



Kingstone High School Faculty of Humanities 2025-2026

Kingstone High School is a non-selective school and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their maximum academic potential through an individually tailored curriculum.

Staff		
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1. Intent

The Humanities Faculty is passionate about their subject/s and strives to enthuse, engage and challenge each student they teach. As a team we are committed to creating a Faculty that rigorously monitors, evaluates and reviews its teaching so that good practise is shared, and schemes of learning are kept lively and interesting for the students, responding to current affairs where appropriate.

Classes are predominantly taught in mixed sets. Some groups are tailored to higher level thinking or nurture. This is decided in conjunction with other faculties depending on the timetable needs.

The humanities are essential in shaping well-rounded individuals capable of engaging thoughtfully with societal, spiritual and environmental complexities. Through the study of history, geography, and religious studies, students gain vital knowledge and skills to become informed citizens and responsible members of their communities. Our aim is to provide passionate, adaptive teaching that fosters curiosity about the world, enhances cultural capital, and promotes an understanding of their global context, ensuring all students can achieve their academic and civic potential together through:

1. **Knowledge and Understanding:** To provide students with a robust knowledge base about historical events, geographical concepts, and diverse religious beliefs that shape their lives.
2. **Critical Thinking:** To encourage students to analyse and evaluate different perspectives, fostering independent thinking and informed opinions.
3. **Compassion and Respect:** To develop an appreciation for diverse cultures and communities, encouraging students to nurture compassion and respect for others.
4. **Preparation for the Future:** To equip students with skills necessary for their future education and employment, including careers exploration, problem-solving, collaboration, and communication.

This supports the whole school intent:

To create a **community** of learners who are inspired through **high-quality, passionate** teaching and **integrated** support; all **achieve success** because of this **positive**, learning environment

2. History Curriculum Overview

What does History Involve?

Substantive knowledge strands and disciplinary skills are woven together to create a rich, balanced, and engaging curriculum which include:

- Knowledge
 - Core factual content: events, people, places, and developments.
 - Builds chronological understanding and contextual awareness.
- Cause and Consequence
 - Explores why events happened and what effects they had.
 - Encourages analytical thinking and understanding of historical processes.
- Change and Continuity
 - Identifies what has changed over time and what has remained the same.
 - Helps students see patterns and trends across periods.
- Similarity and Difference
 - Compares experiences, societies, and perspectives.
 - Supports empathy and critical comparison.
- Using Evidence and Sources
 - Develops skills in interpreting primary and secondary sources.
 - Encourages questioning and evaluation of reliability and bias.
- Considering Interpretation and Historical Perspective
 - Teaches that history is constructed and interpreted differently.
 - Promotes critical thinking and understanding of historiography.
- Chronology and Narrative
 - Builds a coherent sense of historical time and sequencing.
 - Supports storytelling and understanding of historical context.

2.1 How do students make progress through the History curriculum?

The Year 7 History curriculum begins with an introduction to historiography and scholarship, providing students with a solid foundation as they embark on a five-year journey to become skilled historians. This initial topic equips learners with essential skills for analysing historical sources and understanding varying interpretations, focusing on **Sutton Hoo** and its artefacts as a case study of **Anglo-Saxon society**. Following this, we study the **Norman Conquest**, emphasising themes of power, hierarchy, and governance. This understanding prepares students for exploring **life in medieval England**, highlighting the influences of society and religion during this period, considering how one event leads to another by exploring both **The Black Death** and **Peasants' Revolt**. We then examine the shifting dynamics of **power between the church and the monarchy** in the medieval era, reinforcing students' understanding of authority and governance. This crucial part of the curriculum allows learners to appreciate how religious influences shaped political structures. Next, we analyse the **Tudor period**, focusing on the significant societal changes brought about by **The Reformation** and beliefs of subsequent monarchs. Throughout Year 7, students engage with important historical concepts that enhance their understanding of England's past and its relevance to today's society. Connections to other subjects, such as English, where they study Shakespeare, and Geography, where they consider settlement patterns, help contextualise historical events.

The Year 8 History curriculum builds on this foundation by exploring key events and themes in British history, starting with the religious beliefs that impacted **James I's reign** (divine right of kings, witchcraft and Pilgrim Fathers) and the varied factors leading to the **English Civil War** and subsequent governmental shifts. Students will also investigate the causes of the **Industrial Revolution**, gaining vital analytical skills related to societal changes. The curriculum includes a study of the reasons why **Transatlantic Slave Trade** was abolished, connecting historical themes of empire, ideology and racism, along with an interdisciplinary link to Music where students explore of Blues music. Concluding the year, students examine the topic of **Empire** and its colonial impacts, through a case study of **India**, integrating discussions from Religious Education about Sikhism and a regional study of India in Geography.

In Year 9, students are introduced to concepts such as dictatorship and propaganda, exploring the **causes of the First World War** reinforcing the skill of causation and introducing the notion of the War as the "War to End All Wars." Building on their contextual understanding from Year 7 Geography where they have studied Russia and their Y8 geography (Communism in China), students consider **communist ideology**, allowing them to compare and contrast with **Nazi Germany's regime**. This comparative analysis contributes to their comprehension of authoritarian governance. A depth study of the **Holocaust** is further supported by a study of Judaism in Y9 Religious Studies. Following this, the curriculum examines the **pursuit of peace in the 20th century**, notably through the formation of the United Nations, which serves as a precursor to GCSE studies concerning the Cold War and Germany. The latter part of the year

focuses on **Britain's modern history**, particularly the decline of colonialism and its implications for societal change in the 20th and 21st centuries. A further study of **Conflict in the Middle East** is a unit being developed in response to current issues in the region, equipping students with essential context for current affairs. These units revisit themes of revolution, protest, racism, and ideology, linking to topics explored in Year 8.

Finally, students gain insight into GCSE History through the **Whitechapel case study in Crime and Punishment**, drawing connections to their previous knowledge of Industrial Britain and its societal impacts.

