Programme of Study for Year 9 Humanities 2026 - 2027

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Thematic study and historic environment.	Thematic study and historic environment.	Thematic study and historic environment.	Thematic study and historic environment.	Thematic study and historic environment.	Thematic study and historic environment.
Topic: What travelled along The Silk Roads? • Why is it important to decolonise education? • What Travelled along the Silk Roads? • What made Baghdad the centre of Wisdom? • Who were the Mongols?	Topic: What travelled along The Silk Roads? • Who were the Mongols? • Has China always been a global power? • Why is India so Incredible?	Topic: What travelled along The Silk Roads? • Why is the Byzantine Empire significant? • What was society like in the Ottoman Empire?	Topic: What was Pre-Colonial Africa like? • How has Somalia changed over time? • How did women defend 'The Kingdom of Gold'?	Topic: What can we learn from Indigenous Communities? • Were the Aztecs really 'savage'? • Why are First Nation people still fighting for their rights? • What life lessons can we learn from the Mauri people?	Topic: Why is it important to fight for rights in the modern world? • LGBTQAI+ historical contributions and fights for rights. • Women's historical contributions and fights for rights. • The fight against Racism. • The fight against ableism. • Why is it important to decolonise education?
Key Learning Outcomes (students should know): • Understanding terms: 'Decolonisation', 'Anti Racism' and 'Institutional Racism'. • Understand what the Silk Roads was and the impact it had. • Discover about Medieval Baghdad and why it was so important.	Key Learning Outcomes (students should know): • Understand how Baghdad changed over time and how history can be subjective. • Learn who the Mongols were and how History has remembered them. • Learn about the different Chinese Dynasties and how they impacted China.	Key Learning Outcomes (students should know): • Understand key historical events in Indian History and aspects of living in the Mughal Empire. • Learn about key individuals and events in the Byzantine and Ottoman Empires.	Key Learning Outcomes (students should know): • Discover about the Asante and Songhai Kingdoms. • Learn about the geography of East Africa and key individuals and events that changed Somali History.	Key Learning Outcomes (students should know): • Learn about indigenous communities' cultures and traditions. • Learn about the current political circumstances of indigenous communities.	Key Learning Outcomes (students should know): • Learn what 'intersectional' means. • Discover about different minority group histories. • Learn why their fights for rights are so important.

Building understanding: Rationale	**Building understanding: Rationale**	**Building understanding: Rationale**	**Building understanding: Rationale**	**Building understanding: Rationale**	**Building understanding: Rationale**
• Understanding the purpose of Humanities. • Raising awareness of how interconnected different people's and cultures are. • Emphasising the geographical and religious importance of the Silk Roads. • The spread of ideas and belief along the Silk Roads and waterways through mixing rather than conquest. • Creating a sense of empowerment by looking at positive aspects of Middle Eastern History. • Creating a representative curriculum for Middle Eastern students. • Challenge misconceptions about attitudes towards race, religion and gender in the past. • Developing cultural capital.	• Builds on prior learning about Baghdad. • Students gain understanding of change over time. • Clear link between the Mongols and China. • Students gain understanding of how History can be subjective. • Developing cultural capital.	• Clear link between the Mongols and the Mughals. • Creating a sense of empowerment by looking at positive aspects of South Asian History. • Creating a representative curriculum for South Asian students. • Looking at India prior to the Mughals in terms of religion and communities and then comparing Mughal religious policies to other empires. • Clear link between the Byzantine and Ottoman Empire. • Learning how Empires rise and fall and the wider global impact. • Demonstrating the religious significance of the Byzantine and Ottoman Empires. • Demonstrating the geographical importance of Constantinople and how it was fundamental to both empires. • Developing cultural capital.	• Creating a sense of empowerment by looking at positive aspects of African History. • Creating a representative curriculum for African students. • Challenging misconceptions about African History. • Developing cultural capital.	• Highlighting a neglected area of History so students can learn something new. • Discovering about different cultures. • Raising awareness of current political events and fights for indigenous people's rights. • Developing cultural capital.	• Builds on fights for rights of indigenous communities. • Creating a sense of empowerment by looking at positive aspects of minority group history. • Creating a representative curriculum for minority group students. • Encouraging intersectionality, respect, tolerance and inclusion. • Enables students to put current affairs into a wider historical perspective. • Developing cultural capital.
Home – Learning: Research, Meanwhile Elsewhere, wider reading, creative tasks.	**Home – Learning:** Research, Meanwhile Elsewhere, wider reading, creative tasks.	**Home – Learning:** Research, Meanwhile Elsewhere, wider reading, creative tasks.	**Home – Learning:** Research, Meanwhile Elsewhere, wider reading, creative tasks.	**Home – Learning:** Research, Meanwhile Elsewhere, wider reading, creative tasks.	**Home – Learning:** Research, Meanwhile Elsewhere, wider reading, creative tasks.
Reading / literacy: PowerPoints, Worksheets, Silk Roads section of the Library.	**Reading / literacy:** PowerPoints, Worksheets, Silk Roads section of the Library.	**Reading / literacy:** PowerPoints, Worksheets, Silk Roads section of the Library.	**Reading / literacy:** Textbook, PowerPoints, Worksheets, Black History section of the Library.	**Reading / literacy:** Textbook, PowerPoints, Worksheets, relevant library books.	**Reading / literacy:** Textbook, PowerPoints, Worksheets, relevant library books.

Numeracy: Chronology, statistics.	**Numeracy:** Chronology, statistics.	**Numeracy:** Chronology, statistics.	**Numeracy:** Chronology, statistics.	**Numeracy:** Chronology, statistics.	**Numeracy:** 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.					