

## Programme of Study for Year 9 Humanities

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>	<u>Thematic study and historic environment.</u>
<b>Topic: The Silk Roads</b> <ul style="list-style-type: none"> <li>Why is it important to learn about Hidden Historical figures?</li> <li>What Travelled along the Silk Roads?</li> <li>What made Baghdad the centre of Wisdom?</li> <li>How did the 'cradle of civilisation' become a war-torn area?</li> </ul>	<b>Topic: The Silk Roads</b> <ul style="list-style-type: none"> <li>How did the 'cradle of civilisation' become a war-torn area?</li> <li>Who were the Mongols?</li> <li>How did China change over time?</li> </ul>	<b>Topic: The Silk Roads</b> <ul style="list-style-type: none"> <li>What was life like in Mughal India?</li> <li>How did the Byzantine Empire rise and fall?</li> <li>How did the Ottoman Empire rise and fall?</li> </ul>	<b>Topic: Pre-Colonial Africa</b> <ul style="list-style-type: none"> <li>What can we discover about West African Kingdoms?</li> <li>How has Somalia changed over time?</li> </ul>	<b>Topic: Indigenous Communities</b> <ul style="list-style-type: none"> <li>What can we learn from First Nation Peoples in America?</li> <li>What was life like in the Aztec and Incan Empires?</li> <li>What obstacles have Aboriginals and Mauri people faced?</li> </ul>	<b>Topic: Fights for Rights</b> <ul style="list-style-type: none"> <li>LGBTQAI+ historical contributions and fights for rights.</li> <li>Women's historical contributions and fights for rights.</li> <li>The fight against Racism.</li> <li>The fight against ableism.</li> </ul>
<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Understanding terms: 'Decolonisation', 'Anti Racism' and 'Institutional Racism'.</li> <li>Understand what the Silk Roads was and the impact it had.</li> <li>Discover about Medieval Baghdad and why it was so important.</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Understand how Baghdad changed over time and how history can be subjective.</li> <li>Learn who the Mongols were and how History has remembered them.</li> <li>Learn about the different Chinese Dynasties and how they impacted China.</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Understand key historical events in Indian History and aspects of living in the Mughal Empire.</li> <li>Learn about key individuals and events in the Byzantine and Ottoman Empires.</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Discover about the Asante and Songhai Kingdoms.</li> <li>Learn about the geography of East Africa and key individuals and events that changed Somali History.</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Learn about indigenous communities' cultures and traditions.</li> <li>Learn about the current political circumstances of indigenous communities.</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>Learn what 'intersectional' means.</li> <li>Discover about different minority group histories.</li> <li>Learn why their fights for rights are so important.</li> </ul>

<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of Humanities.</li> <li>• Raising awareness of how interconnected different people's and cultures are.</li> <li>• Emphasising the geographical and religious importance of the Silk Roads.</li> <li>• The spread of ideas and belief along the Silk Roads and waterways through mixing rather than conquest.</li> <li>• Creating a sense of empowerment by looking at positive aspects of Middle Eastern History.</li> <li>• Creating a representative curriculum for Middle Eastern students.</li> <li>• Challenge misconceptions about attitudes towards race, religion and gender in the past.</li> <li>• Developing cultural capital.</li> </ul>	<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Builds on prior learning about Baghdad.</li> <li>• Students gain understanding of change over time.</li> <li>• Clear link between the Mongols and China.</li> <li>• Students gain understanding of how History can be subjective.</li> <li>• Developing cultural capital.</li> </ul>	<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Clear link between the Mongols and the Mughals.</li> <li>• Creating a sense of empowerment by looking at positive aspects of South Asian History.</li> <li>• Creating a representative curriculum for South Asian students.</li> <li>• Looking at India prior to the Mughals in terms of religion and communities and then comparing Mughal religious policies to other empires.</li> <li>• Clear link between the Byzantine and Ottoman Empire.</li> <li>• Learning how Empires rise and fall and the wider global impact.</li> <li>• Demonstrating the religious significance of the Byzantine and Ottoman Empires.</li> <li>• Demonstrating the geographical importance of Constantinople and how it was fundamental to both empires.</li> <li>• Developing cultural capital.</li> </ul>	<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Creating a sense of empowerment by looking at positive aspects of African History.</li> <li>• Creating a representative curriculum for African students.</li> <li>• Challenging misconceptions about African History.</li> <li>• Developing cultural capital.</li> </ul>	<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Highlighting a neglected area of History so students can learn something new.</li> <li>• Discovering about different cultures.</li> <li>• Raising awareness of current political events and fights for indigenous people's rights.</li> <li>• Developing cultural capital.</li> </ul>	<p><b>Building understanding: Rationale</b></p> <ul style="list-style-type: none"> <li>• Builds on fights for rights of indigenous communities.</li> <li>• Creating a sense of empowerment by looking at positive aspects of minority group history.</li> <li>• Creating a representative curriculum for minority group students.</li> <li>• Encouraging intersectionality, respect, tolerance and inclusion.</li> <li>• Enables students to put current affairs into a wider historical perspective.</li> <li>• Developing cultural capital.</li> </ul>
<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>	<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>	<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>	<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>	<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>	<p><b>Home – Learning:</b> Research, Meanwhile Elsewhere, wider reading, creative tasks.</p>
<p><b>Reading / literacy:</b> PowerPoints, Worksheets, Silk Roads section of the Library.</p>	<p><b>Reading / literacy:</b> PowerPoints, Worksheets, Silk Roads section of the Library.</p>	<p><b>Reading / literacy:</b> PowerPoints, Worksheets, Silk Roads section of the Library.</p>	<p><b>Reading / literacy:</b> Textbook, PowerPoints, Worksheets, Black History section of the Library.</p>	<p><b>Reading / literacy:</b> Textbook, PowerPoints, Worksheets, relevant library books.</p>	<p><b>Reading / literacy:</b> Textbook, PowerPoints, Worksheets, relevant library books.</p>

<b>Numeracy:</b> Chronology, statistics.	<b>Numeracy:</b> Chronology, statistics.	<b>Numeracy:</b> Chronology, statistics.	<b>Numeracy:</b> Chronology, statistics.	<b>Numeracy:</b> Chronology, statistics.	<b>Numeracy:</b> Chronology, statistics.
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): British Museum trip to visit the exhibition halls, wider literacy promoted through collaboration with the Library, wider research opportunities with Meanwhile Elsewhere worksheets.					