I and J ,End of unit exam.</p>	<p><b>Formative</b></p> <p>K, Explain why Elizabethans went on voyages of exploration</p> <p>L, Explain two consequences</p> <p>L, Narrative of Indian Wars</p> <p>M, Evaluation of interpretations</p> <p><b>Summative:</b></p> <p>L, End of unit knowledge test including answering the key enquiry question.</p> <p>K ,End of unit exam.</p> <p><b>Mock examinations</b></p>	<p><b>Formative</b></p> <p>N, Narrative of the Cattle Industry</p> <p>O, Change and continuity of women in Weimar and Nazi Germany</p> <p><b>Summative:</b></p> <p>N, End of unit knowledge test including answering the key enquiry question.</p> <p>O ,End of unit exam.</p>	<p><b>Formative</b></p> <p>P, Two consequences of the Johnson Country War</p> <p><b>Summative:</b></p> <p>P, End of unit knowledge test including answering the key enquiry question.</p>	
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## Religious Studies

Religious Studies at Padgate academy aims to develop students' knowledge of a wide range of religious and non-religious beliefs present in the world in which they live. Religious studies encourages philosophical thought, decision making skills and the search for compromise and conflict resolutions in communities and societies often divided by opposing beliefs. Students will use a range of enquiry techniques to investigate the key beliefs of the main 6 world religions and the practices of adherents of those faiths. Religious studies encourage students to become investigative and challenging in the way they approach religion, forcing them to ask probing questions and use the skills of reasoning and evaluation to arrive at their own answers. Religious Studies provides an opportunity for young people to engage with contemporary issues allowing them to develop social, cultural, political, philosophical and historical awareness. At a time when communities are becoming more diverse it is essential that we give our students the skills and knowledge to become religiously literate and tolerant individuals.

### Assessment objectives

All assessments will focus upon the key assessment objectives outlined below. Assessments may focus upon one or a mixture of the assessment objectives described.

**AO1** – Demonstrate knowledge and understanding of religion and belief, practices and sources of authority. Understand and explain the influence on individuals, communities and societies and recognise the similarities and differences within and between religions.

**AO2** – Analyse and evaluate aspects of religion and belief (both religious and non-religious), including their significance and influence.

### Curriculum excellence in Religious Studies

To achieve excellence in Religious Studies, students will show a detailed level of understanding and application within the following key areas:

- **Developing knowledge and understanding of religion** – *Excellence in RS requires students to use skills of enquiry to investigate and understand a range of religious and non-religious beliefs, practices and rituals. Students will be able to demonstrate a detailed knowledge of religion, including diversity in opinions and practices between and within religions. Students should also be able to refer to religious sources of authority (such as the Bible) and interpret their meaning for different people, with differing beliefs, at different points throughout history.*

- **Reflecting upon their own beliefs** – *Students should be able to reflect upon their own beliefs in order to form a sense of their own identity and belonging within a wider community. This can be achieved through enquiry, analysis, interpretation, evaluation and dialogue which should become more developed and sophisticated over time.*
- **Communicating ideas and arguments in a logical, coherent and concise manner, both orally and in written form** – *An excellent RS student communicates their ideas in a clear and concise way which is focused on the question/topic area being studied. They are able to explain their views in a detailed but focused manner, with reference to their own beliefs, examples from the wider world and religious sources of authority.*
- **Developing respect for the beliefs of others** – *We expect excellent RS students to listen to and be respectful of the beliefs of others, even if they are vastly different to their own. Debate and discussion is encouraged and disagreement accepted as long as arguments are put forward in a respectful manner that is sensitive to the beliefs (religious or non-religious) of others. Students should recognise, and value, the things we share in common across cultural, religious and ethnic communities.*
- **Developing the skills to tackle the big questions in life** – *We expect that excellent RS students are able to consider the big questions in life that affect us all, such as ‘why are we here?’ ‘What happens when we die?’ and ‘why does God allow us to suffer?’ Skills of resilience, enquiry and evaluation are required to debate and analyse such complex questions.*

