

Humanities KS3 Course Overview

Years 7-9, 2010-2011

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Introduction

This document sets out the Humanities curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.
- Develop the **skills** necessary to progress in the study of all areas of the Humanities

Humanities Vision

Students will use a variety of research and enquiry-focused methods in the study of the Humanities. The programme will focus on History, Geography, Comparative Religions and Economics. We aim to inculcate an interest in and enthusiasm for the Humanities and to ensure that students acquire all of the necessary skills required for IGCSE.

Topics will focus on areas key to the ICHK mission statement, such as conflict and conflict resolution, the environment and its management, and comparisons between cultures, countries and regions. Regional studies in particular will focus on Hong Kong in the Pearl River Delta and as a part of China and the wider world.

A variety of assessment techniques, both summative and formative, will be used in conjunction with Key Stage 3 requirements and the ICHK Assessment Scale. These will include formal writing tasks, data response, source-based interpretations and inquiry-based projects and presentations.

Structure

Through three weekly Humanities lessons, students will take part in the following units:

Year 7

1. What are the Humanities?
2. Chronology, sources and time capsules.
3. Mapping skills - BOLTS, cartographic conventions, compass rose, latitude and longitude. Basic map projections.
4. Introductions to comparative world religions. Monotheism, polytheism and atheism.
5. What makes a country: inquiry-based research in to the religious, cultural and political make-up of a real and an invented nation state.

Year 8

1. Our Changing Planet - Introduction to weathering and erosion. The concept of the Earth as a planet in flux.
2. Riverine and costal processes in physical Geography
3. Economic, Social and Cultural importance of rivers - study of River Usk
4. River research inquiry

5. Conflict - causes and types. Nature of conflicts.
6. War over time - changing technology.
7. The Korean War
8. Hazard Geography - the causes and effects of natural disasters and human and societal adaptation to them.

Year 9

1. Economic Geography - types of industry/Fisher-Clark model
2. Primary, Secondary, Tertiary industries in Hong Kong - 'How Does HK put food on the table?'
3. Hong Kong Tourism inquiry project.
4. Historical source skills.
5. Slavery in North America - the Triangular Trade
6. U.S. Civil War
7. Economics JA 'It's My Business' the role of the entrepreneur.
8. Measuring Wealth and Poverty
9. Refugees/IDPs

Assessments -

Each unit will be assessed using a combined History and Geography Assessment Rubric based on Key Stage 3 of the UK National Curriculum. This will be used in conjunction with the ICHK assessment scale. Formative assessment will take place throughout each unit and will take many forms (discussions, written work, student reflections, map work and source-based tasks). Each unit will also culminate in a summative assessment which will aim to encapsulate all of the skills and concepts taught through the unit and provide a detailed assessment of the students level of achievement at the end of each unit. Summative assessment may take the form of presentations, formal writing, quizzes or displays, or a combination of all these.

Differentiation

Throughout the Humanities course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. Some of the ways in which this will be achieved are:

Resources:

A wide range of resources including text books, internet material, source-based work and videos will be used to support a range of tasks and learning styles. No one text is used throughout any year.

Support:

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

Independent and Project-based learning:

Allows students to work at a level congruent with their ability while allowing core skills and knowledge to be learned and applied.

Group Projects

Allow students to examine the learning styles and methods of other students while allowing the teacher to offer more targeted help where this is appropriate.

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and projects. Assessments will be scaffolded and focus on a range of skills and applications which allow more

able students to progress while seeking to ensure that less able members of the group are able to acquire and use core skills at an appropriate level.

Main Resource Requirements -

Feed Your Mind (Yr 7)
River Flight documentary (Yr 8)
Making of China (Yr 7)
Ken Burns History of the US Civil War Series (Yr 9)
Korean War in Colour (Yr 8)
Refugees Video Series (Yr9)
Geography All the Way (all years)
A range of KS3 History and Geography Texts

Links to Relevant Syllabus and Curriculum Documents -

[KS3 Geography curriculum details](#)

[KS3 History curriculum details](#)

[KS3 Religious Education curriculum details](#)

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy

Calendar

Term 1	Term 2	Term 3
<p>Year 7: <u>What are the Humanities?</u> 1. Chronology. Sources and time capsules and Mapping skills. 2. Year 7: Introductions to comparative world religions. What makes a country: Assessment – World Religions PPT presentation.</p> <p>Assessment – Design a Country Project– comparison of real and made-up country in terms of physical and human Geography, Politics and Society</p> <p>Year 8: <u>Our Changing Planet</u> Introduction to weathering and erosion. Assessment – Walk and Field Sketch</p> <p>Year 9: Economic Geography 3. Primary, Secondary, Tertiary industries in Hong Kong – Assessment –Hong Kong Tourist Promotion campaign – brochure and presentation</p>	<p>Year 7: <u>Hazard Geography</u> The causes and effects of earthquakes. Plate tectonics and the Ring of Fire. Assessment – Preparation of earthquake Public Service Brochure</p> <p>Year 8: Weather and Climate: Elements of Weather, Measuring weather. Climate Zones. Assessment – Climate zone essay.</p> <p>Year 9: <u>Economics JA ‘It’s My Business’</u> the role of the entrepreneur. Assessment – Dragons’ Den Presentation</p>	<p>Year 7: <u>Geography and Economics of Food</u> Who is Hungry Why We Need Food Malnutrition Food and Culture Food and Festivals Columbian Exchange Taking Action on Hunger</p> <p>Year 8: <u>The First World War</u> Europe in 1914 Causes of War The Trenches Armistice Russian Revolution (intro) League of Nations</p> <p>Assessment – Propaganda poster Source-based test</p>
<p>Year 9: Slavery in North America CAS Week Year 8: The Korean War Assessment Structured questions and source Year 9: U.S. Civil War Assessment Source-based questions on the effect of Lincoln’s election in the North and South</p>	<p>Year 7: <u>Ancient China</u> Shang, Yellow Emperor Geography/Rivers Dynastic Succession T Warriors – link to CAS Week Assessment – Dynasty Test</p> <p>Year 8 <u>Ancient Greece</u> Societies and communities Olympics Assessment – Test plus source-based questions</p>	<p>Year 9: <u>Economic Development</u> What is Development? Measure of Development Problems of Using GNP/cap Composite Measures (HDI) Graphing Mapping Country Comparisons Demographics – population pyramids.</p> <p>Assessment – Data Response and Analysis Test.</p> <p><u>Refugees (link to Media)</u> Refugees and IDPs Causes of forced migration Mapping India/Pakistan Lives of Refugees UNHCR</p>
<p>Christmas Holidays</p>	<p>Year 9: <u>Weather and climate</u> Elements of Weather Weather Instruments Climate fFactors Climate Zones and Biomes Assessment– Test and Climate Graph drawing.</p> <p><u>The Cold War</u> (details to be finalised)</p>	<p>Summer Break</p>
	<p>Easter Holidays</p>	

Reflections/Points to Note from 2010/11

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Created By/Date	Reviewed	Signed
C. Adelwoher/M Clarke Dec.2010		