



Kingstone High School Faculty of Humanities 2026-2027

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.

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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.

Intent.

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

History Curriculum Overview

What is the purpose of studying History?

At Kingstone High School, History helps students understand **how the world we live in today has been shaped by the past**. Students learn not just *what happened*, but **why events happened, how they are interpreted differently, and how change occurs over time**.

Our aim is to develop students who can:

- Think critically and question evidence
- Understand different perspectives
- Communicate well-reasoned arguments
- Apply their learning to modern issues

These are essential life skills for further study, employment, and active citizenship. 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.

Golden Threads Across KS3

Across Years 7–9, students repeatedly encounter key themes:

◇ Power and control

- Who holds power? (1066, monarchy, empire, dictatorships)
- How power is gained, challenged and maintained

◇ Society and belief

- The role of religion, ideology and ideas
- How beliefs shape actions and societies

◇ Change and progress

- What causes change (e.g. revolutions, reform, abolition)
- Why some societies change while others resist

◇ Interpretation and perspective

- Why people disagree about the past
- How history can be presented differently

These threads appear in every year group, allowing students to **build deeper understanding over time rather than studying isolated topics**.

Curriculum Journey

Year 7: Foundations of Historical Thinking *Enquiry: Who holds power in England?*

Students begin by learning **how to think like historians**:

- Chronology and storytelling
- Using sources and evidence

- Understanding interpretations

They explore:

- Anglo-Saxons and the Norman Conquest
- Medieval society, the Church, and rebellion
- The Tudors and religious change

Focus:

Building core knowledge and introducing key skills

Outcome:

Students understand how power worked in early England and can explain basic causes and consequences

Year 8: Empire, Change and Interpretation *Enquiry: How did Britain expand, exploit and reform the world?*

Students deepen their understanding by studying:

- Beliefs under James I and early empire
- The Industrial Revolution and societal change
- Slavery and its abolition in the British Empire
- The British Empire in India (interpretation focus)

Focus:

- Causes of change
- Similarities and differences between societies
- Developing interpretation skills

Outcome:

Students begin to **evaluate historical arguments**, including questions such as:

- Why did slavery end?
- How should we interpret the British Empire?

Year 9: Conflict, Ideology and the Modern World *Enquiry: How do ideas and conflict shape the modern world?*

Students apply their skills to more complex history:

- Causes and experience of World War One
- Rise of dictatorships (Hitler and Nazi Germany)
- The Holocaust and historical interpretations
- War, peace and international cooperation
- Revolutions and protest movements

Focus:

- Advanced causation (multiple factors)
- Interpretation and debate
- Linking past events to modern global issues

Outcome:

Students are fully prepared to **write extended arguments and evaluate interpretations**, the key skills needed for GCSE.

Skills Progression (KS3 → KS4)

Students develop key historical skills in a structured way:

Year	Skill Development
Year 7	Understand events, tell stories, identify causes
Year 8	Explain causes, compare societies, begin evaluating interpretations
Year 9	Analyse complex causes, evaluate interpretations, construct arguments

By the end of Year 9, students can:

- Answer “***why did this happen?***” in depth
- Evaluate **different historical interpretations**
- Write structured, evidence-based arguments
- Critically analyse a variety of sources

These skills directly prepare students for GCSE, where **extended writing and interpretation analysis are essential**.

Preparing for GCSE

The KS3 curriculum is carefully designed to lead into GCSE topics:

- **Normans (Year 7)** → GCSE Anglo-Saxon & Norman England, Crime & Punishment
- **Industrial Revolution & reform (Year 8)** → Crime & Punishment, American West (future potential GCSE topic), RE GCSE – Philanthropy and Reform
- **Empire and protest (Year 8–9)** → thematic change and causation, Crime & Punishment
- **Dictatorships & war (Year 9)** → Germany and Cold War

Students also practise:

- Exam-style questions
- Structured essays
- Source and interpretation analysis

This ensures a smooth transition into GCSE expectations.

