

KS3 Humanities Programme of Study (2025-2026)

	Autumn 1 – ‘Equality & Diversity’							Autumn 2 – ‘Living in the Wider World’							
	UNIT TITLE History: How did the Nazis make Germany less equal and diverse through the Holocaust?							UNIT TITLE Geography: What is Geography? Where in the World?							
	1. What was Jewish life like before the Nazis came to power in Germany?	2. How do you boil a frog? OR How were the Jew made to be less equal in Nazi Germany?	3. Can you judge a book by its cover?	4.What was the Final Solution to the Jewish Question?	5. What is Justice?	6 Slip week to catch up in Humanities lesson is missed(eg training day)/students are dysregulated	Assessment	Therapy week	What is Geography?	Where in the world?	Where in the world and in the UK?	Where in the UK?	Where in Northumberland?	Assessment	Therapy week
Notes/Links/Interleaving If students were here last term link to Merchant of Venice, anti-semitism, Jews being seen as outsiders, money lender so link to wealth and exploiting others.			Additional Higher Content Lot of the concepts being used here (e.g. what is Justice) require higher order thinking skills. Other lessons are available on request from NMC as required.					Notes/Links/Interleaving Possible links to settings of plays to study in English eg Liverpool, Greek myths, Merchant of Venice, etc		Additional Higher Content This lesson is written specifically in an attempt to address the huge gaps in student knowledge with regards the basic geography of the world, their nation and their immediate county, all of which they do not have a solid grasp upon. Please see NMC for opportunities for stretch and challenge if required.					
	Spring 1 – ‘The Circle of Life’						Spring 2 – ‘Conflict’								
	UNIT TITLE History: “How did the living and working conditions of the Industrial Revolution impact upon the life of the British people?”						UNIT TITLE History: What caused conflict during the 1920s in the USA?								
	1. What were the key changes in Britain 1750-1900?	2. What were living conditions like for ordinary people during the Industrial Revolution?	3. Workhouses-what were living conditions like for the poorest during the Industrial revolution?	4. What were the working conditions like in a factory?	5. Assessment	Therapy Week	1. How did the KKK affect American society?	2. How ‘dry’ was American during the 1920s?	3. How did organised crime affect the USA in the 1920s?	4. How did organised crime affect the USA in the 1920s? Al Capone: Hero or Villain?	5. Assessment	6. Therapy Week			
Notes/Links/Interleaving Possible link to inequality today. Link to Our Day Out depending on how long students have been here/when they cover this play in English			Additional Higher Content Moral questions can be posed here re the idea of equality in society in terms of wealth and exploitation. Moral question around children working. Unit deals with change-questions can be about size of change, speed of change, change then vs change now, comparison of their life to that of a child in Victorian era. See NMC for any guidance required.			Notes/Links/Interleaving Link back to inequality and treating people differently based on random factor like race or religion, links to PSHE curriculum(e.g. substance abuse)				Additional Higher Content Higher order concepts here like racism and freedom of choice around personal health/alcohol consumption.					
	Summer 1 – ‘Health & Leisure’						Summer 2 – ‘Crime & Punishment’								
	UNIT TITLE Geography: What are the impacts of sport?						UNIT TITLE Geography: How is the UK impacted by crime?								
	What are the impacts of Sport?	What are the impacts of Sport?	What are the impacts of Sport?	Assessment	Therapy Week		What are the impacts of crime?	What are the impacts of crime?	What are the factors that affect local crime?	Crime mini project	Crime mini project	Assessment	Therapy week		
Notes/Links/Interleaving If any groups are reading Trash, a possible link to LICs. Link to previous History unit on the Industrial Revolution and working conditions for children in the Victorian era.			Additional Higher Content Moral debates/ideas to be looked at here eg the moral question of the exploitation of people from Low Income countries for the benefit of the profits of multinational corporations and people who live in High Income Countries. Fairness/improvements made by Fair Trade schemes-is that something they have encountered before/consider in the future?			Notes/Links/Interleaving Link to Geography Unt HT 2 on Where in the UK s there are regional differences discussed in this unit. Link to USA Unit ht4 with organised crime/reasons for crime/public perceptions and support of crime.				Additional Higher Content					

