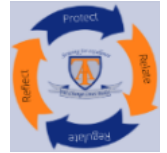




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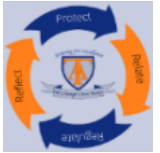


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Humanities Year 7: Humanities		
Autumn	Spring	Summer
<p>Transition Term for Year 7 Baseline Assessment</p> <p>Topic: Introduction to Historical Skills</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. What is History? 2. What is Chronology? 3. Historical Accounts 4. Historical Sources 5. Source or Interpretation? 6. What are Historical Concepts? 	<p>Topic: Geographical Skills</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. Social, Economic, Environmental 2. Direction 3. Oceans and Continents 4. British Isles 5. Grid References 6. Relief and Map Symbols 	<p>Topic: Medieval Realms</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. Britain in 1066 2. Succession 3. The Battle of Stamford Bridge 4. The Battle of Hastings 5. Bayeux Tapestry 6. Castles 7. Domesday Book 8. The Feudal System
<p>Text: KS3 BBC Bitesize Various source materials</p>	<p>Text: KS3 BBC Bitesize World Atlas</p>	<p>Text: KS3 BBC Bitesize Various source materials</p>
<p>Reading: Reading and researching historical events. Writing historical accounts and using historical sources.</p>	<p>Reading: Writing description of locations and where things are. Classifying issues using social, economic and environmental.</p>	<p>Reading: Reading and researching historical events. Writing historical accounts and using historical sources.</p>
<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>
<p>Literacy: BC AD Chronology Century Decade</p>	<p>Literacy: Social Economic Environmental Northing Easting</p>	<p>Literacy: Feudalism Manorial System Knights Serfs Chivalry</p>



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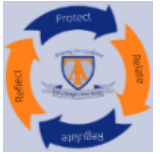


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<p>Account Provenance Source Bias Interpretation Significance</p>	<p>Temperature Country Continent Ocean Sea</p>	<p>Crusades Monarchies Castles Guilds Black Death Magna Carta Vassals</p>
<p>Speech Lang Com / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>Speech Lang Com / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>
<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>
<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: History Teacher</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: Urban Planner</p>	<p>Real World / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: History Teacher Museum Curator</p>



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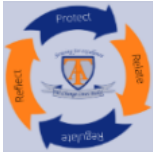
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Museum Curator National heritage Historian Archaeologist Conservationist Heritage Manager Tourism Officer Journalist Solicitor	Transport Planner Housing Officer Town Planner Sustainability Consultant Environmental Officer Green Infrastructure Specialist Waste Management Civil Engineer Structural Engineer Social Worker GIS Specialist	National heritage Historian Archaeologist Conservationist Heritage Manager Tourism Officer Journalist Solicitor
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Humanities Year 8:		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic: Restless Earth Aims and Objectives: <ol style="list-style-type: none"> 1. The Structure of the Earth 2. Continental Drift 3. Plate Boundaries 4. Volcanoes – Mount Fuego Cast Study 5. Earthquakes – Iran Case Study 6. Preparing for Natural Hazards 7. Tsunamis – Japanese Case Study 	Topic: Elizabeth I – Golden Age Aims and Objectives: <ol style="list-style-type: none"> 1. What was Queen Elizabeth like 2. Marriage – Why did she never marry? 3. Looks – Perceived or real 4. Elizabeth’s Rule 5. Problems with Religion 6. Mary Queen of Scots 7. The Spanish Armada 	Topic: Development Aims and Objectives: <ol style="list-style-type: none"> 1. What is Development 2. Measures of Development 3. Classifying the World 4. The Development Gap 5. Globalisation – Trans National Corporations 6. Trade – China case study 7. The future



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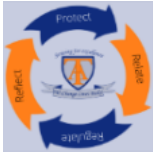


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<p>Text: KS3 BBC Bitesize World Atlas News reports</p>	<p>Text: KS3 BBC Bitesize Various source materials</p>	<p>Text: KS3 BBC Bitesize World Atlas News reports</p>
<p>Reading: Comprehension resources Case study info</p>	<p>Reading: Reading and researching: historical events. Writing historical accounts and using historical sources.</p>	<p>Reading: Comprehension resources Development indicator tables</p>
<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>
<p>Literacy: Plate Tectonics Earthquakes Volcanoes Tsunamis Seismic Waves Fault Lines Subduction Zones Rift Valleys Hotspots Epicentre Magnitude Richter Scale Aftershocks Lava Flow Pyroclastic Flow Lahar Tsunami</p>	<p>Literacy: Golden Age Renaissance Religious Tolerance vs. Persecution Monarch vs. Parliament Trade Exploration Social Hierarchy Culture Theatre Propaganda</p>	<p>Literacy: Development Standard of Living Quality of Life Inequality Sustainability GDP (Gross Domestic Product) GNI (Gross National Income) HDI (Human Development Index) Life Expectancy Infant Mortality Rate Literacy Rate Access to Clean Water Birth Rate Death Rate Development Gap</p>
<p>Speech Lang Com / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>



