

Humanities Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the Humanities curriculum enables learners to develop curiosity, understanding and appreciation of the world around them through the study of History and Geography. Through exploring people, places, events, and environments, learners develop knowledge of the past and present, while gaining a deeper understanding of how societies, communities, and the wider world have evolved. The curriculum supports learners to become thoughtful, informed, and responsible individuals who can engage positively with the world around them.

The Role of Humanities within the Trinity Curriculum

Humanities forms part of the **Therapeutic and Applied Learning** strand of the Trinity Curriculum Model. Through the study of history, geography, and contemporary issues, learners develop knowledge alongside literacy, communication, critical thinking, and reflection skills that support success across the wider curriculum. Humanities provide opportunities for learners to understand different perspectives, explore global challenges, and develop an appreciation of the communities and environments in which they live.

Humanities contribute to the academy's curriculum drivers by promoting curiosity, communication, independence, empathy, and informed decision-making. Through exploring how people, places and events have shaped the world, learners are encouraged to become active and responsible citizens who are prepared for life beyond school.

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in knowledge, interpretation, analysis and enquiry from their individual starting points.

Progress is measured through curriculum mastery, ensuring that learners develop both disciplinary knowledge and transferable analytical skills over time. Through Trinity Academy's assessment framework, learners are supported to develop confidence in interpreting evidence, evaluating information and communicating informed conclusions.

Key Stage 3 Intent

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At Key Stage 3, learners develop knowledge and understanding of History and Geography through a carefully sequenced curriculum that builds secure foundational knowledge, critical thinking and enquiry skills.

Through the study of historical events, societies, places and environments, learners develop the ability to interpret evidence, analyse information, explore different perspectives and understand how people and places have shaped the world around them.

Developing Secure Knowledge and Understanding

Learners develop secure knowledge of historical events, societies, and geographical processes through a carefully sequenced curriculum. They explore Britain's past, significant world events, physical and human geography and the relationship between people and their environments. Learning is structured to build upon prior knowledge and deepen understanding over time.

Developing Critical Thinking and Enquiry Skills

Learners develop the ability to ask questions, interpret evidence and data, analyse information, identify causes and consequences and evaluate different viewpoints. They learn how to construct reasoned arguments and communicate their understanding using appropriate subject-specific vocabulary.

Developing Literacy, Communication and Reflection

Humanities contribute significantly to learners' literacy and communication development. Learners are encouraged to discuss, debate, explain and reflect upon historical and geographical issues whilst developing their ability to communicate ideas clearly and confidently in both spoken and written forms.

Developing Digital Literacy and Geographical Enquiry Skills

Educational technology is used to enhance learning and engagement within Humanities. Learners use digital tools to research information, explore maps and geographical data, investigate historical sources, and present findings. This supports the academy's commitment to digital literacy and aligns with the NAACE EdTech Review Framework by preparing learners to use technology confidently, safely and effectively within education and everyday life. This aligns with the whole-school focus on digital literacy and technology.

Key Stage 4 Progression

At Key Stage 4, learners build upon the historical, geographical and enquiry skills established during Key Stage 3 through increasingly sophisticated analysis, interpretation and evaluation.

Learners continue to develop:

- Critical thinking

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- Evidence-based reasoning
- Wider-world understanding
- Citizenship and community awareness
- Independent enquiry and investigation

The curriculum prepares learners for further study, informed participation in society and successful preparation for adulthood through the development of transferable academic and personal skills.

Developing Reflection, Empathy and Global Awareness

Learners explore different perspectives, cultures, and experiences, enabling them to understand how people and societies have changed over time. Through the study of environmental, social and ethical issues, learners develop empathy, respect and an awareness of the challenges and opportunities that exist within the wider world

Supporting SEMH Development

The Humanities curriculum has been designed to support learners with SEMH needs through structured routines, discussion-based learning, and collaborative activities. Opportunities for reflection, enquiry and exploration help learners develop confidence, independence, resilience and emotional regulation whilst engaging with meaningful and relevant content.

Preparation For Adulthood

Humanities support learners in developing the knowledge, understanding, and transferable skills required for adult life. Learners develop communication, analysis, problem-solving and critical thinking skills while exploring topics that help them understand communities, citizenship, global issues, and their role within society. These experiences contribute to successful preparation for further education, employment, and future life opportunities.

Intended Outcomes

By the end of Key Stage 3 learners will:

- Develop secure knowledge and understanding of key historical events, societies and geographical processes.
- Interpret evidence, data, and information to make reasoned judgements and conclusions.
- Use subject-specific vocabulary accurately and confidently.
- Demonstrate curiosity and an interest in the world around them.
- Show empathy, respect, and awareness of different cultures, communities, and perspectives.

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- Use technology appropriately to research, investigate, and communicate information.
- Demonstrate the confidence, resilience, and independence required for future learning and adult life.
- Analyse and evaluate historical and geographical information using evidence.
- Communicate informed conclusions using appropriate subject-specific vocabulary.
- Apply enquiry skills independently to investigate issues and interpret different viewpoints.

Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious Humanities curriculum that develops knowledge, curiosity, critical thinking and global awareness.

Through carefully sequenced learning and high expectations, learners are supported to become:

- Informed citizens
- Critical thinkers
- Effective communicators
- Reflective learners
- Successful young people prepared for further education, employment and adult life