Course Outline

Humanities Year 9

Inspiring excellence, empowering global minds

Overview

The Humanities Department Syllabi at GEMS Wesgreen International Secondary School strive to enable students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues so as to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which they live. To foster in students a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal lifestyle and participation in collective environmental decision-making.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.
The aims of the Humanities Syllabus are to encourage and enable students to:

- develop contextual knowledge of the location of globally significant places-including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit Overviews

Term 1

Unit 1 – Map Skills **Approximate length: 3 weeks**

In this unit children explore the world's oceans and continents. They will learn about longitude and latitude. They will develop map skills by practicing planning and scaling of maps, as well as using 4 and 6 figure grid references.

Specific National Curriculum Objectives Covered:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Unit 2 – Tourism **Approximate length: 4 weeks**

In this unit, the children explore the tourism industry. The students discuss how tourism impacts and area, referring to advantages and disadvantages. They evaluate how and why people choose to go on holiday.

Specific National Curriculum Objectives Covered:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Unit 3 – World Development **Approximate length: 4 weeks**

In this unit, the children explore world development. The students discuss the factors that affect the development of a country, and why some countries are more economically developed or less economically developed than others.

Specific National Curriculum Objectives Covered:

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Term 2

Unit 4 – History Skills **Approximate length: 3 weeks**

In this unit, the students look at primary and secondary sources. They learn how to use primary and secondary sources to find out what happened in the past. They examine the validity of these sources through research of the Titanic disaster.

Specific National Curriculum Objectives Covered:

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit 6 – WW1 **Approximate length: 4 weeks**

In this unit the students look at the events of WW1. They look at the recruitment process and how propaganda influenced people during this time. They discuss trench life and trench warfare and analyse the weapons using during WW1.

Specific National Curriculum Objectives Covered:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Term 3

Unit 7 – WW2 **Approximate length: 7 weeks**

In this unit, the children explore the causes and the main events of WW2. They look at the significant battles such as the Battle of Britain and D-Day, and how they helped shape Europe into what it is today.

Specific National Curriculum Objectives Covered:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Assessment

Formative: Throughout the units, the students will complete graded work, quizzes, roleplays and investigation activities which allows the teacher to assess the students' progress and attainment and inform their planning.

Summative: Students will complete exams at the end of each term to assess their attainment and progress.