2.2 HISTORY Curriculum Map 2025-26

	Half term 1 (8 weeks inc KAss1)	Half Term 2 (6 weeks)	Half Term 3 (6 weeks)	Half Term 4 (5 weeks inc KAss2)	Half Term 5 (6 weeks)	Half Term 6 (7 weeks inc KAss3)
Year 7 KQs	<u>VIKINGS / ANGLO SAXONS</u> How do artefacts help us understand the Anglo-Saxon period? <u>NORMAN</u> Why was England a battlefield in 1066?	<u>NORMAN</u> How did William secure control? <u>MEDIEVAL</u> What was life like in Medieval towns and villages? <i>Religious houses, towns, villages</i>	<u>MEDIEVAL</u> To what extent does control shift in Medieval England? <i>Thomas Becket, Black Death, Peasants' Revolt</i>	<u>MEDIEVAL</u> What was life like for women in Medieval society? How was life affected by living on the Welsh Border? LOCAL HISTORY Chepstow Castle	<u>EARLY MODERN</u> How do the Tudors rise to power? Why did the Tudors keep changing the church? <i>Henry, Edward, Mary and Elizabeth</i>	<u>EARLY MODERN</u> How was law and order kept in Tudor England? <u>REVIEW</u> <u>CHANGE 1066-1558</u> How far did England change 1066-1558?
Skills	Interpretation Scholarship Chronology	Narrative (Cause) Interpretation Similar and Different	Evidence Consequence	Similar and Different Interpretation (Inference)	Causes of Change & Continuity	
Concepts, links, Careers	GCSE Anglo Saxons English – Saga Archaeologist, Historian	GCSE Normans RE - Christianity	RE – Church structure Medicine	Geography – local area (Y7)	RE – Reformation	GCSE – C+P <i>Justice, magistrate</i>
Year 8 KQs	<u>EARLY MODERN</u> How did religion impact James I's reign? <i>Gunpowder plot, Witchcraft, Pilgrim Fathers and birth of empire</i> Why did the English	<u>EARLY MODERN</u> Was England a successful republic? <i>Cromwell and Restoration</i> <u>INDUSTRIAL ERA</u> Why did the Industrial Revolution happen in the UK?	<u>EARLY MODERN - INDUSTRIAL</u> Why did the slave trade end in 1807? <i>Slave Trade</i>	<u>INDUSTRIAL ERA</u> How significant were key individuals social justice champions in Victorian Britain?	<u>EMPIRE</u> How did the British Empire impact India? <i>Colonial Case Study</i>	<u>INDUSTRIAL</u> Did protest bring positive change for workers and workers and women? <u>CHANGE 1558-1901</u> What were the biggest areas of change

	execute their king? <i>Causes and events of civil war</i>					1558-1914? <i>Liberal Reforms (categories)</i>
Skills	Evidence Narrative (Chronology)	Causation	Similar and Different Causation	Significance	Interpretation Scholarship	Change & Continuity
Concepts, links Careers	GCSE – C+P	Science – invention, steam, coal Geography – industry (Y7) <i>Entrepreneur, inventor</i>	RE – ethics and human rights Music - blues <i>Human Rights Lawyer</i>	GCSE – C+P RE GCSE – Fry, Howard Geography – Cadbury philanthropist (Y7)	RE – Sikhi (Y7) Geography – India (Y8)	GCSE C+P
Year 9 KQs	<u>MODERN</u> Why was World War 1 known as ‘The War to End all Wars’ at the time? How do dictatorships gain control of nations? <i>Russia Germany</i>	<u>MODERN</u> How are Jews treated in Nazi Germany? <i>(Holocaust)</i>	<u>MODERN</u> How can nations work towards peace after WWII? <i>(overview of WWII and United Nations)</i>	<u>MODERN</u> What caused the British Empire’s decline?	<u>MODERN</u> How has the Middle East been shaped by conflict?	<u>EARLY MODERN - INDUSTRIAL</u> GCSE Historic Environment: Whitechapel
Skills	Evidence (Historic Environment) Causation	Knowledge and Understanding	Causation	Causation Change & Continuity	Causation Historical perspective	Evidence (historic environment)
Concepts, links, careers	GCSE Germany GCSE Cold War <i>Politician</i>	GCSE Germany GCSE RE RE – Judaism (Y9)	GCSE Cold War UN and Human Rights <i>advocacy</i>	Geography – colonies and conflict, geopolitics	GCSE Cold War RE – Islam, Judaism Geography – Middle East (Y8)	Spiral to Industrial Era – Y8 <i>Forensic Scientist Police Force</i>
Year 10 GCSE	Anglo Saxon and Norman England		Thematic Study – Crime and Punishment			
Year 11 GCSE	Weimar and Nazi Germany			Superpowers		

2.3 HISTORY GCSE Information

Course Title	GCSE History
Exam Board	Edexcel
Exam Code	1HI0
Threshold Contribution	1 GCSE
Web Address	www.edexcel.co.uk
How the course is assessed – FINAL EXAM	
<ul style="list-style-type: none">• Paper 1 (30%) 1 hour and 20 minutes Thematic Study – Crime and Punishment.• Paper 2 (40%) 1 hour and 50 minutes Period Study – Superpower Relations Depth Study – Anglo Saxon and Norman England• Paper 3 (30%) 1 hour and 30 minutes Modern Depth Study – Weimar and Nazi Germany <p><i>Note: ALL papers demand extended writing skills – you will write several essays under timed conditions</i></p>	
How the course is assessed – INTERIM ASSESSMENTS	
<ul style="list-style-type: none">• Y10 Key Assessment 1 October• Y10 Key Assessment 2 February• Y10 Key Assessment 3 June - End of Year Exam	

- **Y11 Mock 1**
November
- **Y11 Mock 2**
March

Other assessments may also occur at the end of units or where further teaching and learning is needed for consolidation.

