

## Intent

The Humanities curriculum is delivered to all KS3 groups which comprises students in years 7, 8 and 9. The students in these group are expected to return to a mainstream school or special school setting within a matter of months of arriving at Oswaldtwistle. Regardless of this, the aim of the curriculum is consistent with that set out in the National Curriculum Programme of Study for KS3 History and KS3 Geography; that is to inspire within our students a sense of curiosity and fascination of the world they live in along with an appreciation of Britain's past and that of the wider world.

The Geography component of the Humanities Curriculum involves students studying the human and physical characteristics of a variety of places and locations along with a number of different physical and human processes that give rise to some of the most distinctive features of the world. The spatial variation of such features and how they change over time is also studied. Furthermore, the curriculum also allows for the development of a number of geographical skills and fieldwork skills. The History component of the curriculum covers aspects of British history, the role of Britain in shaping the history of the wider world and the challenges faced by Britain and the wider world. It also embraces major historical concepts such as continuity and change, cause and consequence, significance and chronology, and provides students with opportunities to question historical evidence and make historical connections over time and place.

The content of the Humanities Curriculum is not as broad as that found in mainstream settings as there is less time dedicated to the Humanities curriculum. Despite this the aims of both Programmes of Study are met, and students are expected to know, apply and understand the matters, skills and processes that are outlined in the two Programmes. The Humanities Curriculum is delivered per year group; Beacon follow the year 9 programme of study and Sanctuary and Pendle follow the year 8 programme of study. By teaching in this way, we ensure that all students keep in touch with the subject essentials that will help secure a successful transition into their next school or onto KS4. The coverage of skills, knowledge and understanding has been designed to help students to embed the necessary basic schema for future studies at KS4 if they wish to choose this.

All end points are given to students based on their age-related expectation. Students will receive an emerging, developing or secure level based on their year group and the progress they have made. By doing this, we can see if students have any gaps and take the learning back to suit their needs as many students have missed a lot of education time.

Given the barriers many of our students encounter with their learning the curriculum content has been chosen with student engagement in mind, this content can be viewed on the long-term plan with its links to prior learning.

The wider intent of the curriculum embraces a number of cross curricular themes which act to promote the personal development of our students. This includes SMSC experiences and British Values, with opportunities to capitalise on careers. Appropriate articles from the RRSA charter are also discussed in lessons and opportunities to culturally enrich the lives of our young people are seized upon through the organisation of trips when possible; previous trips have been to the Imperial War Museum and the Science and Industry Museum.

Through the delivery of each new unit we introduce the students to cultural elements of the wider world, including films, books, places of interest and famous people, all of which link to the topic they are studying at the time. Literacy and numeracy are also promoted as core cross curricular skills, this is especially the case for reading and writing in line with all cross curricular literacy initiatives. Spelling is also a feature of each topic with every student being



expected to spell, define and use correctly up to 12 essential words by the end of every topic. This is done in an attempt to widen the vocabulary bank of each student which we

believe, in line with Hart and Risley, improves their life chances. We also work hard to develop resilient learners (Ella Woods) with a growth mindset (Carole Dweck).