Gatsby Benchmarks & Life Skills

History strongly supports key **Gatsby career skills**:

Communication

- Debates, discussions, extended writing

Critical thinking

- Evaluating evidence and arguments

Analysis

- Interpreting sources and viewpoints

Teamwork

- Collaborative enquiry and discussion

Cultural awareness

- Understanding different societies and perspectives

Problem solving

- Explaining complex historical changes

These skills prepare students for careers such as:

- Law, journalism, politics
- Business and public services
- Education, research and heritage

HISTORY Curriculum Map 2026-27

	Half term 1 (7 weeks)	Half Term 2 (6 weeks inc KAss 1)	Half Term 3 (6 weeks)	Half Term 4 (5 weeks inc KAss2)	Half Term 5 (7 weeks)	Half Term 6 (7 weeks inc KAss3)
Year 7 KQs	<u>ANGLO SAXONS / NORMANS</u> How do we understand England before and during 1066?	<u>NORMAN</u> How did William secure control?	<u>MEDIEVAL</u> How did power shift in Medieval England? <i>Thomas Becket, Black Death, Peasants' Revolt</i>	<u>MEDIEVAL</u> How was law and order maintained in medieval England? LOCAL HISTORY Chepstow Castle	<u>EARLY MODERN</u> How far did religion change in Tudor England? <i>Henry, Edward, Mary and Elizabeth</i>	<u>EARLY MODERN</u> How was law and order kept in Tudor England? REVIEW <u>CHANGE 1066-1558</u> How far did England change 1066-1558?
Skills	Interpretation Narrative (Cause)	Change & Continuity Causation	Evidence Consequence	Evidence Change & Continuity	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 Justice, magistrate
Year 8 KQs	<u>EARLY MODERN</u> How did beliefs shape society under James I? <i>Gunpowder plot, Witchcraft, Pilgrim Fathers and birth of empire</i>	<u>INDUSTRIAL ERA</u> Why did the Industrial Revolution happen in Britain first?	<u>EARLY MODERN - INDUSTRIAL</u> Slavery and freedom – why did attitudes and systems change in the British Empire? <i>Slave Trade</i>	<u>EMPIRE</u> How should we interpret the British Empire in India? <i>Colonial Case Study</i>	<u>INDUSTRIAL ERA</u> How significant were reformers for 19 th C society? <i>Factory, justice and health reforms</i>	<u>INDUSTRIAL</u> Did protest bring positive change for workers and women? <i>Peterloo, Chartism, Strikes and Suffragettes</i>
Skills	Evidence Causation	Causation Significance	Similar and Different Causation	Interpretation Scholarship	Significance	Change & Continuity Interpretation
Concepts, links Careers	GCSE – C+P	Science – invention, steam, coal Geography – industry (Y7) Entrepreneur, inventor	RE – ethics and human rights Music - blues Human Rights Lawyer	RE – Sikhi (Y7) Geography – India (Y8)	GCSE – C+P RE GCSE – Fry, Howard Geography – Cadbury (y7) philanthropist	GCSE C+P

Year 9 KQs	<u>MODERN</u> Was World war one ever the “war to end all wars”?	<u>MODERN</u> Dictatorships – How did Hitler rise to power? <i>Germany</i>	<u>MODERN</u> Why do historians disagree about why the holocaust happened?	<u>MODERN</u> Was WWII a road to lasting peace? <i>(overview of WWII and United Nations)</i>	<u>MODERN</u> Why do revolutions happen – and why do they succeed or fail? <i>(America, France and Russia)</i>	<u>EARLY MODERN - INDUSTRIAL</u> GCSE Historic Environment: Whitechapel
Skills	Evidence (Historic Environment) Causation	Causation Knowledge and Understanding	Interpretation Causation	Evidence Interpretation	Causation / Consequence Historical perspective	Evidence (historic environment)
Concepts, links, careers	GCSE Germany GCSE Cold War <i>Politician</i>	GCSE Germany GCSE Cold War	GCSE Germany GCSE RE RE – Judaism (Y9)	Geography – colonies and conflict, geopolitics <i>UN and Human Rights advocacy</i>	GCSE – Germany GCSE Cold War GCSE American West RE – extremism Geography –Geopolitics	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 (planning to change to American West in 2027 cohort)		

Geography Curriculum Overview

What is the purpose of studying Geography?

At Kingstone High School, Geography helps students understand the relationship between people, places and the environment. Students learn not only where things are, but why places develop differently, how physical and human processes interact, and how geographical decisions shape people's lives.

