



Humanities: Our DNA

Head of Department: Ms. Gelder

Lead History Teacher: Mr. Newey

Lead RS Teacher: Ms. Winter

Lead Geography Teacher: Ms. Taylor

The Humanities Department is committed to teach thoughtful and engaging lessons, enabling students to **discover** a passion and genuine interest. We are committed to ensure that all pupils make greater than expected progress across all subjects.

Empowering

- Promoting the development of responsible and compassionate global citizens, who are aware of current affairs and issues.
- Generating confidence in learners' knowledge, skills and competencies.
- Challenging and pushing students to take ownership over their learning and achieve their best, regardless of their starting position.
- Students are encouraged to become independent thinkers, who ask questions and enter discussions; enabling all to experience success.

Inclusive

- A clear focus on the value of learning; recognising that students develop at different rates and have different learning needs.
- Ensuring that all students make appropriate progress.
- Recognising great academic and personal achievements with rewards.
- Tolerance and understanding of all viewpoints and the differences between them.

Rigorous

- Setting and maintaining consistent standards over time by continually developing reliable and valid assessment tasks and processes.
- Developing life-long learners who have a genuine enjoyment for each subject, enabling excellent behaviour for learning.
- Pupils flourish with high expectations alongside consistent routines to support their learning.



Humanities: Our DNA

Geography DNA

Investigating places to understand geographical patterns and processes, encouraging pupils to become global citizens with the skills to communicate and understand the world within and beyond their everyday experience.

Courageous

- Students will be better equipped to take part in the big conversations about the world and its possible futures.
- Geographers understand an enormous variety of places and processes, they also look for patterns of these processes or features in a plethora of diverse locations- this includes dynamic physical and human landscapes
- Geographers believe that the best knowledge comes from seeing the world with your own eyes. They relish opportunities fieldwork investigations to understand the world by collecting and analysing data. Additionally, they are confident to use new technology such as GIS.

Compassionate

- In geography students acquire knowledge beyond their everyday experience, empowering them to understand the issues and processes that shape our world
- Geographers are interested in the unique characteristics of a place and investigate why some places might be different to others.
- Geographers are confident enough to explain their opinions, listen to others and challenge theory by asking questions. They understand that there are opposing viewpoints towards managing human and environmental issues and use frameworks of sustainability to understand the potential impacts of decisions, including those surrounding risk and the fragility of certain environments

Community

- Developing relational thinking to understand our place in the world and those around us, including interdependence ie the complex interaction between human and physical worlds
- Geographers are considerate of global differences, disparities and tensions and are aware of the increasing global connections between human populations.
- Students understand the wider role of geography in society and are supported with their post-school ambitions and careers

Empowering Excellence

- Developing a deep knowledge of specific places brings geography to life. It refines our understanding of processes and issues as we notice patterns and exceptions, with the most relevant real-world examples integrated into every lesson
- Geographers acquire subject-specific capabilities including interpreting geographical data, analysing geographical trends, making comments about the future and GIS
- Students have high expectations of themselves and value the usefulness of the geographical skills that they acquire, both within the classroom and in the wider world
- Students are able to express themselves geographically as they speak, write, form arguments and explain viewpoints



Humanities: Our DNA

History DNA

Learning from the past to make morally informed decisions for the future ensuring past mistakes are not repeated.

At Bolingbroke Academy we aim to make history meaningful for all pupils. History helps us understand how the society we live in came to be. To truly understand history is to have an appreciation of how the past causes the present, and in turn, the future. It is important that our pupils learn about local, national and global history so that they become informed citizens. From KS3 through to our final topics in KS5, the History curriculum at Bolingbroke aims to establish a culture of wider historical reading and an appreciation of how the lessons we teach in the class room have connections to places and establishments in their local area. Each lesson has related historical fiction recommendations along with links to associated places of interest that the pupils can use to deepen their knowledge and interest in the subject. Thus, developing their cultural capital. Whilst focusing on the local elements of our history, we have also embedded themes of morality throughout the schemes of work using the subject of history as a platform to discuss the more challenging and thought-provoking questions of humanity. History encourages the development of enquiry skills, historical analysis and critical thinking. History at Bolingbroke has seen a rapid increase in uptake for GCSE year on year and along with a variety of fantastic international trips to over 4 different countries, it remains Bolingbroke's most popular option choice at GCSE.