Assessment Objectives

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
AO2	Explain and analyse historical events and periods studied using second-order ¹ historical concepts.	35
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15
Total		100

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all AOs
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Thematic study and historic environment	11.25	11.25	7.5	-	30
Paper 2: Period study and British depth study	20	20	-	-	40
Paper 3: Modern depth study	3.75	3.75	7.5	15	30
Total for GCSE	35	35	15	15	100

3. Geography Curriculum Overview

What does Geography involve? Geography is concerned with the **formation of physical features** of the earth and its atmosphere and the **development of human features** on the earth's surface, with a deepening appreciation for how these aspects are **interconnected**. Geography considers the challenges and opportunities of **interdependence** of humans on their environment and their impact when **looking to the future**, considering **sustainable management** of the environment and the **inequality of experiences and resources**. Geographers examine the nature of people, places and the environment within a **spatial context and at different scales**. To help achieve this, students draw on geographical disciplinary practices as well as the integration of analyses across human and physical processes, to draw conclusions.

How do students make progress through the Geography curriculum? The Geography curriculum is **carefully planned as a journey**, allowing students to travel further as a foundation for a lifelong conversation, acquiring an interest and enthusiasm for the subject, challenging misconceptions and equipping them with the skills to navigate a changing world.

Y7 starts with an **overview of the UK** with a focus on **population of the UK** and the factors that influence their movement, including the physical features and the challenges for a sustainable future. Our second unit explores the **weather and climate of the UK**, both the physical processes and the impact this has on the population. With our knowledge of the ways population moves and the local climate, we study the local city of Hereford and reasons for its development as a **settlement** and the application of map skills and urban models. Hereford grew on a river, so our next topic is to study the **physical processes of rivers**, such as the River Wye and its importance for trade and leisure, in addition the **challenges of living near a river** regarding **flooding** and **pollution**. Students will have been introduced to how the **economy** has changed over time based on our natural resources, trade links, and settlements, and they now have an opportunity to study how the economy of the UK fits within a **global scale**, using chocolate as a case study. We plan a field trip to **Cadbury World** to explore the global industry of chocolate manufacture; the primary growing conditions, containerisation, factory sites, manufacturing processes and the service industry. Additionally, a study of Bournville is a comparison with Hereford as a planned settlement and is revisited in Y8 History during the 19th C Reformers and Industrial Revolution. Y7 concludes with a **study of Russia**, which revisits the concepts explored in UK case studies to show how physical and human geographies interconnect and dictate settlement and economy in a different region.

Y8 begins with a physical geography study of **tectonic activity** to promote awareness of the earth as a whole, this is an applied vehicle for understanding longitude and latitude and understanding geography on a global scale. Various regions from different parts of the

world are explored throughout the year, using the key concepts for each and then an enquiry pertinent to that area. **Geopolitics** are considered as we investigate the human experience of living in each environment. **China** is studied as an important rising power in global geopolitics and globalised trade, linking back to the **population** and **economy** units in Y7. In contrast to the human focus in China, we move to a primarily physical study of the **Italian Alps**; how they were formed (linking back to plate tectonics) and the impact of **glaciation** on the landscape and landuse, including farming and tourism and issues of **global warming**. As **Travel and Tourism** is offered at GCSE, this provides a taster of some aspects of that course. A study of the **Middle East** focuses on the **developmental inequality** created by exploitation of a habitat for its natural resources (**oil** – which links back to our Y7 study on coal within the changing economy and natural resources of the UK as well as a further case study relating to **climate challenges**). A study of **India** considers the inequality of geography from TNCs to sweatshops, from the importance of Mumbai to India's economy to the slums of Dharavi. *Each study builds on factors encountered in earlier regional studies with increasing complexity.*

Year 9 is a transitional year into GCSE Geography. The first enquiry into **coastal processes and land use** provides an opportunity for fieldwork, which investigates both physical and human geography. Our focus shifts to human geography and the study of **development** which is followed up with an investigation into **Nigeria as a NEE** as a case study in Africa. Y9 is concluded with further work on **biomes** introduced in Y8 with Alpine regions at a more complex level to investigate human impact and management of **tropical rainforests** and **hot deserts**, again with a focus on sustainability.

3.1 Substantive Knowledge

CODE	Kingstone
PF HF	Formation of physical features – how these form and change over time via processes (<i>e.g. erosion / transportation / deposition</i>) Development of human features – how these form and change over time using theories, models and processes
II	Interconnected human and physical geography - Cause, effect, and human response – over time, place and space Interdependence – economies / social / environmental
Env	Looking to the future - Environmental sustainability, challenge & opportunity – where events & circumstances create challenges but also can bring about positives
≠	Inequality of geography – reasons for cultural, economic and social diversity <i>e.g. factors contributing to population distribution, wealth / quality of life at a regional / national / global scale</i>
PSS	Place, Space and Scale – location of continents, regions, countries etc

3.2 Disciplinary Knowledge

	Kingstone
MS	Map Skills
GS	Graph Skills
Data	Proficiency in using a wide range of Geographical Data
Enq	Enquiry: using evidence to form an opinion
FW	Field work: using original data to create an enquiry