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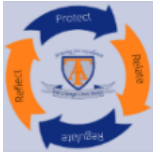


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<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>
<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: Seismologist Volcanologist Geologist Climatologist Emergency Planner Environmental Scientist Risk Analyst Coastal Engineer Urban Planner Climate Policy Advisor</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: History Teacher Museum Curator National heritage Historian Archaeologist Conservationist Heritage Manager Tourism Officer Journalist Solicitor</p>	<p>Real World / Careers: British Values (Mutual Respect – Listening and accepting other people’s views). SMSC (Moral – Investigate moral and ethical issues). Careers: Development economist International Aid Worker International Trader Supply Chain Manager Sustainable Consultant Microfinance Specialist Investment Analyst Banker Tourism Development</p>



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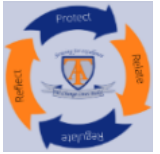


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Humanities Year 9:		
Autumn	Spring	Summer
<p>Topic: WW1</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. What caused WW1? 2. The life of a soldier in WW1 3. The Battle of the Somme 4. The Home Front 5. Recruitment 6. Conscription – fair? 7. The Treaty of Versailles 	<p>Topic: Coasts</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. Waves 2. Coastal Erosion 3. Transportation and deposition 4. Erosional and depositional landforms 5. Dorset coast landforms 6. Managing coast lines – hard and soft engineering 7. Holderness coast line case study 	<p>Topic: WW2 – The Holocaust</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. The persecution of the Jews from 1933 2. What was the Final Solution? 3. Can we blame bystanders? 4. How did other countries respond? 5. Why was the Holocaust allowed to happen? 6. Liberation of camps
<p>Text: KS3 BBC Bitesize Various source materials</p>	<p>Text: KS3 BBC Bitesize World Atlas News reports</p>	<p>Text: KS3 BBC Bitesize Various source materials</p>
<p>Reading: Reading and researching: historical events. Writing historical accounts and using historical sources.</p>	<p>Reading: KS3 BBC Bitesize World Atlas News reports</p>	<p>Reading: Reading and researching: historical events. Writing historical accounts and using historical sources.</p>
<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>	<p>Maths/Numeracy: Reading and interpreting of graphs</p>
<p>Literacy:</p>	<p>Literacy:</p>	<p>Literacy:</p>



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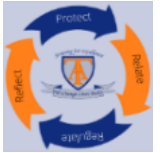


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<p>Central Powers Triple Entente Triple Alliance Militarism Alliances Imperialism Nationalism Assassination Trench Warfare No Man's Land Stalemate Western Front Eastern Front Poison Gas Zeppelin U-boats Conscription Propaganda Home Front Rationing Armistice Treaty of Versailles Reparations Shell Shock</p> <p>Speech Lang Com / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>Coast Erosion Weathering Hydraulic Action Abrasion Attrition Solution Longshore Drift Deposition Headland Bay Cliff Cave Arch Stack Stump Beach Spit Bar Hard Engineering Soft Engineering</p> <p>SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>	<p>Allies Axis Powers Blitzkrieg Nazi Blitz D-Day Pearl Harbor Holocaust Concentration Camps Final Solution Ghettos Rationing Evacuation Propaganda Home Front Blackout Enigma Code</p> <p>SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts</p>
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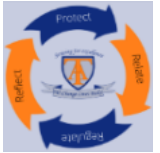


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<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>	<p>Assessment: Formative: Questioning, Retrieval Practise, SST feedback. Summative: End unit Assessments GCSE style questions using BUG the question</p>
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<p>Careers: History Teacher Museum Curator National heritage Historian Archaeologist Conservationist Heritage Manager Tourism Officer Journalist Solicitor</p>	<p>Careers: Coastal Engineer Civil Engineer Hydrologist Flood Risk manager Marine Conservationist Environmental Consultant Coastal Ecologist Sustainability Officer Oceanographer Coastal Policy Advisor Outdoor Education</p>	<p>Careers: History Teacher Museum Curator National heritage Historian Archaeologist Conservationist Heritage Manager Tourism Officer Journalist Solicitor</p>



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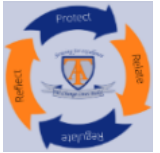


