



The humanities curriculum in the Riviera Education Trust encompasses learning in history, geography and RE and seeks to encourage pupils to think creatively; to reason about being human and to ask questions about our world. The study of humanities seeks to build two types of knowledge:

- i) substantive knowledge – the knowledge pupils ought to remember and recall
- ii) disciplinary knowledge - the sorts of questions, responses, ideas and concepts pupils will understand if they have mastered the subject.

We believe that an aligned curriculum can reduce workload, allowing our teachers to focus on providing the best possible classroom experience for our children. After careful research, we have chosen to adopt the United Learning Curriculum to provide resource in our humanities subjects, *with each school carefully adapting the curriculum to reflect the specifics of their locality**.

History

We provide a high-quality history curriculum which is designed to develop pupils understanding of history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and has been influenced by the wider world. Our pupils gain coherent knowledge and an understanding of Britain's past and legacy, and that of the wider world, with opportunities to explore similarities and differences. Pupils are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement based on **prior and new substantive knowledge**.

We provide opportunities for all **pupils to see themselves reflected** in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.

This is achieved through building pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

The curriculum is designed around these three vertical concepts:

- **Quest for knowledge**
How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people's views about the world?
- **Power, empire and democracy**

Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?

- **Community and family**

What is life like for different people – men, women and children – in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?

Above all the curriculum fosters an **excitement for history** inspiring children to learn more about the past.

Geography

We provide a geography curriculum which is designed to inspire in pupils a curiosity and fascination about the world and its people. Our geography curriculum seeks to help pupils understand the space which they inhabit as humans and the wider world around them. Teaching provides pupils with knowledge about different places, people, resources and both natural and human environments and how these change over time. Alongside this, we want our children to have an understanding of key physical and human processes. Our children will develop progressive geographical skills not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

The curriculum is designed around these three vertical concepts:

- **Space and Place**

Developing an understanding of space through ideas related to location, distribution, pattern and distance.

Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.

- **Physical Processes**

How the Earth's natural processes shape and change the surface of the Earth. This includes both **Geology & Earth Science** aspects, such as the structure of the Earth and physical features we see on the land, as well as **Environmental Science** aspects, such as the weather and our changing climate. Both of these are threaded through the **science** curriculum too.

- **Human Processes**

The processes and phenomena that are caused by or relate to people, including our Use of Resources; the distribution and changes to **Population & Communities**; and the features of **Economy & Development**

The geography curriculum provides children with:

- a balanced view of the countries of the world, to address or even pre-empt misconceptions and negative stereotypes.
- explicit teaching of core disciplinary knowledge, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in mathematics or science, such as interpreting line graphs or setting hypotheses.
- opportunities to undertake fieldwork, outside the classroom and virtually. Fieldwork is purposeful, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

RE

In the Riviera Education Trust, we teach RE through the lens of Religion and Worldviews. The principle aim of the curriculum is to explore what people believe and what difference this makes to how individuals lead their lives in Britain and around the world, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum is designed around these three vertical concepts:

- **Sacrifice**

Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?

- **Knowledge & Meaning**

One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?

- **Human Context**

Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken beyond their own experiences. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate.

The curriculum provides all children, regardless of barrier or need with:

- A conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way.
- A scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences, developing pupils' ability to hold the types of conversation and to apply the methods and processes of theologians, philosophers and social scientists.
- A curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview.

The Riviera Education Trust recognises that parents/carers have the right to withdraw their child, wholly or partly, from receiving religious education (RE) given in the school in accordance with the school's basic curriculum. Parents/carers should however, be aware of the educational objectives and content of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

For parents/carers considering partial or full withdrawal of their child from RE, there will be an opportunity to discuss the RE curriculum with the school, in order to make an informed decision.

**For details of adaptations to the curriculum that reflect each school's unique context, please see the school's website.*