3.3 GEOGRAPHY Curriculum Map 2025-26

	Half term 1 (8 weeks inc KAss1)	Half Term 2 (6 weeks)	Half Term 3 (6 weeks)	Half Term 4 (5 weeks inc KAss2)	Half Term 5 (6 weeks)	Half Term 6 (7 weeks inc KAss3)
Year 7 KQs	<p style="text-align: center;">How is the UK Population changing?</p> <p>Place, Space and Scale UK – population distribution Farming and soils in local area Development of human features migration, birth and death rates Interconnected human and physical geography Introduction of concept – human geography impacted by physical geography, use of resources Impact of physical features on population distribution and migration Looking to the future Coping with an Ageing population – population pyramids</p>	<p style="text-align: center;">What is the difference between weather and climate?</p> <p>Place, Space and Scale Impact of relief & Latitude on Climate Formation of physical features (weather, climate, processes and patterns, depressions and anticyclones) Interconnected human and physical geography (impact of weather on people, role of Met Office) Kingstone field work</p>	<p style="text-align: center;">Why did Hereford develop as a settlement?</p> <p>Place, Space and Scale – location of Hereford, proximity to other types of settlement, Landuse distribution Development of human features (land use, transport links and problems) Comparison with Leicester Interconnected human and physical geography Physical features needed in a settlement Looking to the future human infrastructure (flooding, waste, traffic) management</p>	<p style="text-align: center;">Why is the Wye important?</p> <p>Place, Space and Scale – links between land use & rivers (Upper & Lower Course) Local river basin Formation of physical features River course features, erosion Development of human features (land use, transport links and problems) Interconnected human and physical geography Settlements growing on rivers, ports, trade links, impact of flooding, flood management Interdependence – environmental Looking to the future flood management</p>	<p style="text-align: center;">How has the economy changed in the UK?</p> <p>Place, Space and Scale Location of Industry, Impact of globalisation and containerisation Development of human features (economy, employment structure, changing shopping habits Interconnected human and physical geography Using our physical resources – farming, mining – decline in primary sector The geography of chocolate Looking to the future What will UK employment Structure look like in the future?</p>	<p style="text-align: center;">Region: How does Russia compare with the UK?</p> <p>Place, Space and Scale – Continent: Russia, Artic Formation of physical features Continental climate, Biomes and interaction of spheres – taiga, Tundra Development of human features Economy, settlement, population distribution Interconnected human and physical geography cold environment, economic growth, population distribution, politics of population growth</p>

				RIVER POLLUTION – local	Cadbury’s field trip – manufacturing, global industry, settlement design	
Skills	Map Skills – distribution maps Graph Skills – population pyramid Enquiry: using evidence to form an opinion	Map Skills – weather maps Graph Skills – climate graphs Geographical Data Enquiry: using evidence to form an opinion Field work: using original data	Map Skills – comparing maps over time, 4 figure grid references Graph Skills – Population Growth	Map Skills – river basins Graph Skills – hydrographs	Geographical Data - employment structures, shopping patterns 6 fig grid references	Atlases, GIS layers Climate graphs Population graphs & Maps
Concepts, links Careers	Awareness of UK geography from KS2 History - Industrialisation Y8 Office for National Statistics	Maps, relief Meteorologist	Population, migration, Location of Hereford in UK inc Climate & Relief Town Planner	Maps, relief, soils, climate, settlement, erosion, weathering Flood Management	Maps, relief, soils, climate, settlement Economist	Application of concepts introduced in Y7 in a contrasting region History – GCSE Cold War Ecologist
Year 8 KQs	Volcanoes – A blessing or a curse? Place, Space and Scale Location of volcanoes, plate boundaries etc. longitude and latitude Formation of physical features Volcanic processes Plate tectonics	How and Why is China changing? Place, Space and Scale Location of China, size comparison to UK Formation of physical features Physical character of China – Climate, Relief, Resources and soil quality.	The Alps – an area under threat? Location of The Alps. Formation of physical features Mountain formation, processes of glaciation, erosion and deposition. Development of human features	Why is the Middle East a region of inequality? Place, Space and Scale Location of Middle East Formation of physical features Climate, biome, natural resources of Middle East	Why is India a country of contrasts? Location of India Formation of physical features Climate, including monsoon Development of human features Importance of Mumbai – a city	Continued units

	<p>Interconnected human and physical geography Managing risk – advantages and disadvantages of settlements near a volcano</p> <p>Inequality of geography Mitigation in developed and less developed countries – Iceland and Montserrat</p> <p>Looking to the future Risk management, disaster relief</p>	<p>Development of human features Population distribution, Economy and globalisation, development in a NEE</p> <p>Interconnected human and physical geography TNCs – Foxconn – proximity to physical resources, coast, labour</p> <p>Geopolitics</p> <p>Looking to the future – pollution responsibilities in China</p>	<p>Land use: farming, tourism</p> <p>Interconnected human and physical geography Impact of global warming on physical features and people in the area. Glacial retreat, threats to tourism.</p>	<p>Development of human features Factors affecting development in Middle East (history, resources, politics and conflict, religion)</p> <p>Inequality – Dollar Street comparisons</p> <p>Interconnected human and physical geography Links between resource distribution & development</p> <p>Inequality of geography Diverse experiences of population in same region</p> <p>Looking to the future Sustainable alternatives to oil – what will happen to the Middle East economy?</p>	<p>settlement comparison, economy, squatter settlements TNC – Coca cola</p> <p>Interconnected human and physical geography Tourism and globalisation</p> <p>Inequality of geography Diverse experiences of population in same region – Mumbai and Dharavi Sweatshops</p>	
Skills	<p>Map Skills – geological maps, longitude, latitude</p>	<p>Map Skills – distribution maps, Graph Skills – pop pyramid</p>	<p>Map skills – city infrastructure Graph skills – hydrographs, climate graphs</p>	<p>Map Skills – political maps Graph Skills – change over time, Scattergraphs</p>	<p>Climate Sketch maps</p>	

