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***The Humanities Faculty***

***Accommodation***

Humanities is taught in its own area, known by staff as Grafton 1. It consists of 11 classrooms, a computer room and an open area that offers opportunities for collaborative group work.

***Personnel***

The faculty consists of 12 staff this year, although with the Ebacc this is expanding next year. We have specialist Geographers, Historians and RE teachers, although most staff teach a combination of subjects, especially in year 7 and 8.

***Academic Structure***

The faculty is led by Head of faculty, **Liam Morgan,** supported by:

**Hannah Fraser:**  deputy HoF and subject lead for Geography KS3 – KS5

**David Buckley:** subject lead for History, KS3 – KS5

**Kieran Hart:** subject lead for Philosophy and Ethics, KS3 – KS5

**The Curriculum**

The school’s CREATE values underpin our distinctive ethos of wide horizons, proud traditions and high achievement and support positive approaches to learning.

We are currently evolving our curriculum model, so you will be joining the faculty at an exciting time in its development. We will be introducing five one hour lessons per week for years 7 and 8 from September 2017, of which one will be allocated for P&E (Philosophy and Ethics) and the other fur to a combined humanities (History and Geography) curriculum.

From **year 9** students will begin new GCSE courses in either History or Geography (or both). They will all have an hour a week of P&E and will also have the option to choose GCSE RE as one of their options choices.

**Key Stage Three (Year 7 and 8)**

Students study a combination of History, Geography and P&E. Ours is a fairly typical curriculum focusing on medieval England, key geographical skills and knowledge and the origins of the major religions in year 7. In year 8 students continue to learn about the history of Britain, from 1500 to the present day. In geography students complete a case study on China as well as other human geography and in P&E students will begin to consider ‘ultimate questions’ and other key ethical issues.

The curriculum and schemes of work enable all students to reach key stage 3 age-related expectations, whilst providing them with the foundations needed to achieve success at GCSE.

**Key stage 4 and 5 (Year 9 – 11)**

From September 2017, 90% of students should be completing either History or Geography; some will be doing both, and some will do RE in addition.

**History:** OCR B (SHP). Migrants to Britain 1200-2000; Elizabeth I depth study; local study; America 1800-1900 and Germany 1918-45

**Geography:** Edexcel A. The Physical World, The Human World, Geographical Investigations

**RE:** AQA A. Christianity and Islam

***SEND***

It is the responsibility of all subject teachers to differentiate within their teaching plans, for students of all abilities, supported by differentiated schemes of work. Some additional assistance is in place in class for students with EHC plans. The school has well-regarded specialist provision for students needing support with their language and communication skills and is highly inclusive in its approach.

***Other Opportunities***

The faculty is developing an interesting range of extra-curricular clubs and opportunities. This includes a chess club at lunch and various catch up clinics. We also offer enrichment trips, including an amazing trip to China (led by Craig), a n Iceland trip for geographers and a trip to Cambodia for the Duke of Edinburgh Award led by Hannah. We generally go to Berlin with the year 12 historians. At GCSE students visit Bletchley Park for their local history study, and visit the beach in Dorset for Geography.

The faculty also contributes to the cross-curricular Rich tasks. Rich tasks are exciting whole school learning activities at key stage 3 that enable students to apply their learning to new contexts. We lead on the City of Diversity rich task which involves all year 8 students in interviewing local residents on a variety of topics including their family background, how they ended up living in Milton Keynes, their jobs, what they think about local / national politics and their religious beliefs.