

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 extensive 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 over 3 years to ensure that students who are with us longer term aren't covering the same topics and are receiving a broad and balanced curriculum. This ensures 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 being a focus four times a year. 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 (Beyond the Curriculum). 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).

Implementation

As evidenced in the long term plan, the KS3 curriculum comprises of a mix of history and geography units which are covered over a three year period. This is to ensure that even if a student is with us for all of KS3, they won't cover the same unit twice.

The interleaving and spacing of the 2 subjects works to support knowledge retention and skill development as students return to previously taught generic knowledge, understanding and skills. This helps secure the necessary schema for future learning and long term success. In particular we focus heavily on retrieval exercises to interrupt forgetting and to support the embedding of knowledge and skills to the long term memory. We have also designed the curriculum plan with the aim of having the history curriculum in a chronological order (however, it goes from most recent in order to engage students and promote cross-curricular links to the further back in time).

As different age groups are taught alongside one another and will subsequently have differing age-related expectations, lessons are delivered in a way that all students are catered for where the highest age-related expectation is planned for and the lessons are scaffolded down so that the lesson is accessible by all and students can progress beyond their expectation.

Practice in the classroom reflects Rosenshine's 10 principles of instruction which underpin the implementation of the curriculum. These principles focus on the sequencing and modelling of concepts, the reviewing of taught material, questioning, and the stages of practice, from guided to independent. These principles are linked to the field of cognitive science and in particular the Cognitive Load theory by Sweller.

Students are assessed formatively against the success criteria on their academic tracker and in a summative manner with the use of baseline and impact assessments. Academic trackers are used to assess the degree of mastery gained by each individual student in relation to the end points on their academic tracker. Progress is recorded by entering a red (emerging), amber (developing) or green (secure) against each end point on their tracker.

Impact

The curriculum intent, along with its implementation has been designed to help young geographers and historians embed the necessary skills, knowledge and understanding needed to successfully further their education in each curriculum area. The impact of these curriculum elements is assessed in several ways.

Progress is reviewed at each data capture point and if the progress is disappointing then a period of reflection should take place that involves a review of the curriculum intent and implementation/pedagogical structures used to deliver the content. It may be necessary to re-order the content of the curriculum and review the methods of implementation and choice of pedagogy.

The impact of teaching in terms of personal development is also assessed at the end of each topic and a period of self-reflection takes place in relation to the cross curricular themes identified in the medium term plan. We will also review whether enough time has been allocated to each area and whether the programmes of study have been broad and balanced enough for each student who is studying the humanities curriculum.

Notes:

The humanities subject statement above is for the academic year 2021-2022. The curriculum is changing in the academic year 2022-2023. Please see the below subject statement for the updated subject statement for the academic year 2022-2023.

Intent

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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 in depth 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 despite the different year groups being in the same groups. The curriculum is delivered in a way where students will work through work booklets tailored to their year group (and age-related expectations) and staff can support, intervene and stretch students throughout the lesson in their particular subject. By teaching in this way, students who miss lessons or move to other provisions can pick up where they left off and have minimal disruption/not be left behind in subjects, and students who are in can progress through their units of learning before starting their end of topic independent project.

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.

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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 (Beyond the Curriculum). 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).

Implementation

As evidenced in the long-term plan, the KS3 curriculum comprises of a mix of history and geography units which are covered over a full half term or half term but for 1 lesson per week for each subject so that students are receiving a mix of both subjects.

The interleaving and spacing of the 2 subjects works to support knowledge retention and skill development as students return to previously taught generic knowledge, understanding and skills. This helps secure the necessary schema for future learning and long-term success. In particular we focus heavily on retrieval exercises to interrupt forgetting and to support the embedding of knowledge and skills to the long-term memory. We have also designed the curriculum plan with the aim of having the history curriculum in a chronological order (however, it goes from most recent in order to engage students and promote cross-curricular links to the further back in time). We teach the history curriculum in chronological order to ensure students understand the difference in time periods and can see the progression through time.

As different age groups are taught alongside one another and will subsequently have differing age-related expectations, lessons are delivered in a way that all students are catered for where the highest age-related expectation is planned for and the lessons are scaffolded down so that the lesson is accessible by all and students can progress beyond their expectation.

Practice in the classroom reflects Rosenshine's 10 principles of instruction which underpin the implementation of the curriculum. These principles focus on the sequencing and modelling of concepts, the reviewing of taught material, questioning, and the stages of practice, from guided to independent. These principles are linked to the field of cognitive science and in particular the Cognitive Load theory by Sweller.

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