Concepts, links Careers	atlas skills, settlement, distribution Seismologist	distribution, population distribution, economy, globalisation, sustainability geopolitics History – Communism	Geopolitics, climate, inequality, settlement, weather Travel and Tourism GCSE	geopolitics Maps, relief, soils, climate, settlement History – Middle East Y9	Plate tectonics Relief maps. RE – Sikhi Y7 History – India as a colony Y8	
Year 9 KQs	What impact does the sea have on our coastline? Place, Space and Scale Location of Holderness Formation of physical features Coastal erosion processes & features Interconnected human and physical geography Coastal Management Living near the edge Impact of sea on Tourism Looking to the future Risk management, mitigation for erosion, FIELD TRIP – Ogmore Beach, Porthcawl, Barry Island (Coasts – physical features processes and human impact, tourism)	What is development? Place, Space and Scale HIC, NEEs & LICs Development of human features Human factors affecting Development eg Historic, Economic, Political & Social and impact this has on both the Demographic Transition Model and Population Structures Interconnected human and physical geography Impact of Climate and natural disasters on a country's Development (eg Chad) Looking to the future How can countries close the Development Gap? Examples include Fair Trade, Large and Small Scale Aid Projects and Tourism Inequality of geography Unfairness of geographical locations including resource distribution, unfair distribution of Wealth	Nigeria – a NEE Place, Space and Scale Case Study of Nigeria and it's importance both within Africa and Globally Development of human features Changing Employment Structure & Impact of Transnational Corporations (Shell) and Interconnected human and physical geography Impact development has on the environment eg Bodo Oil Spill Looking to the future Has aid helped Nigeria develop?	Ecosystems – Rainforest, Desert Place, Space and Scale Distribution of Biomes – Tropical Rainforests & Hot Deserts Formation of physical features Structure and adaption of plants and animals Development of human features How do humans use and live within Biomes? Interconnected human and physical geography Causes & Impact of Deforestation & Desertification Looking to the future		

			Arguments for and against giving Aid Inequality of geography Differences in development between N & S Nigeria. Impact of tribal/religious differences	Sustainable management of Tropical Rainforests & Fringes of Hot Deserts – Solutions to Desertification	
Skills	Use of Maps, Fieldwork Enquiry	Graph drawing & interpretation eg DTM and population structures, Use of atlases	Map Skills, Use of graphs, Numeracy & Decision Making	Use of maps, Climate graphs	
Concepts, careers and links	Weathering, Erosion, Transportation & Deposition Processes, Industry - Tourism	Development is not even and how countries develop depend on many factors and time frames vary History – Colonialisation Careers – Charities & Aid Projects, Agriculture	Low Income countries can become NEEs & TNCs can bring both advantages and disadvantages History - Colonialisation Careers – Oil Industry	Biomes, Climate, Geopolitics, Pollution, Sustainability, Development Issues	
Year 10 GCSE					
Year 11 GCSE					

3.3 Geography GCSE Information

Course Title	GCSE Geography
Exam Board	AQA
Exam Code	8035
Threshold Contribution	1 GCSE
Web Address	www.aqa.org.uk
How the course is assessed – FINAL EXAM	
You will follow a course run by the AQA Examination Board. Marks are awarded as follows: <ul style="list-style-type: none">• Paper 1: Living with the Physical Environment - Terminal Exam (1hr 30mins) 35%• Paper 2: Challenges in the Human Environment - Terminal Exam (1hr 30mins) 35%• Paper 3: Geographical Applications - Terminal Exam (1hr 15mins) 30%	
How the course is assessed – INTERIM ASSESSMENTS	
<ul style="list-style-type: none">• Y10 Key Assessment 1 October• Y10 Key Assessment 2 February• Y10 Key Assessment 3 June - End of Year Exam• Y11 Mock 1 November• Y11 Mock 2 March	

Other assessments may also occur at the end of units or where further teaching and learning is needed for consolidation.

Assessment Objectives

You will follow a course run by the AQA Examination Board. Marks are awarded as follows:

Paper 1: Living with the Physical Environment - Terminal Exam
(1hr 30mins) 35%

Paper 2: Challenges in the Human Environment - Terminal Exam
(1hr 30mins) 35%

Paper 3: Geographical Applications - Terminal Exam
1hr 15mins) 30%

Materials

Text Books:

Revision Guides (available on Parent pay at certain times):

Websites:

4. Religious Studies Curriculum Overview

What does RE Involve?

The Religion and Worldviews curriculum at Kingstone High School is designed to **stimulate curiosity, develop religious literacy and broaden opportunities to thrive in the 21st century world**. RE provides all students with the opportunity to experience a broad, deep and knowledge-rich curriculum. We aim to engage pupils into thinking about the bigger questions in life, and develop skills that can be transferable for all walks of life. Religious Studies at KS3 is deliberately designed to engage learners into thinking about the importance and role of religion in our world today. We aim to enlighten pupils to the various cultures and beliefs that are evident around us. The KS3 provision sets out to inspire and encourage all students, enabling them to engage with, deepen or challenge their own beliefs and values and understand the influences that have shaped their personal worldview:

- To deepen and broaden **RELIGIOUS LITERACY**:
 - Opportunities through **systemic study** of one religion at a time to: discuss, challenge and build on other points of view through the knowledge of, and ability to understand, religion with a focus on how this is experienced by people of faith today.
 - A **thematic study** each year will bring together their learning to compare different traditions, which supports **retrieval and recall**.

- To master study skills via “**WAYS OF KNOWING**” (See Venn Diagram on next page) –

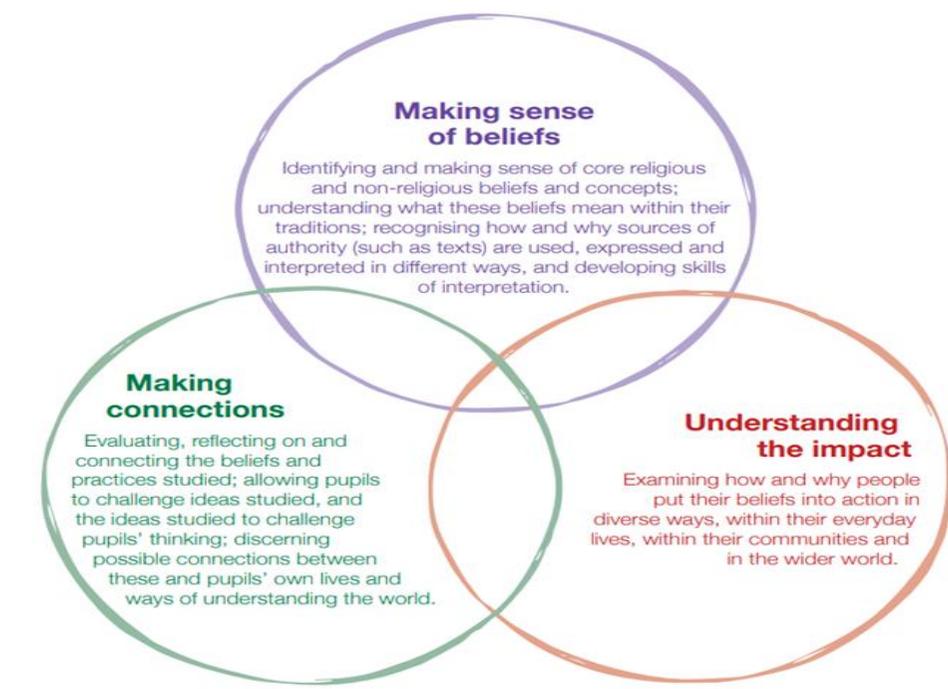
Our enquiries look critically through the lenses of **theology, philosophy and social sciences** to:

- **MAKE SENSE of key world religions and non-religious worldviews** – Instilling curiosity for worldviews and cultures beyond what is familiar. We focus on the Abrahamic Faiths (**Christianity, Judaism and Islam**) and Dharmic Faiths (**Sikhi and Buddhism**)
- **UNDERSTAND THE IMPACT** of these beliefs on people’s lives and what we can learn from them
- **MAKE CONNECTIONS** in their own learning and wider experience of the world, promoting tolerance and mutual understanding by communicating opinions and beliefs effectively in a respectful and appropriate manner and reflecting on ethical and moral choices.

- To reflect on and express **PERSONAL BELIEFS and VALUES**:
 - Our curriculum offers a wide range of opportunities to **engage in discussion and express personal opinions and beliefs**. There are also numerous opportunities where pupils can experience Religious Studies on a physical level through **trips to places of worship, religious visitors, food, festivals** and other activities.

A new **Locally Agreed Syllabus** was launched in 2025, and this is being developed in our approach at Kingstone, including the resource “Understanding Christianity”:

- **Understanding Christianity**: The 2016 resource from RE Today is being used in many schools in Herefordshire. The Herefordshire 2025 syllabus incorporates the Understanding Christianity approach, as well as a number of units, so that schools who are using that resource can be confident that they are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity



4.1 How do students make progress through the RE curriculum?

Year 7 begins with an investigation into the importance of studying Religious studies. This sets out the structure and clarity for the journey of learning and provides **an insight into their experience of studying Religion and Worldviews in KS2**. Within Y7, pupils will become increasingly aware of religious and non-religious worldviews and consider what has influenced their own worldview; students are encouraged to reflect on their own beliefs and make room for differences with tolerance and respect. Alongside **Y7 English** considering **“What makes a good story?”** we explore the story arc of the Bible. Students will have studied concepts of Christianity at KS2 to explore some attributes of a Triune God and we build on this with increased complexity to explore the unique Christian concept of God as Father, Son and Spirit. At a similar time in **Y7 History**, students are learning about the importance of the **church in Medieval England**, and some of the denominational splits. The third unit contrasts this approach to God with a Dharmic approach via Sikhi. We explore the opportunities and challenges of living out Sikhi values according to scripture and gurus. This unit is a foundation learning for **Y8 History** about **British Empire in India** (historic treatment of Sikhs under the Raj) and a **Y8 Geography** study of India. The final unit studies some ancient texts from the Hebrew Bible revered by the Abrahamic faiths to ask if the prophetic voices speaking out to express anger about SOCIAL issues of peace and justice are still as relevant today. This exploration of expressing a viewpoint maps onto **Y8 English; writing with a powerful voice and expression through poetry**. It is an opportunity to explore the human condition and whether we have made progress towards self-improvement or not. People of faith may argue that “self” is the issue as people turn away from God. We will imagine what a prophet might rant about in contemporary society.

Year 8

The year begins with an investigation into links between theological beliefs in a Creator God in Abrahamic faiths and how this is applied as stewardship. Students evaluate whether Christians in particular should have green values stemming from their scriptural interpretations. This is further applied in **Y7 and Y8 Geography** where students frequently examine **sustainable management of resources and processes**. We then spiral back to THEOLOGICAL Christian concepts of a unique Triune God and develop our understanding of the unique claims about Jesus as God incarnate (a concept introduced in the Y7 units on Christianity). We investigate claims that Jesus is God through the “I am” statements he made, comparing these to the “I am” statement made by God at the Burning Bush. This unit is designed to be delivered around Christmas time when themes of Advent and the significance of Jesus’ birth are also studied. Following on from this, we move to an investigation into life for Muslims; their beliefs, and early history of how Islam spread, considering how this impacts how Muslims live out their faith and identity in consideration of challenges with prejudice, discrimination and stereotypes. This unit is deliberately placed here as concurrently in **Y8 Geography**, students are studying the **inequality of experience in the Middle East** which adds a cultural reference to our studies. The last unit in Y8 is a culmination of learning across the religions studied to find out how spirituality is expressed through the arts and an opportunity for students to draw on the scriptures studied

and worldviews explored alongside their studies of self-expression in **Y8 English poetry** to form an expressive piece of work to show either their own worldview or one of the faiths studied.