## Religious Studies plan (2018+)

		<u>AUT 1</u>	<u>AUT 2</u>	<u>SPR 1</u>	<u>SPR 2</u>	<u>SUM 1</u>	<u>SUM 2</u>
Year 7		8 weeks	7 weeks	5 weeks	6 weeks	6 weeks	7 weeks
	Unit	Founders and leaders	Islam	Places of worship	Festivals	Hinduism	Spirited Arts (Creating Peace)
	Assessments	<b>1. Baseline assessment 2. Who was Jesus?</b>	<b>What happens on the Hajj?</b>	<b>Is it possible to have an interfaith place of worship?</b>	<b>'Festivals are no longer important in 2019'</b>	<b>What do I know about Hinduism?</b>	<b>How can we create peace in the world?</b>
Year 8 -	Unit	Buddhism	Judaism	Slavery and freedom	Spirited Arts (Looking for God?)	Poverty	Sikhism
	Assessments	<b>What do I know about Buddhism?</b>	<b>What do I know about Judaism?</b>	<b>'Slavery no longer exists'</b>	<b>'Looking for God?'</b>	<b>'Religious people have more of a responsibility to care for the poor than non-religious people'</b>	<b>What is the Guru Granth Sahib and why is it so important to Sikhs?</b>
Year 9	Unit	Life After Death	Moral Issues	Rastafarianism	Relationships	Spirited Arts (Doubt and Faith)	Ultimate Questions
	Assessments	<b>What do I know about the existence of the afterlife?</b>	<b>'The death penalty is an acceptable punishment for murderers'</b>	<b>What do I know about Rastafarianism?</b>	<b>'There is no need to get married in 2018'</b>	<b>What do I believe about doubt and faith?</b>	<b>Should God allow evil and suffering to happen?</b>
Year 10	Content	Route A: Component 3 (Judaism) <ul style="list-style-type: none"> <li>Jewish chronicles</li> <li>Jewish beliefs and teachings</li> <li>Jewish practices</li> </ul>		Route A: Component 2 (Christianity) <ul style="list-style-type: none"> <li>Christian beliefs and teachings</li> <li>Christian practices</li> </ul>		Route A: Component 1 (Religious, philosophical and ethical studies in the modern world) <ul style="list-style-type: none"> <li>Issues of life and death</li> </ul>	Mock exams <ul style="list-style-type: none"> <li>Paper 1: Christianity</li> <li>Paper 2: Judaism</li> <li>Issues of life and death</li> </ul>

	Assessments	<b>Formative x 2 Formative/Summative x2 Summative test x2</b>		<b>Formative x 2 Formative/Summative x2 Summative test x2</b>		<b>Formative x 2 Formative/Summative x2 Summative test x2</b>
Year 11	Paper Two	Route A: Component 1 (Religious, philosophical and ethical studies in the modern world) • Issues of relationships	Route A: Component 1 (Religious, philosophical and ethical studies in the modern world) • Issues of good and evil	Route A: Component 1 (Religious, philosophical and ethical studies in the modern world) • Issues of human rights	Revision	
	Assessments	<b>Formative Formative/Summative Summative test</b>	<b>Formative x 2 Formative/Summative x2 Summative test x2</b>		<b>Formative Formative/Summative Summative test</b>	

## Travel and Tourism

All assessments and coursework's will focus upon 3 key learning aims outlined as part of the travel and tourism curriculum for each unit. Assessments and coursework may focus upon one or a mixture of learning aims, depending on which unit they are studying. There will be 3 learning aims covered in each of the 4 units to achieve a BTEC First Award.

### Curriculum excellence in Travel and Tourism

To achieve excellence in travel and tourism, students will show a detailed level of understanding and application within the following key areas of travel and tourism study:

- Graphical skills
- Synoptic skills
- Knowledge of place
- Use of investigative skills
- Economic skills
- Customer Service skills

Travel and Tourism	<u>LP1</u>	<u>LP2</u>	<u>LP3</u>	<u>LP4</u>	<u>LP5</u>	<u>LP6</u>
	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Year 10	<b>Unit 1</b> The UK Travel and Tourism Sector	<b>Unit 1</b> The UK Travel and Tourism Sector	<b>Unit 2</b> UK Travel and Tourism Destinations	<b>Unit 2</b> UK Travel and Tourism Destinations	<b>Unit 2</b> UK Travel and Tourism Destinations	<b>Unit 4</b> International Travel and Tourism Destinations
Assessments	Formative x 6		Summative x 1 (External Exam 1 hour) UNIT 1		Coursework	
	<u>LP1</u>	<u>LP2</u>	<u>LP3</u>	<u>LP4</u>	<u>LP5</u>	<u>LP6</u>
	7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Year 11	<b>Unit 4</b> International Travel and Tourism Destinations	<b>Unit 4</b> International Travel and Tourism Destinations	<b>Unit 3</b> The Travel and Tourism Customer Experience	<b>Unit 3</b> The Travel and Tourism Customer Experience	<b>Unit 3</b> The Travel and Tourism Customer Experience	
Assessments	Coursework	Coursework	Synoptic Coursework			