Our aim is to develop students who can:

- Explain how physical and human geography are interconnected
- Think critically about global challenges and inequalities
- Interpret evidence and make informed geographical judgements
- Understand their place within an increasingly interconnected world

These are essential skills for future study, employment and active citizenship.

The curriculum is structured around a number of recurring geographical concepts:

- **Physical Processes**
 - Understanding how landscapes and environments are formed and changed.
 - Exploring processes such as tectonics, weather, rivers, glaciation and coastal change.
- **Human Geography**
 - Understanding population, settlements, development, industry and globalisation.
 - Investigating how people shape places and how places influence people.
- **Interdependence**
 - Exploring the connections between places at local, national and global scales.
 - Understanding trade, migration, resource use and globalisation.
- **Inequality**

- Investigating why opportunities and quality of life vary between people and places.
- Exploring how geography influences wealth, development and sustainability.
- **Sustainability**
 - Examining how environments can be managed for the future.
 - Considering the challenges of balancing economic development and environmental protection.
- **Place, Space and Scale**
 - Developing an understanding of geographical patterns from the local area to the global scale.
 - Comparing places and recognising how geographical processes operate differently in different contexts.

Golden Threads Across KS3

Across Years 7-9, students repeatedly encounter a number of key geographical themes:

- **Human and Physical Interaction**
 - ❖ How physical geography influences human activity
 - ❖ How people modify and manage environments
- **Development and Inequality**
 - ❖ Why quality of life differs between places
 - ❖ How development can create opportunities and challenges
- **Interdependence and Globalisation**
 - ❖ How places are connected through trade, migration and resources
 - ❖ How decisions in one place affect people elsewhere
- **Sustainability and the Future**
 - ❖ How environments can be managed responsibly
 - ❖ How geographical understanding can help address future challenges

- Place and Identity
- ❖ How places develop unique characteristics
- ❖ How local, national and global identities are shaped by geography

These threads run throughout the curriculum, helping students build increasingly sophisticated geographical understanding over time.

Curriculum Journey

Year 7: Understanding the Geography of the UK

Enquiry: How do physical and human factors shape where people live and work?

Students begin with the geography of the United Kingdom and their local area. They investigate population change, migration, weather, climate and settlement development before exploring rivers and economic change.

A particular emphasis is placed on understanding how physical geography influences human decisions and opportunities. Students finish the year by exploring economic change, globalisation and the geography of chocolate before visiting Cadbury World and Bournville as a real-world example of industrial development and global trade.

Focus

- Population and migration
- Weather and climate
- Settlements and local geography
- Rivers and flooding
- Economic change and globalisation

Outcome

Students can explain how physical and human factors influence where people live and how places develop.

Year 8: Comparing Places and Understanding Inequality

Enquiry: Why do some places develop differently from others?

Students expand their understanding to a global scale through studies of tectonic hazards, China, the Alps, the Middle East and India. These contrasting regions allow students to investigate how resources, development, climate, hazards and globalisation influence people's lives.

Throughout the year students compare places and begin to understand why geographical experiences vary so significantly around the world.

Focus

- Hazards and risk
- Development and industrialisation
- Resource distribution
- Human-environment interaction
- Global inequality

Outcome

Students can analyse why opportunities and experiences vary between places and explain the geographical causes of inequality.

Year 9: Geography and Global Challenges

Enquiry: Can geography help us understand and solve global challenges?

Year 9 serves as both the culmination of KS3 and a transition into GCSE Geography. Students study selected topics drawn from the AQA GCSE Geography specification alongside broader geographical themes to ensure all students receive a balanced geographical education, regardless of whether they continue to GCSE.

Students explore coastal landscapes, development, Nigeria as a Newly Emerging Economy and ecosystems. These topics have been selected because they combine physical and human geography whilst developing the evaluative and decision-making skills needed for GCSE study.

Focus

- Coastal processes and management
- Development and inequality
- Globalisation and economic change
- Ecosystems and sustainability

Outcome

Students can evaluate geographic challenges using evidence and make substantiated geographical judgements.