Year 9

As Y9 begins, we build on their knowledge of the importance of culture in religions with a study of the teachings and actions of Jesus, against the cultural norms of his day, and assessing whether Jesus stood out from other religious leaders of his day. We research some Christians from history and contemporary society to find ways in which people have chosen to serve Jesus in their own radical pursuit of justice, peace and service of the marginalised. Some of the research will focus on **individuals from WWI and WWII** to complement their studies in **Y9 History (WWI and WWII), Y9 English (War Poetry)** and will refer back to the unit on prophecy in Y7. The following unit to study the experiences of Jewish people in Autumn of Y9 is deliberately placed to sit alongside **Y9 History** where the **Holocaust** is being studied at this point. The unit looks at both the ethnic and religious Jewish culture in UK against their heritage of being a Covenant people with a claim to the Promised Land and rising anti-Semitism in contemporary society. The third unit investigates the unique claim in Acts that “*Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved*” to dig deeply into the varied Christian approaches to how Jesus’ death and resurrection provides Salvation and eternal life. This unit is designed to be delivered around Easter time when Christians are contemplating the significance of these events and how they should live in view of their diverse beliefs of how salvation is given. A study of how the concept has been used in **fiction and film** links to our **English Curriculum** and **GCSE Media Studies**. The **final unit in Y9 transitions to GCSE RE** by addressing philosophical questions concerning the origins and nature of good and evil and suffering. The questions are applied to several faiths through a study of teachings and beliefs, and how these impact attitudes to suffering.

4.2 RE Curriculum Map 2025-26

	Half term 1 (8 weeks inc KAss1)	Half Term 2 (6 weeks)	Half Term 3 (6 weeks)	Half Term 4 (5 weeks inc KAss2)	Half Term 5 (6 weeks)	Half Term 6 (7 weeks inc KAss3)
Year 7 KQs	THEMATIC – SOCIOLOGICAL Is studying religion still relevant in today’s world? The importance of RE and awareness of worldviews, prior learning as a baseline and encourages reflection on own beliefs .	GOD - THE BIG STORY (Christianity) How does the Big Story of the Bible reveal a God who wants a relationship? Introduction to complex ideas of Trinity God and Salvation within Christian tradition in a broad overview of the whole Bible narrative		SYSTEMIC – Sikhi – Dharmic What does it mean to live a “God-centred” life? Contrasting with a Dharmic faith and approach to God and how to live according to scriptures and teachers in Western society.		PEOPLE OF GOD (Judeo-Christian) Does the world need prophets today? Prophetic voices from the Hebrew Bible and relevance to speak into humanity today – have people changed or do we experience the same issues? Do prophets still speak?
Links Careers	RE GCSE – Religion in statistics Geography, Maths - Data Office for National Statistics	RE GCSE – Christianity English – stories and plot development Author		RE – Charity, Golden Rule Geography – India History – India as a colony		RE GCSE – Judaism Journalism
Year 8 KQs	CREATION (Abrahamic) Should Christians take their role as Stewards more seriously? Examining creation beliefs from different religions – focus on Abrahamic Faiths and the IMPACT it has on practice – stewardship and dominion	INCARNATION (Christianity CHRISTMAS) Why do Christians believe Jesus is God on Earth? Claims that Jesus is God – does this make Christianity unique and exclusive of other faiths. The significance of Christmas and Messianic prophecy		SYSTEMIC - Islam Why do Muslims follow the teachings of their prophet, Muhammed? Life for Muslims – their history, beliefs and practices – following a leader and living with convictions		THEMATIC – SOCIOLOGICAL How can people express the spiritual through the arts? A review of the spiritual concepts throughout Y7 and Y8 in personal artistic expression .
Links Careers	Geography and Science – environment and sustainability Science – cosmology GCSE RE – Life and Death	GCSE – Judaism and Christianity – Messiah		Geography – Middle East (Y8) History – Conflict in Middle East (Y9)		Art GCSE RE – Symbolism in Christianity and Judaism

<p>Year 9 KQs</p>	<p>GOSPEL – Christianity What is so radical about Jesus? Why is this a challenge to his followers? Exploring the teachings and actions of Jesus, against the cultural norms of his day, comparing this to radical Christianity against the cultural norms of today, evaluating whether Christianity requires people to live lives of service and seeking justice.</p>		<p>SYSTEMIC – Judaism How do Jewish people live out their faith as “covenant” people? A unit concurrent with Y9 History teaching on the experiences of Jews in the Shoah/Holocaust. A study of ethnic and religious Jewish culture in UK against their heritage of being a Covenant people with a claim to the Promised Land and rising anti-Semitism.</p>		<p>SALVATION – (Christianity EASTER) Saving the World – What kinds of salvation do Christians believe in? Is the resurrection essential for Christians? Investigating the unique claim in Acts that “Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved” – piecing together the beliefs about the resurrection of Jesus and its significance for beliefs in eternal life and how the concept has been used in fiction/film.</p>	<p>THEMATIC – PHILOSOPHY Why do we suffer? Issues of Suffering, Good and Evil This theme considers philosophical questions concerning the origins and nature of good and evil.</p>
<p>Links, Careers</p>	<p>GCSE RE – Christianity Non-Government Organisations</p>		<p>GCSE RE – Judaism History – Holocaust, Germany Geography – Middle East (Y8)</p>		<p>GCSE RE – Christianity English – Protagonist / antagonist</p>	<p>GCSE RE – Good and Evil SPHERE</p>
<p>Year 10 GCSE</p>	<p>Judaism – Beliefs, teachings and practices</p>				<p>Christianity – Beliefs teachings and practices</p>	
<p>Year 11 GCSE</p>	<p>Theme 1 - Relationships</p>	<p>Theme 2 – Life and Death</p>	<p>Theme 3 – Good and Evil</p>	<p>Theme 4 – Human Rights</p>		

5. Homework

Homework in Humanities is set regularly and is recorded on Go4Schools as the digital student planner. It is an intentional part of the knowledge rich curriculum and planned into the SOLs. Homework is expected to be completed to the deadline as **reviewing homework** or discussing what has been read often becomes a learning activity in the following lesson. The majority is self or peer assessed, in KS3 particularly. **Learning postcards** and **home discussion tasks** encourage family participation in awareness of the curriculum and foster home school relationships.

SENECA is encouraged for homework where this fits the topic, as this is AI marked and tracked in school for student progress.