## Assessment

Students will be tested using a mixture of summative end of unit tests, as well as summative assessments with formative areas for development. The results of each assessment are recorded with a current cumulative grade entered onto SIMS every data capture. Assessment quality assurance is achieved through departmental moderation, where staff complete the GoogleDoc recording page to demonstrate effective and regular moderation of assessments.

## Marking and Feedback

# Marking and feedback – summary

### Staff responsibilities:

All staff will mark in purple pen, and students will complete response work in green pen.

Marking and feedback will be provided on the following areas within all subject areas:

#### 1. End of unit / topic assessments

At the end of each unit of work / topic (every 6-8 lessons), all students will complete a standardised assessment covering the areas that have been studied. There should be at least one assessment per half term.

Members of staff will mark all end of unit assessments. This marking will then be moderated as part of the department's 360 quality assurance processes.

Students will be directed to stick assessments in their books.

Following an end of unit assessment, all staff will provide whole class feedback using the 'Whole class feedback' document, print on green and provide a copy to each student that is stuck in books. At least one lesson will be taught based on areas of misconception identified, with planned opportunities for students to independently practice.

#### 2. Pre-public examinations (PPE's) at the end of years 7-11

This includes any mock examinations in Year 10 or 11, or any end of year examinations in Years 7, 8 and 9.

Members of staff will mark all end of year assessments. This marking will then be moderated as part of the department's 360 quality assurance processes.

Following a PPE, all staff will provide whole class feedback using the 'Whole class feedback' document, print on green and provide a copy to each student that is stuck in books. At least one lesson will be taught based on areas of misconception identified, with planned opportunities for students to independently practice.

### 3. Classwork

#### Teacher assessment of classwork:

As students are directed to complete independent practice, all staff (teachers/teaching assistants) should circulate the class and provide live marking to individuals work in books with the purpose to check understanding, address misconceptions and identify common areas to be addressed.

Staff should aim to provide live marking to at least half of the class during the lesson as this will provide regular feedback and ensure student work is checked regularly.

Within every 2/3 lessons there will be some evidence of marking / acknowledgement for all students.

Staff should use 'best effort' consequence routinely to ensure all high expectations of all students.

#### Student self / peer assessment:

During lessons, staff should routinely encourage students to self/peer assess their work to provide instant feedback and guidance on how this can be improved.

### 4. Marking for literacy

All end of unit assessments should be marked for literacy, alongside marking for literacy during live marking during lessons, using the literacy codes.

Cp	Incorrect use of capital letters
//	Paragraph needed here
Sp	Spelling error
P	Punctuation missing or incorrect
Gr	Grammar is incorrect or misused. This may be an incorrect word or it may be a sentence that does not make sense.

Students will be directed to correct errors as soon as possible during lessons.

### 5. Presentation

Staff will direct students to ensure that dates and titles should be underlined using rulers, students should only use blue or black ink, and any tables should be completed using rulers.

#### Whole class feedback procedure

Following marking of an assessment / end of unit test, a whole class feedback sheet will be completed, printed on green paper and provided to each student to stick in books after each assessment.

A lesson (or lessons) is then spent on teaching the areas of misconception identified, with planned opportunities for students to independently practice.

## Units of Work and Assessment

Units of work begin with intended learning outcomes linked to programmes of study and build a progressive and sequential series to achieving these learning outcomes. Each unit of work focuses around teaching to the most able, differentiating downwards to establish different learning outcomes. Learning outcomes should be differentiated based on different starting points of students and their individual needs (informed by student data). Units of work have built in assessments to assess learning of key concepts, knowledge, understanding and application. All assessments should be modelled on actual terminal examination assessments.

## Individual Lessons

Each lesson should be themed around a **Key Learning Question** linked to the unit of work.

Lessons should be differentiated in terms of their outcomes for different learners within the class.

A structured approach to lesson delivery should be applied in order to support deep learning to take place. Activities/support should be differentiated to enable students to achieve learning outcomes within each lesson.