Skills Progression (KS3 → KS4)

Year	Skill Development
Year 7	Describe patterns, use maps and data, explain relationships between physical and human geography
Year 8	Compare places, analyse geographical differences, interpret geographical evidence
Year 9	Evaluate solutions, make judgements, apply geographical concepts to unfamiliar situations

By the end of Year 9, students can:

- Interpret maps, graphs and geographical data
- Explain how physical and human geography interact
- Compare different places and environments
- Evaluate geographical issues using evidence
- Construct reasoned geographical arguments

These are the core skills required for success at GCSE Geography.

Preparing for GCSE

The KS3 curriculum is carefully sequenced to prepare students for AQA GCSE Geography while maintaining broad geographical knowledge for all students.

- Weather, rivers and globalisation (Y7) → Physical and Human Geography foundations
- Tectonics, development and inequality (Y8) → GCSE Physical and Human Geography concepts
- Coasts, development, Nigeria and ecosystems (Y9) → Direct preparation for AQA GCSE Geography

Students gradually develop:

- Fieldwork skills
- Use of geographical data
- Extended writing
- Decision-making and evaluation
- Case study knowledge

This ensures a smooth transition into GCSE expectations without narrowing the KS3 curriculum too early.

Gatsby Benchmarks & Life Skills

Global Awareness

- Understanding international development, trade and globalisation

Data Analysis

- Interpreting maps, graphs and geographical data

Critical Thinking

- Evaluating geographical evidence and solutions

Communication

- Discussion, enquiry and extended writing

Investigation

- Fieldwork and geographical enquiry

Sustainability

- Understanding environmental responsibility and future challenges

These skills prepare students for careers such as:

- Town planning
- Environmental management
- Meteorology
- Conservation
- Engineering
- GIS and mapping
- International development
- Tourism and business

GEOGRAPHY Curriculum Map 2025-26

	Half term 1 (7 weeks)	Half Term 2/3 (9 weeks inc Kass 1)	Half Term 3/4 (6 weeks)	Half Term 4/5 (5 weeks inc KAss2)	Half Term 6 (6 weeks)
Year 7 KQs	Why do people live where they do in the UK? Place, Space and Scale Distribution of population across the UK Regional patterns of settlement Local geography of Kingstone and Herefordshire Migration between places within the UK and internationally Development of human features Settlement patterns Population change Migration Farming and rural land use Interconnected human and physical geography How relief, climate and soils influence where people live Why farming develops in particular locations Physical influences on population distribution Inequality of geography Differences in opportunity between urban and rural areas Population growth and decline in different regions Looking to the future	How do climate and weather shape life in the UK? Place, Space and Scale Variation in weather and climate across the UK Influence of latitude and relief Local climate of Herefordshire Formation of physical features Weather systems Air pressure Rainfall processes Climate patterns Interconnected human and physical geography Impact of weather on everyday life Effects of climate on farming Human responses to changing weather patterns Looking to the Future Climate change in the UK Future impacts on farming and food production Adapting to changing climates	Why did Hereford develop as a settlement? Place, Space and Scale – l The location of Hereford Regional connections within the UK Comparison between Hereford and Birmingham Development of human features Settlement growth Population change Urban land use Transport and economic activity Interconnected human and physical geography Why Hereford developed where it did Influence of rivers, relief and farming Physical constraints and opportunities Looking to the future Managing urban growth Environmental challenges Sustainable settlement development human infrastructure	Why do people continue to live near rivers despite the risks? Place, Space and Scale – River Wye catchment Upper and lower course environments River systems within the UK Formation of physical features River processes Erosion, transportation and deposition River landforms Flooding Development of human features Settlements near rivers River transport Land use and farming Interconnected human and physical geography Advantages and risks of living near rivers Flood management Human impacts on river environments Looking to the future Sustainable flood management Water quality	Why has the economy changed and who benefits? Place, Space and Scale Distribution of coalfields Industrial regions of the UK Global locations involved in chocolate production Bournville as a planned settlement Development of human features Employment sectors Industrialisation Deindustrialisation Globalisation Changing employment patterns Interconnected human and physical geography Influence of natural resources on economic development Global supply chains Connections between producers and consumers Impact of trade and containerisation Inequality of geography Regional economic differences Winners and losers from economic change Fairness within global trade systems Looking to the future Future employment structures Renewable energy and changing industries