Homework will generally fall into one of 4 areas of focus: Reading, Research, Retrieval and Revision:

- **Reading** can include extracts from scholarship, current news articles, or textbooks – often accompanied with comprehension questions. This may be to consolidate learning from the classroom or introduce a new subject as background reading. The expectation is that students will have read the document in preparation for discussion in the following lessons.
- **Research** – where an area of study will benefit from further research or a wider context, for example, in Geography students could apply what they have learnt in class to a current case study, such as a recent volcanic eruption and its impact. In History, students might do a “meanwhile, elsewhere” homework to broaden their knowledge of a time period. In RE, students could choose an example of faith in practice or a festival to research independently.
- **Retrieval** practice takes the form of short quizzes for knowledge and longer practice to check for understanding such as through exam style questions. Some of this homework will be set digitally. Students are automatically enrolled on their class’s online learning platforms.
- **Revision** – homework may be set to revise for tests and assessments in class. This may take the form of revising from a **knowledge organiser**, class notes, online page (such as Bitesize) or creating revision tools such as mind maps or flash cards. **Learning Postcards** involve family discussing the enquiry questions with the student at home and reporting back on a “learning postcard”

Frequency:

Expect homework once every two weeks in KS3 and once a week in KS4. This may vary depending on upcoming assessments. There is some variation due to timetabling of subjects.

	Y7	Y8	Y9	GCSE
RE (1 lesson per week)	20 minutes every 2 to 3 weeks	30 minutes every 2 to 3 weeks	30 minutes every 2 to 3 weeks	15-20 minutes every week Plus Seneca quizzes and independent revision
History and Geography (2 lessons per week)	20 minutes every 2 weeks	30 minutes every 2 weeks	30 minutes every 2 weeks	
Travel and Tourism				

6. Clubs

- Each subject within the faculty run GCSE revision support groups
- Year 10 History support – LSH. Wednesday after school.
- A related club is “Alpha” run by Mr Marrett in the Maths department which explores life’s big questions from a Christian perspective.

7. KS3 Assessment and Feedback Information (most also applies to GCSE classes)

- In general, most lessons begin with a **recap quiz** to optimise learning time and to check for understanding before moving forward.
- Assessment preparation includes **guided class practice** to prepare for exam style questions and Knowledge quizzes at regular intervals, including as homework.
- **“End of topic” assessments** and **extended writing practice** form part of the ongoing assessment to support students in preparation for their Key Assessments.
- **Key Assessments** take place three times a year in the assessment windows. These are 40-50 minutes long and cover the learning from the previous term, alongside some questions to recall information from further back in the course. They are a mix of shorter recall and longer extended essay questions. In early assessments, **support is given on structure** and then this is removed as the year progresses and students have had opportunities to practice.
- Students are guided to **online revision** folders on Sharepoint to guide revision. Units have **Knowledge Organisers** and **Progress Trackers** to support understanding of the learning journey for an enquiry and independent study in preparation for the Key Assessments.
- Results are recorded on **Go4Schools**. Initially, a student’s grade will be made up of a mix of class work and Key Assessments, then as the evidence from Key Assessments builds, the grade will be weighted towards the formal key assessment results. A current grade will reflect what has been assessed at that point.
- **Feedback** is given via live marking and more formal marking of key pieces of work per unit. Students will be given a marking rubric and model answers for key pieces of work to enable them to assess how they can make progress against the mark scheme. We

use **feedback stickers** to enable some detailed personalised comments to form some key feedback.

- We aim to give feedback on a key piece of work twice in a half term (once for RE as there are fewer lessons).
- Following Key Assessments and selected extended writing activities, students are given the opportunity for **DIRT activities** which can include rewriting a paragraph, comparing their work to a model answer and correcting SPaG.

Appendix - Our curriculum:

- Builds on students' prior learning creating a strong foundation for the exam years and further study
- Supports our four teaching principles of chunking, modelling, scaffolding and checking for understanding so that all students can access the material and make positive progress
- Focuses on embedding the core knowledge and vocabulary to help students feel secure when tackling more complex concepts, tasks or theories
- Is chunked to support knowledge retention and is sequenced effectively to provide opportunities for key aspects of the learning to be reviewed, revised and revisited
- Is given a context, with the Big Picture, so there is an understanding of how the learning fits and links to the subject and the wider world
- Has clear endpoints that monitor the success and progress of the individual
- Reinforces the importance of reading and promotes high standards of literacy and numeracy

AT KS3

At KS3, the school provides all students the opportunity to study a core EBacc offer of maths, English, science, languages, Geography and History alongside PE, Music, Music Technology, Design and Technology, Art, Drama, RE and SPHERE (run through our tutor programme).

Students complete a three-year KS3 with some subjects incorporating transition to GCSE within that time. All students are provided with a broad and balanced curriculum before they specialise, in the Spring of Year 9, depending on personal preferences and future career ambitions. Each year, option blocks are customised to meet the needs of the year group and offer a bespoke programme for them. A comprehensive careers programme is in place to support the option process.

Students are taught in mixed ability form classes in Year 7 based on information gathered during the transition process. These are refined in Year 8 and 9 and broadly set around language ability which further supports our language uptake for EBacc.

There is targeted provision and intervention for those students in Year 7 and 8 to develop and support any social, behavioural, emotional and well-being needs which have been, or could be, barriers to their learning and attainment.

The core subjects of English, Maths and Science have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.

AT KS4

At KS4, the school provides students with the opportunity to studying the core subjects of maths, English and science (including Tripe Science) along with the foundation subjects of computing, PE and PSHE (which is delivered through our SPHERE tutor programme as in KS3). Choosing EBacc subjects of English, maths, the sciences, history or geography and a language is heavily encouraged to provide students with a broad and balanced curriculum as possible.

We offer students a wide range of other GCSE opportunities: Art and Design, Music, Media Studies, Ethics, Business Studies, Design and Technology, Food and Nutrition, Computing and PE. Alongside this, we provide students with opportunities to study alternative, vocational Level 2 qualifications in Travel and Tourism, Childcare and Sport.

Functional Skills from Entry Level to Level 2, in English and Maths, are also timetabled for those students who would benefit from achieving success in these core areas.

The core subjects of English, Maths and Science each have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.