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Geography AQA: Student book	Geography AQA: Student book	Geography AQA: Student book	Geography AQA: Student book	Geography AQA: Student book	Geography AQA: Student book
Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.
Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs
Literacy: Natural Hazard Tectonic Hazard Atmospheric Hazard Geomorphological Hazard Biological Hazard Tectonic Hazards Plate Tectonics Tectonic Plate Convection Currents Destructive Plate Boundary Constructive Plate Boundary Conservative Plate Boundary Collision Plate Boundary Earthquake Focus Epicentre Seismic Waves Richter Scale Mercalli Scale Tsunami	Literacy: Natural Hazard Tectonic Hazard Atmospheric Hazard Geomorphological Hazard Biological Hazard Tectonic Hazards Plate Tectonics Tectonic Plate Convection Currents Destructive Plate Boundary Constructive Plate Boundary Conservative Plate Boundary Collision Plate Boundary Earthquake Focus Epicentre Seismic Waves Richter Scale Mercalli Scale Tsunami	Literacy: Urbanisation Rural-urban migration Natural increase Types of Cities Megacity World city Urban Growth in LICs/NEEs Informal settlement (slum) Squatter settlement Infrastructure Sanitation Quality of life Urban Challenges in HICs Urban sprawl Urban decline Deprivation Regeneration Brownfield site Greenfield site Gentrification	Literacy: Urbanisation Rural-urban migration Natural increase Types of Cities Megacity World city Urban Growth in LICs/NEEs Informal settlement (slum) Squatter settlement Infrastructure Sanitation Quality of life Urban Challenges in HICs Urban sprawl Urban decline Deprivation Regeneration Brownfield site Greenfield site Gentrification	Literacy: Coastal Processes Erosion Hydraulic action Abrasion Attrition Solution Transportation Longshore drift Deposition Coastal Landforms (Erosion) Headland Bay Wave-cut platform Wave-cut notch Cave Arch Stack Stump Coastal Landforms (Deposition)	Literacy: Fluvial Processes Erosion Hydraulic action Abrasion Attrition Solution Transportation Traction Saltation Suspension Deposition River Landforms (Upper Course) V-shaped valley Interlocking spurs Waterfall Gorge River Landforms (Middle Course & Lower Course) Meander



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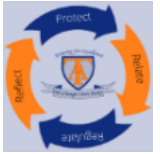


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GCSE style questions using BUG the question	GCSE style questions using BUG the question	GCSE style questions using BUG the question	GCSE style questions using BUG the question	GCSE style questions using BUG the question	GCSE style questions using BUG the question
<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Seismologist Volcanologist Geologist Climatologist Emergency Planner Environmental Scientist Risk Analyst Coastal Engineer Urban Planner Climate Policy Advisor</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Seismologist Volcanologist Geologist Climatologist Emergency Planner Environmental Scientist Risk Analyst Coastal Engineer Urban Planner Climate Policy Advisor</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Urban Planner Transport Planner Housing Officer Town Planner Sustainability Consultant Environmental Officer Green Infrastructure Specialist Waste Management Civil Engineer Structural Engineer Social Worker GIS Specialist</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Urban Planner Transport Planner Housing Officer Town Planner Sustainability Consultant Environmental Officer Green Infrastructure Specialist Waste Management Civil Engineer Structural Engineer Social Worker GIS Specialist</p>	<p>Real World / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Coastal Engineer Civil Engineer Hydrologist Flood Risk manager Marine Conservationist Environmental Consultant Coastal Ecologist Sustainability Officer Oceanographer Coastal Policy Advisor Outdoor Education</p>	<p>Real World Links / Careers: British Values (Mutual Respect – Listening and accepting other people’s views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Hydrologist Flood Risk Manager Drainage Engineer Civil Engineer Environmental Consultant River Conservationist Water Quality Analyst Fisheries Manager Geography Teacher GIS Specialist River Policy Advisor Climate Change Analyst Eco-Tourism</p>



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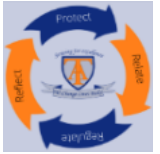


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AQA Geography Year 11:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: The Changing Economic World</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. There are global variations in economic development and quality of life 2. Various strategies exist for reducing the global development gap 3. Some LICs and NEEs are growing rapidly which leads to social, economic and cultural change. 4. Major changes in the economy of the UK have affected and will continue to impact employment parents and regional growth. 	<p>Topic: The Living World - Ecosystems</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. Ecosystems exist at a range of scales 2. Tropical rainforest ecosystems have a range of characteristics 3. Deforestation has economic and environmental impacts 4. Tropical rainforests need to be managed to be sustainable <p>Hot deserts</p> <ol style="list-style-type: none"> 1. Hot desert ecosystems have a range of characteristics 2. Development of hot deserts create 	<p>Topic: The Challenge of Resource Management</p> <p>Aims and Objectives:</p> <ol style="list-style-type: none"> 1. Food, water and energy are fundamental to human development 2. The changing demand and provision of resources in the UK creates opportunities and challenges <p>Energy</p> <ol style="list-style-type: none"> 1. Demand for energy resources is rising globally but supply is not secure and can lead to conflict 2. Different strategies can be used to increase energy supply. 	<p>Topic: Exam prep</p>	<p>Topic: Exam Prep</p>	<p>Topic: Exam Prep</p>