	Changing UK population structure Migration and future population challenges Ageing population			River Wye environmental challenges	Sustainable economic development
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 Settlement comparison	Map Skills – river basins Graph Skills – hydrographs River Case Study work	Geographical Data - employment structures, shopping patterns 6 fig grid references Cadbury's / Bournville field trip
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
Year 8 KQs	Why do natural hazards affect people differently? Place, Space and Scale Global distribution of tectonic hazards Latitude and longitude Iceland and Montserrat Formation of physical features Plate tectonics Volcanic processes Earth structure Interconnected human and physical geography Living near volcanoes Hazard management Human responses to risk Inequality of geography Contrasting experiences of eruptions in HICs and LICs	Why has China developed so rapidly and who benefits? Place, Space and Scale Location and regional variation within China Population distribution Urban and rural contrasts Development of human features Population policies Industrialisation Urbanisation Economic growth Interconnected human and physical geography Links between resources, population and industry Global manufacturing Environmental consequences of development	Can people and the environment both thrive in the Alps? Place, Space and Scale Location of the Alps European mountain environments Formation of physical features Mountain formation Glaciation Erosional and depositional landforms Development of human features Tourism Farming Recreation Interconnected human and physical geography	Why does access to resources create inequality in the Middle East? Place, Space and Scale Location of Middle East Distribution of population and resources Formation of physical features Arid climates Water scarcity Oil reserves Development of human features Wealth generation Urban development Economic diversification Interconnected human and physical geography	Why doesn't economic growth benefit everyone Equally in India? Place, Space and Scale India's location and regional diversity Mumbai and Dharavi Development of human features Urbanisation Industry TNCs Tourism Interconnected human and physical geography Climate and economic activity Globalisation and trade Growth and environmental pressures Inequality of geography Contrasting experiences within India Wealth, poverty and opportunity

	Capacity to prepare and respond Looking to the future Hazard prediction Disaster management Resilience planning	Geopolitics Inequality of geography Regional inequalities Winners and losers from growth Uneven development Looking to the future Sustainability Environmental management Future challenges for China	Dependence on mountain environments Impacts of climate change Tourism pressures Looking to the future Sustainable tourism Glacial retreat Managing environmental change	Relationship between resources and development Influence of climate on settlement and population Inequality of geography Contrasting wealth within the Middle East Access to resources and opportunities Dollar Street comparisons Looking to the future Life beyond oil Sustainable economic futures	Comparison with China Looking to the future Sustainable growth Managing urban challenges
Skills	Map Skills – geological maps, longitude, latitude	Map Skills – distribution maps, Graph Skills – pop pyramid	Map skills – city infrastructure Graph skills – hydrographs, climate graphs	Map Skills – political maps Graph Skills – change over time, Scattergraphs	Climate Sketch maps
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	Should we protect the coastline at all costs? Place, Space and Scale Holderness Coast UK coastal environments Formation of physical features Coastal erosion Longshore drift Deposition Coastal landforms Mass movement Development of human features Coastal settlements Tourism	What does it mean to be “developed”? Place, Space and Scale Global patterns of development HICs, NEEs and LICs Development of human features HDI DTM Population structures Economic indicators Interconnected human and physical geography Role of environmental and human factors in development Impact of hazards and climate Inequality of geography	Is Nigeria’s growth improving people’s lives? Place, Space and Scale Nigeria within Africa and the global economy Development of human features Industrialisation Changing employment structure TNCs	Can ecosystems be used sustainably? Rainforest, Desert Place, Space and Scale Global distribution of biomes Tropical rainforest and hot desert environments Formation of physical features Ecosystems Nutrient cycling Climate and biome characteristics Adaptations Development of human features	

	Coastal management Interconnected human and physical geography Risks of living on the coast Human attempts to manage erosion Economic impacts of coastal change Looking to the future Shoreline management Climate change and coastal risk	Reasons for uneven development Resource distribution Wealth disparities Looking to the future Development strategies Aid Fair Trade Tourism	Trade Interconnected human and physical geography Resource exploitation Environmental impacts Development and quality of life Inequality of geography Regional disparities Social and economic inequality Access to services and opportunities Looking to the future Sustainable development Role of aid Economic diversification	Human use of rainforest and desert environments Interconnected human and physical geography Deforestation Desertification Human impacts on ecosystems Looking to the future Sustainable rainforest management Protecting biodiversity Solutions to desertification
Skills	Use of Maps, Coastal Fieldwork Enquiry Decisions, Evaluation	Graph drawing & interpretation eg DTM and population structures, Use of atlases	Map Skills, Use of graphs, Numeracy & Decision Making	Use of maps, Climate graphs, Biome mapping. Environmental decision making
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				

Religious Studies Curriculum Overview

What is the purpose of studying Religious Studies?