Courageous

e.g. Curriculum aims, taking risks, being brave, being their best self, what do you do in co-planning, learning from one another? T&L?

- Sensitive history and thought-provoking topics
- To truly understand history is to have an appreciation of how the past causes the present, and in turn, the future.
- History encourages the development of enquiry skills, historical analysis and critical thinking.
- Learn about the past in Britain and the wider world
- Consider how the past influences the present through the concept of change and continuity.

Compassionate

e.g. how we are diversifying our curriculum, curriculum topics from all backgrounds, challenging the past?

- Making history relatable and meaningful for all
- Whilst focusing on the local elements of our history, we have also embedded themes of morality throughout the schemes of work using the subject of history as a platform to discuss the more challenging and thought-provoking questions of humanity.
- At Bolingbroke Academy we aim to making history meaningful for all pupils. History helps us understand how the society we live in came to be.
- Develop an awareness of the diversity of human experiences and reflecting on their personal choices, attitudes and values.

Community

e.g. inclusion – inclusive community, meeting all the learners' needs, enrichment, experiences

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- History at Bolingbroke has seen a rapid increase in uptake for GCSE year on year and along with a variety of fantastic international trips to over 4 different countries, it remains Bolingbroke's most popular option choice at GCSE.
- Establish an understanding of the chronological framework of significant events in world history.
- Find out about what past societies were like, how these societies organised themselves and what beliefs and cultures influenced people's actions and sense of morality.

Empowering Excellence

e.g. high expectations, how do you ensure you are supporting the learners – opportunities for practical, discussion, practice, check for understanding, opportunities for practice, homework, feedback

- Ensuring staff always strive for excellence with regular CPD and moderation sessions.
- Ensuring student voices are always heard and pupils develop a clear sense of opinion building a tolerance and respect for others.
- Each lesson has related historical fiction recommendations along with links to associated places of interest that the pupils can use to deepen their knowledge and interest in the subject. Thus, developing their cultural capital.
- Become greater critical thinkers by using evidence to unlock the past and providing the skills needed to conduct wider historical enquiries.
- Developing an ability to interpret the past through analysing and evaluating differing historians' perspectives and forming their own conclusions on the past.



Humanities: Our DNA

RS DNA

Religious Studies is committed to ensuring that all pupils leave Bolingbroke Academy as well-rounded, multi-skilled and highly informed world citizens, eager to become changemakers and promote unity and acceptance. Through teaching thoughtful and engaging lessons, which relate to the 'real world, students will discover courage, compassion and be empowered to become active members of their communities.

Courageous

- Developing students who are unafraid to debate, question, critique and analyse their own work as well as the work of others.
- Holding students to high standards over time, through integrated use of AfL and frequent quizzing.
- Preparing students for higher thinking at the start of KS3, through a 'spiralled' skills-based approach to schemes of work.

Compassionate

- Developing learners who are passionate for justice, and who are led to make good moral decisions for themselves and others, through the thread of moral study from KS3 through KS5.
- Ensuring that study is accessible at all levels, through use of mixed media and varied dynamic tasks.
- Promoting of acceptance inside and outside of the classroom, and celebrating diversity in culture, religion, gender and race.

Community

- Broadening learners' knowledge of different cultures and belief systems, and enabling them to recognised the application of these belief systems and ways of life within their community settings
- Look beyond their own reality, being challenged to think outside of their own belief systems
- Seeing validity in all viewpoints and judging what counts as good support
- Applied learning within their settings e.g different practices/places of worship/events

Empowering Excellence

- Students will improve on their grades, through frequent assessment, using model answers and regular fast feedback on extended writing.
- Students will learn to think and work both independently and collaboratively, pushing each other to achieve their best, with a strong sense of climate of error and managing misconceptions.

Depth for Breadth

- The RS Curriculum is planned in conjunction with History throughout KS3 and is planned backwards with skills and big ideas underpinning the thread of study that is built on year on year, progressively mastering more complex concepts.
- A student who undertakes RS from Year 7 to Year 13 will have had a well-rounded, journey through major world religions and concepts of justice, morality and community, as well as key historical changes in Christianity, the main religious tradition of Great Britain.