## Lesson delivery

	<b>Padgate Academy non-negotiables</b>	<b>Departmental non-negotiables</b> (as applicable)
<b>Before the lesson</b>	<ul style="list-style-type: none"> <li>➤ Progress pathways on the front of student books should be updated following each Data Capture.</li> <li>➤ Ensure feedback from student work is used to identify what students have not understood and plan teaching to address this (in accordance with the feedback procedure)</li> <li>➤ Plan lessons that challenge all students, taking into account their specific needs and also the findings and actions from the PfP document.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review of seating plan every LP</li> </ul>
<b>At the beginning of the lesson</b>	<ul style="list-style-type: none"> <li>➤ Consistently greet students at the door as they enter the classroom and ensure high expectations are followed in terms of FOCUS and uniform on entry</li> <li>➤ Have a 'Do Now' starter ready for students to complete on arrival that focuses on knowledge retrieval of previous content taught.</li> <li>➤ Review the 'Do Now' starter using teacher led, targeted 'no hands up' questioning to involve as many students as possible. Students are to correct their answers during the questioning follow up. The 'Do Now' starter should take no longer than 10 minutes</li> <li>➤ Share the objective of the lesson in the form of a Challenge Question, outcomes that are increasing in challenge, and how this fits into the bigger picture of the subject</li> <li>➤ Plan to present new information in small steps before moving on to avoid cognitive overload</li> </ul>	<ul style="list-style-type: none"> <li>➤ Share keywords for the topic/lesson</li> <li>➤ Enquiry based stimulus for engagement (Picture, Phrase, Map, Graph, Quotation'</li> </ul>
<b>During the lesson</b>	<ul style="list-style-type: none"> <li>➤ Explain new knowledge in small steps, built upon what students already know</li> <li>➤ Provide clear modelling, including worked examples, scaffolds, check lists, success criteria and/or live modelling as appropriate to clarify steps involved</li> <li>➤ Use targeted questioning, live marking and other assessment for learning strategies as appropriate to check understanding of all students and guide improvements</li> <li>➤ Use 'No hands up', teacher led questioning and elaboration questions (why/how) when appropriate to further stretch and consolidate understanding</li> <li>➤ Provide time to practice independently to allow students to embed new information in their long term memory</li> <li>➤ Provide opportunities for extended answers both written and verbally when appropriate</li> <li>➤ Explicitly teach subject specific vocabulary using department strategies as applicable</li> </ul>	<ul style="list-style-type: none"> <li>➤ Short exam based questions based using key command words (KS3/KS4)</li> <li>➤ Mini-plenaries to review progress and embed understanding.</li> <li>➤ Peer and self-assessment</li> <li>➤ Verbal and light touch marking during activities, to provide direct guidance and ideas for improvement</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Ensure all students demonstrate high expectations through consistent use and reference to FOCUS</li> <li>➤ Provide achievement points and/or behaviour points as appropriate</li> </ul>	
<b>End of the</b>	<ul style="list-style-type: none"> <li>➤ Review student learning to identify the knowledge and understanding that needs to be reviewed during the next lesson</li> <li>➤ Direct students to stand behind their desks and exit the lesson in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>➤ Homework to be set on a 2 week cycle. (3 for RS at KS3)</li> </ul>

## Cultural capital

The Humanities department seek to broaden student experiences and curiosity through exposure to out of classroom learning experiences including;

### Humanities extra-curricular events 2019-20

				Geography		
				History		
				Religious Studies		
				Travel and Tourism		
Year group	LP1	LP2	LP3	LP4	LP5	LP6
7		Christ church visit - MV	Norton Priory – PO		Microclimates – PO	Local history – Warrington - KI
8	Speke hall		Holocaust talk - MV	Quarry bank mill - KI	Apartheid talk - PO	
9		Crime and Punishment	Holocaust talk - MV	River visit		
10	Ecosystem visit – Formby - PO	Judaism with Jeremy - MV	Manchester Airport - SSP		Apartheid - MV	
11	Judaism with Jeremy - MV	Rivers and urban fieldwork - PO				

## Quality Assurance at Padgate Academy - Humanities

### Purpose

Every child has an entitlement to the best education possible. In order to ensure that the quality of education provided is of first class standard we must foster a culture where we continually **monitor, evaluate, and review** the impact of all that we do.