At Kingstone High School, Religious Studies helps students understand **beliefs, values and worldviews** that shape people's lives locally and globally.

Students learn not just *what people believe*, but:

- **why beliefs matter**
- **how they influence actions**
- **how different perspectives can be understood and evaluated**

Our aim is to develop students who can:

- **Think critically about religious and ethical issues**
- **Understand and respect different beliefs and cultures**
- **Evaluate arguments and express their own views clearly**
- **Apply their learning to real-world issues**

These are essential skills for **further study, employment and life in modern society**.

Golden Threads Across KS3

Across Years 7–9, key ideas are revisited and developed:

◇ **Belief and Meaning**

- What do people believe about God, life and purpose?
- How do religious texts and teachings shape understanding?

◇ **Belief in Action**

- How do beliefs influence how people live?
- How do religions shape identity, behaviour and community?

◇ Justice and Morality

- What is right and wrong?
- How do people respond to injustice and suffering?

◇ Interpretation and Evaluation

- Why do people disagree about religion and ethics?
- How can we evaluate different viewpoints?

These threads run through every year, allowing students to **build deeper understanding over time**, rather than studying isolated topics.

Curriculum Journey

Year 7: Foundations of Belief and Worldviews *Enquiry: How do we investigate religion?*

Students begin by learning how to **study religion critically**, including:

- using sources and evidence
- interpreting religious texts
- understanding different viewpoints

They then explore:

- the “**Big Story**” of the Bible (creation, covenant and relationship with God)
- **Prophetic voices** and their role in challenging injustice
- **Sikhi** as a lived religion

Focus:

- building **foundational knowledge**
- introducing **religious literacy**
- developing **respectful discussion**

Outcome:

Students understand that beliefs are **interpreted, debated and lived in different ways**.

Year 8: Belief in Action and Identity Enquiry: *How do beliefs influence how people live?*

Students deepen their understanding by exploring:

- **Creation and stewardship**
→ how beliefs about God influence responsibility for the world
- **Incarnation (Jesus as God on Earth)**
→ explored through “I AM” sayings, miracles and prophecies as evidence to be interpreted
- **Moral decision-making**
→ how people decide what is right and wrong
- **Islam**
→ how beliefs shape identity and daily life

Focus:

- applying beliefs to **real-life situations**
- introducing **ethical reasoning**
- understanding **lived religion**

Outcome:

Students can explain how beliefs **shape behaviour and identity**, and begin to **evaluate moral questions**.

Year 9: Depth, Challenge and Evaluation Enquiry: *How do beliefs influence the modern world?*

Students apply their knowledge to more complex and evaluative topics:

- **The Gospel: What made Jesus’ message radical?**
→ including the Nazareth Manifesto and case studies such as Martin Luther King Jr and Oscar Romero
- **Judaism: Living as a covenant people**
→ Shaping identity from sacred texts explored alongside historical context such as the Holocaust
- **Resurrection and salvation**
→ evaluating evidence and meaning of Jesus’ life and death
- **Evil and suffering**
→ exploring philosophical and religious responses to suffering

Focus:

- **evaluation and argument**

- linking belief to **real-world issues**
- preparing for **GCSE-style thinking**

Outcome:

Students can construct **reasoned arguments**, compare viewpoints and evaluate complex questions.

Skills Progression (KS3 → KS4)

Year	Skill Development
Year 7	Understand beliefs, use sources, describe viewpoints
Year 8	Explain beliefs, compare ideas, apply to ethical questions
Year 9	Evaluate arguments, justify opinions, write extended responses

By the end of Year 9, students can:

- explain **key religious beliefs and practices**
- analyse **different viewpoints**
- **evaluate arguments using evidence**
- write **structured, reasoned responses**

These are the **core skills required for GCSE Religious Studies**.

