



Humanities Curriculum

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Humanities at Blanche Nevile

Blanche Nevile are proud to offer Humanities as a stand-alone subject, taught by a qualified History teacher and ToD. Humanities incorporates History, Geography and Religious Studies, with KS3 students devoting one term to each topic every year. Humanities also remains a very popular option at KS4. Students are encouraged to build on subject-specific skill sets and develop their understanding of abstract concepts as they progress through the school. Students are taken on a journey as they progress through the school, beginning with a secure understanding of the local context, expanding and progressing through time and space into the international and the global. Students access topics and content from the National Curriculum, as well as having the opportunity to discover unique stories, such as the lives of deaf people in medieval London. Events and assemblies are held throughout the year celebrating our own communities, for example Remembrance Sunday, Black History Month, and Ramadan/Eid.

Of key importance to the Humanities Curriculum is learning outside the classroom. We are lucky to have the museums of London on our doorstep, as well as many beautiful places of worship. Classes regularly visit world-renowned historic sites and attend workshops with experts in their fields.

At every level the Humanities curriculum is tailored to our deaf students, putting their needs first. BSL is at the heart of our learning, and students' communication preferences and needs are respected and met by trained staff. Explicit attention is paid to learning new subject-specific language and vocabulary, so that students can demonstrate their understanding of new concepts and progress to the best of their ability as they move up the school.

At Key Stage 3

At Key Stage 3 pupils are taught subject content from the National Curriculum. The pace and number of topics covered will vary from group to group, but topics covered are similar across the ability range. This allows for students to move from one pathway to another without difficulty.

In **History**, students begin with the history of Medieval London, with subsequent topics progressing chronologically. In Year 8 students study exploration and the wider world, including the abolition of the Atlantic slave trade. In Year 9, a study of global history includes the British Empire and two World Wars.

In **Geography**, Year 7 begin with maps skills and an exploration of the British Isles, as well as a local unit of work on shopping. In Year 8 students study movement within countries, including domestic tourism in the UK, and urbanisation in Nigeria. In Year 9, there is a focus on the Earth and humans' relationship to it, through topics such as volcanoes and climate change.

In **Religious Studies**, students are taught the key beliefs and practices of Christianity (Year 7), Judaism (Year 8) and Islam (Year 9). Unit Award schemes of work cover other global religions such as Hinduism and Sikhism. Non-religious worldviews are discussed and students are encouraged to share their own understanding of spiritual experiences.

At Key Stage 4

Humanities at KS4 deepens and extends pupils' understanding of our world and its people. Whichever pathway students take, they will have the chance to explore new topics that build on their learning at KS3. Topics are studied in depth, through primary sources, film, and field trips. There is greater flexibility in choice of topics, and older students can study more of the field they enjoy. Emphasis is placed on understanding how students' chosen topic relates to the world around us today. At every level, literacy and writing skills are central to what students do.

Pathways are based on students' achievements over KS3 and may also depend on the number of students choosing to continue Humanities in a given year.

KS4 Pathways

HUMANITIES

01

GCSE Religious Studies / History (Eduqas)

In Year 10, students who study the GCSE Religious Studies (either Full or Short Course) take their knowledge from KS3 and deepen it, understanding how the key beliefs of Christianity and Islam influence believers' daily lives and practices. They learn to understand the diversity of beliefs within religious groups. They begin to develop sophisticated writing techniques: how to argue a point with evidence and to analyse and evaluate different points of view. In Year 11, students explore issues in the modern world from both religious and non-religious perspectives. Topics covered include marriage, contraception, abortion, the death penalty, wealth and poverty, and human rights. Students build up a rich vocabulary and an understanding of different viewpoints that prepares them for their role in modern society. The GCSE includes 3 components (Christianity, Islam, and Modern World Issues), and is assessed through three exams at the end of Year 11.

02

Entry Level Pathways (WJEC)

Students study 5 units of work over two years. There is flexibility in choice of units, with multiple options within History, Geography, or Religious Studies. Popular units include People and Protest (Civil Rights in the USA/the Suffragettes), Non-British History in the Past (Germany, 1930s), Historical Change Over Time (changes in leisure and tourism in the UK), the Effects of Consumerism (sweatshops and child labour), and Places of Worship. Students learn the stories of real people in the past and around the world. Through film and historical artefacts, students build an understanding of different time periods and cultures. Literacy skills are developed through a focus on key vocabulary and opportunities for extended writing. Students are assessed through their classwork and do not sit final exams.

03

AQA Unit Award

Students have a similarly broad range of topics available as at Entry Pathways. History, Geography and Religious Studies topics are taught with an emphasis on visuals and stories. Students receive certificates and are celebrated for each unit of work they complete. Topics are chosen to appeal to students' interests, experiences, and their own lives. A wide range of activities are included in lessons, including cookery, art and experiences outside the classroom. Key language is used in context and practised from lesson to lesson to aid recall and add to students' developing cross-curricular vocabulary.

At Key Stage 3

Humanities Curriculum Map 2025-2026

KS3 Class	Autumn Term		Spring Term		Summer Term	
Year 7A	Medieval Castles	Tudors and Stuarts	Map Skills	Life in the UK	Christianity in the UK	Christianity in the UK
Year 7B	The Norman Conquest	Medieval London	Maps Skills	Shopping in London	Christianity - Key Beliefs and Practices	Christianity - Key Beliefs and Practices
Year 8A	Native Americans	India and Britain	Tourism in the UK	The Effects of Consumerism	Life as a Hindu	Life as a Hindu
Year 8B	Christopher Columbus and the Americas	The Atlantic Slave Trade and Abolition	Tourism in the UK: Manchester and St. Ives	Urbanisation in Nigeria: Lagos	Judaism: Key Beliefs and Practices	Judaism: Key Beliefs and Practices
Year 8C	Religious Changes in the UK 1500-1600	The Origins and Abolition of Slavery	Urbanisation: Nigeria	Development and Globalisation: China	Hinduism: Key Beliefs and Practices	The Afterlife - religious perspectives
Year 9	The British Empire	World War 1 and World War 2	Living with Volcanoes: Italy and the Philippines	Energy and Climate Change	Islam: Key Beliefs and Practices	Islam: Key Beliefs and Practices

At Key Stage 4

KS4 & Pathway	Autumn Term		Spring Term		Summer Term	
Year 10/11A	Fair Trade	Fair Trade	The Industrial Revolution	The Industrial Revolution	The Problem with Plastic	The Problem with Plastic
Year 10B	People and Protest: the Suffragettes	People and Protest: the Suffragettes	Responses to contemporary conflict in world events: Ukraine	Responses to contemporary conflict in world events: Ukraine	Places of Worship	Places of Worship
Year 11B	People and Protest: the Suffragettes	People and Protest: the Suffragettes	Responses to contemporary conflict in world events: Ukraine	Responses to contemporary conflict in world events: Ukraine	—	—