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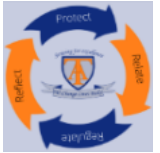


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	opportunities and challenges 3. Areas on the fringe of hot deserts are at risk of desertification	3. Sustainable energy			
Text: CGP GCSE Geography Geography AQA: Student book	Text: CGP GCSE Geography Geography AQA: Student book	Text: CGP GCSE Geography Geography AQA: Student book	Text: CGP GCSE Geography Geography AQA: Student book	Text: CGP GCSE Geography Geography AQA: Student book	Text: CGP GCSE Geography Geography AQA: Student book
Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.	Reading: Key words list Relevant articles and news reports.
Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs	Maths/Numeracy: Reading and interpreting of graphs
Literacy: Development & Measuring Development Development Gross National Income (GNI) Human Development Index (HDI) Quality of life Standard of living Literacy rate Birth rate Death rate Infant mortality rate	Literacy: Ecosystem Components Ecosystem Biotic factors Abiotic factors Producer Consumer Decomposer Food chain Food web Tropical rainforest Desert Temperate forest	Literacy: Renewable resources Non-renewable resources Fossil fuels Biomass Water resources Food security Water security Energy security Sustainable management Over-exploitation Resource depletion Conservation	Literacy:	Literacy:	Literacy:



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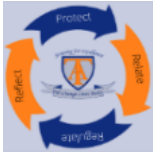


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Life expectancy Global Development Patterns Low-income country (LIC) Newly emerging economy (NEE) High-income country (HIC) Development gap North-South divide Factors Affecting Development Physical factors Economic factors Historical factors Colonialism Trade Debt Fair trade Aid Investment Industrial development Tourism Microfinance loans Debt relief Intermediate technology Economic Change & Industrial Development Primary sector Secondary sector Tertiary sector Quaternary sector Deindustrialisation	Tundra Savannah Coral reef Wetland Mangrove Energy Flow Nutrient Cycling Photosynthesis Respiration Nutrient cycle Carbon cycle Water cycle Soil profile Threats to Ecosystems Deforestation Desertification Overfishing Pollution Climate change Habitat destruction Conservation & Management Sustainable management Conservation Ecotourism Reforestation National park Biodiversity	Efficiency Fair trade Renewable energy Solar energy Wind energy Hydroelectric power Geothermal energy Nuclear energy Fossil fuels Carbon footprint Energy mix Fracking Water cycle Aquifer Water scarcity Water management Irrigation Desalination Water conservation Food production Agribusiness Organic farming Intensive farming Global food chains GM crops			
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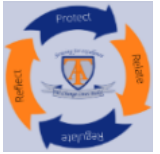


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Globalisation Post-industrial economy Science and business parks UK Economy & Regional Differences North-South divide (UK) Transport infrastructure Enterprise zones Sustainable industry					
Speech Lang Com / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts	SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts	SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts	SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts	SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts	SLC / Oracy: Think, Pair, Share Reading aloud extracts/questions/instructions Discuss Humanities Concepts
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Real World Links / Careers: British Values (Mutual Respect – Listening and	Real World Links / Careers: British Values (Mutual Respect – Listening and	Real World Links / Careers: British Values (Mutual Respect – Listening and	Real World Links / Careers: British Values (Mutual Respect – Listening and	Real World / Careers: British Values (Mutual Respect – Listening and	Real World Links / Careers: British Values (Mutual Respect – Listening and



Humanities Trinity Academy New Bridge



Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future

<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Development economist International Aid Worker International Trader Supply Chain Manager Sustainable Consultant Microfinance Specialist Investment Analyst Banker Tourism Development</p>	<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Conservationist Environmental Consultant Environment Services Forest Manager Ecologist Marine Biologist Botanist Environmental Educator Climate managing</p>	<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers: Sustainability Consultant Resource Manager Environmental Consultant Energy Manager Energy Analyst Geothermal Engineer Nuclear Engineer Agronomist Irrigation Engineer</p>	<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers:</p>	<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers:</p>	<p>accepting other people's views).</p> <p>SMSC (Moral – Investigate moral and ethical issues).</p> <p>Careers:</p>
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