Preparing for GCSE

The KS3 curriculum is carefully designed to lead into GCSE:

- **Christianity – approached from different investigations in each year group** → Christian beliefs and practices (GCSE)
- **Judaism (Y9)** → full GCSE Judaism unit
- **Ethics and evil (Y8–Y9)** → GCSE Themes (Good & Evil, Life & Death)

Students also practise:

- **structured evaluation questions**
- **extended writing**
- **argument and debate**

This ensures a **smooth transition into GCSE expectations**.

Gatsby Benchmarks & Life Skills

Religious Studies strongly supports key life and career skills:

Communication

- discussion, debate and extended writing

Critical thinking

- analysing beliefs and evaluating arguments

Problem solving

- tackling ethical and philosophical issues

Respect and cultural awareness

- understanding diverse beliefs and communities

Global awareness

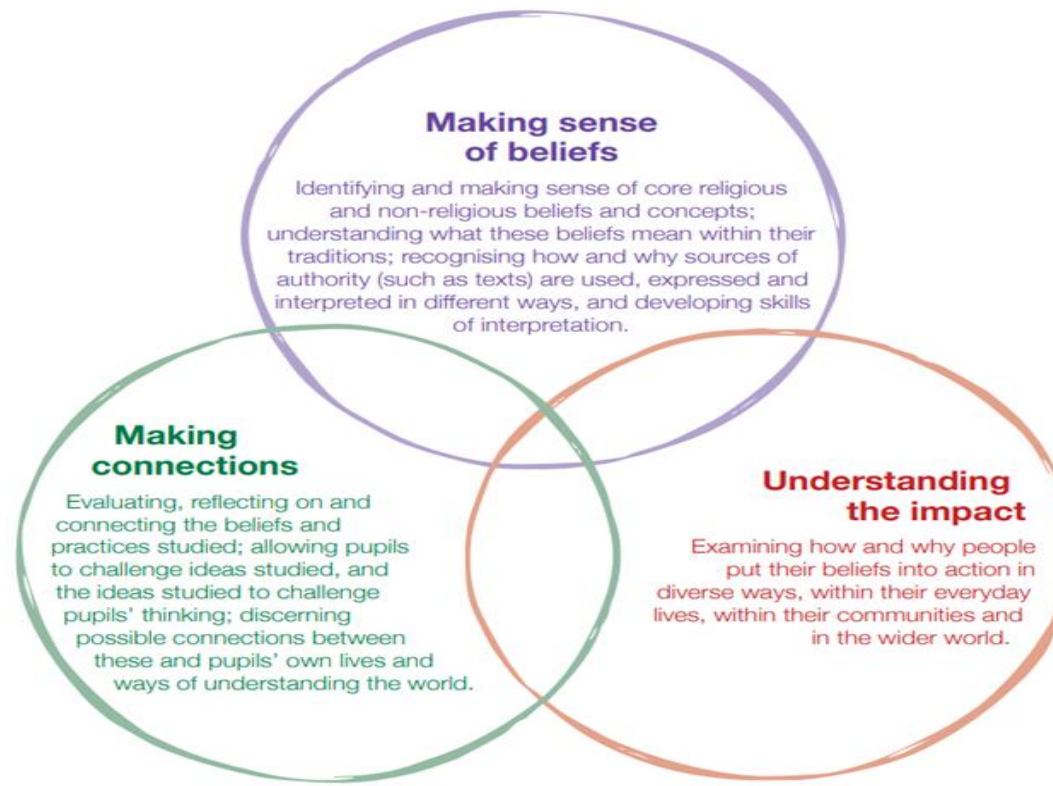
- exploring religion in modern society

These skills prepare students for careers such as:

- law, education and social work
- charity and humanitarian roles
- public services and leadership
- journalism and media