Quality Assurance in Humanities at Padgate Academy seeks to:

1. Empower the departmental team, led by the HoD to take collective responsibility for pedagogy, student outcomes, and accurate self-evaluation of everyday practice.
2. Develop a culture of high-trust, support and sharing of good practice.
3. Enable senior and middle leaders to jointly lead QA in collaboration with the departmental team. This ensures a collaborative approach to QA to increase impact, e.g. shared work reviews, joint lesson observations, and peer to peer support. Observation/review feedback focuses on key strengths and areas for improvement.
4. Establish consistent, supportive, accountable and highly responsive line management for all, which results in remedial action to enable continual self-improvement.

### Humanities Departmental Quality Assurance

Quality Assurance will focus on 7 key areas. Each area will be self-evaluated through a 360 process and will be verified through departmental reviews and individual teacher observations (schedule TBC).

Key Area	Source of Evidence	Actions taken/to be taken
Student Progress	Progress Data Class Analysis (PfP)	-Create subject specific marking sheets with key assessment points, Reflection and Moderation columns on Google drive
Validity of Assessments	Assessment materials Rationale for grading Evidence of moderation	- Create standardised assessments - Subject specific grade criteria to be applied - Moderation to take place after assessments with evidence on <b>MODERATION</b> document on Google drive
Planning	Long Term Plans Medium Term Plans Agreed Lesson Structure	- Review long term plan at KS3 -Teachers to plan lesson using structure and non negotiables

Teaching & Learning: Quality	Lesson Observations Drop-ins/Learning Walks Student Books Student Voice Progress Data/Marksheets Use of TAs	-Agreed approach to lesson structure  (Focusing on: Questions /Exam Practice/ Retrieval)
Marking & Feedback	Student Exercise Books Work Scrutiny Feedback	-Assessment Policy agreed upon  - Teachers to assess according to policy
Focus	Focus data	
Enrichment	Guest speaker and trips feedback	

### **Assessment, Marking and Feedback**

Assessment needs to be summative and formative, in order to provide both instant feedback in lessons (formative) and feedback from tests (summative).

The following 5 points outline how assessment, marking and feedback will take place across the curriculum.

- 1. End of unit Tests:** At the end of each unit of work, all students will complete a standardised end of unit test covering all aspects of the unit studied. Teachers should adequately prepare students for optimal performance in end of unit tests, by using practice exam style questions during lessons. End of unit tests will be conducted during lesson time under exam conditions. The style of question will be based on actual GCSE exam questions.

**Marking & Feedback:** It is the responsibility of the class teacher to mark tests, moderate their marking with others in the department, and provide specific developmental feedback to students on areas to improve. Tests should be filed into student folders at the end of each unit.

- 2. Classwork and Homework:** During lesson time students will practice and apply their learning independently from what has been taught each lesson. Homework tasks will also provide opportunities for students' to apply and practice classwork. Such work is assessed through questions within homework and classwork.

***Marking & Feedback:***

**Self/Peer Assessment – Green Pen**

During lessons students should be encouraged to self/peer assess their work in order to provide immediate feedback and at the same time understand the required response for each question. This can be teacher led feedback as well as students marking their own work using mark schemes. Self/peer assessment should be done using **green ink** using which students should correct and enhance their work.

**Teacher Assessment – Purple Pen**

During independent work in lessons, teachers / TAs should circulate the room and mark individual work within student books, checking understanding and providing instant live feedback.

Teachers/TAs should aim to mark at least half of the students' books in each lesson. This will provide regular feedback and ensure student work is checked at least every other lesson.

**Homework** tasks can be marked by students or teachers, and will be left to the discretion of each individual teacher.

- 3. Spelling, Punctuation and Grammar (SPAG):** Every teacher is the teacher of literacy. Teachers must insist that written responses from students are given using full sentences where possible. Therefore, teachers must mark for spelling, punctuation and grammar in every piece of work they mark (**refer to whole school literacy mat**). Students should be notified of any SPAG shortcomings and provided with opportunities to correct mistakes, e.g. spellings written out x 1.
- 4. Presentation and Neatness:** Students must take pride in their work. This must be insisted upon by teachers and addressed during marking. 'Key Questions' and work must be dated and all written work needs to be in black or blue ink only. All diagrams and graphs must be done using pencils. Any shortcomings in presentation need to be highlighted by the teacher and students must take steps to rectify.