

Intent

The Humanities curriculum is delivered to the KS3 Pendle group which comprises students in years 7, 8 and 9. The students in this 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 it only spans one academic year due to the short stay nature of the students and the grouping of all KS3 year groups into one class. 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. This ensures that all students keep in touch with the subject essentials that will help secure a successful transition into their next school. Furthermore the coverage of skills, knowledge and understanding has been designed to help students to embed the necessary basic schema for future studies at KS4.

In geography the endpoints include a number of geography specific skills as well as skills that are linked to knowledge and understanding in the fields of processes, places and features be it that they are taught in different contexts; these themes are covered in all three topics. In history the end points focus on cause and consequence, significance, evaluating evidence, change and continuity and knowledge and understanding and are once again covered in all 3 topics in the hope that they will embed and be secured. The end points for each topic allow for the creation of differentiated academic trackers which are allocated according to ability and target grades.

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. End points are differentiated (hierarchical) as a result of years 7, 8 and 9 being taught together in one group; this helps ensure support and challenge for all within a mastery curriculum. Most students work towards securing step 1 to step 3 skills, with Tr6 and step 4 skills offering support and challenge to the extremes of the ability range.

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 two trips; a history trip to the Maritime museum in Liverpool and a geography field trip to the Yorkshire Dales National Park. 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 three history units and three geography units. These are interleaved, half termly, over a 12 month period.

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.

Horizontal sequencing with other subjects, for example science, can influence the timing of topic delivery as we fully appreciate the value of cross curricular links given the difficulties faced when trying to establish vertical links in a short stay school. We are certainly of the belief that if students can see the links between subjects it helps support the embedding of schema and knowledge.

As different age groups are taught alongside one another the targeted end points for our students vary according to their KS2 results and age. However, in all lessons the highest success criteria (end point) is planned for and the lessons are carefully scaffolded to make this outcome accessible to all.

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 (novice), amber (developing) or green (secure) against each end point on their tracker. The trackers are constantly monitored over time and end points are revisited through retrieval and interleaving exercises until a student secures their targeted end points.

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. Has enough time been allocated to this area, have the students developed the skills and knowledge that you intended them to? Furthermore has your teaching had an impact on the reading and writing ability of your students?