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



RE Curriculum Map 2025-26

	Half term 1 (7 weeks)	Half Term 2 (6 weeks inc KAss1)	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 How do we investigate religion? Investigating religion critically by using the Bible as a case study to explore how far religious stories are supported, challenged, and interpreted.	GOD - THE BIG STORY (Christianity) What is the Big Story in the Bible? Introduction to complex ideas of Trinity God and Salvation within Christian tradition in a broad overview of the whole Bible narrative	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?	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.		
Links Careers	RE GCSE – Interpretation History - interpretation	RE GCSE – Christianity English – stories and plot development Author	RE GCSE – Judaism Journalism	RE – Charity, Golden Rule Geography – India History – India as a colony		
Year 8 KQs	CREATION (Abrahamic) What does the Creation Story in Genesis teach about being human? Examining creation beliefs and the IMPACT it has on IDENTITY and RESPONSES – imago Dei , 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	THEMATIC – PHILOSOPHY How do we decide what is right and wrong? Examining how moral decisions are made and evaluating whether moral rules should apply universally.	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		
Links Careers	Geography and Science – environment and sustainability Science – cosmology GCSE RE – Life and Death	GCSE – Judaism and Christianity – Messiah	GCSE RE – Themes paper English – persuasive writing	Geography – Middle East (Y8)		
Year 9 KQs	GOSPEL – Christianity What made Jesus’ message radical? 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 .	SYSTEMIC – Judaism How do Jewish people live 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 .	SALVATION – (Christianity EASTER) Is the resurrection crucial for the Christian belief of salvation? Investigating the beliefs about the resurrection of Jesus and its significance for beliefs in eternal life - which explanation best fits the evidence?	THEMATIC – PHILOSOPHY How do different people explain why there is evil and suffering? This theme considers philosophical questions concerning the origins and nature of good and evil .		

Links, Careers	GCSE RE – Christianity Non-Government Organisations	GCSE RE – Judaism History – Holocaust, Germany Geography – Middle East (Y8)	GCSE RE – Christianity English – Protagonist / antagonist Forensics	GCSE RE – Good and Evil SPHERE English and History – evaluative writing
Year 10 GCSE	Judaism – Beliefs, teachings and practices		Christianity – Beliefs teachings and practices	
Year 11 GCSE	Theme 1 - Relationships	Theme 2 – Life and Death	Theme 3 – Good and Evil Prison Chaplain, Parole Officer	Theme 4 – Human Rights Humans rights lawyer, advocates, charity work

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				

Clubs

- Each subject within the faculty run GCSE revision support groups
- It is hoped that further clubs can be offered by new staff members

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.

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	
• 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 <i>Note: ALL papers demand extended writing skills – you will write several essays under timed conditions</i>	
How the course is assessed – INTERIM ASSESSMENTS	
• Y10 Key Assessment 1 November • 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

Materials

Text Books:

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

Websites:

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: • 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	
• Y10 Key Assessment 1 November • 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:	

RELIGIOUS STUDIES GCSE Information

Course Title	GCSE Religious Studies
Exam Board	Eduqas
Exam Code	Route A4 C120P4
Threshold Contribution	1 GCSE
Web Address	www.eduqas.co.uk
How the course is assessed – FINAL EXAM	
50% AO1: Knowledge and Understanding (A,B,C questions) 50% AO2: Analysis and Evaluation (D questions) • Component 1: Religious, & Ethical Studies 2 hours 60 marks 4 questions (A,B,C,D x 4) • Component 2: A Study of Christianity 1 hour 30 marks 2 questions (A,B,C,D x2) • Component 3: A Study of a World Faith (Judaism) 1 hour 30 marks 2 questions (A,B,C,D x 2) <i>Note: ALL papers demand extended writing skills – you will write several essays under timed conditions</i>	
How the course is assessed – INTERIM ASSESSMENTS	
• Y10 Key Assessment 1 November • 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	

AO1

Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2

Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements

The following grid demonstrates the allocation of assessment objectives per component.

Route A

	AO1	AO2
Component 1	25%	25%
Component 2	12.5%	12.5%
Component 3	12.5%	12.5%
Overall weighting	50%	50%

Route B

	AO1	AO2
Component 1	18.75%	18.75%
Component 2	18.75%	18.75%
Component 3	12.5%	12.5%
Overall weighting	50%	50%

For each series the learner's spelling, punctuation and grammar will be assessed in specified questions that require extended writing. The total weighting for spelling, punctuation and grammar will be 5% of the sum of all marks available for assessment objectives AO1 to AO2 i.e. 12 marks overall. In this specification SPaG is assessed in Components 1 and 2. Use of specialist terminology will be assessed throughout all papers.

Materials

Text Books: available in class

Revision Guides written in house

Seneca