

# Intent, Implementation and Impact: HUMANITIES



## Intent:

The purpose of education at Howard House is to equip young people with the knowledge and skills that will enable them to better understand the world around them; prepare them for adult and working life; develop cultural capital and interests that will help remove barriers to achievement; and become rounded citizens that are able to positively contribute to our changing society. Our curriculum is founded on high expectations and increased opportunities for all students. It is our aim that students are accredited in all areas of study. At Howard House School we want to support our students overcome the barriers they face with and develop a greater problem solving and initiative which relates to the world around them and their day to day lives. The curriculum will look to increase our student's life chances and provide them with the skills and knowledge that is needed to access better opportunities in further education, college, apprenticeships or/and work.

Our Humanities curriculum is designed to inspire and educate learners at all stages of their education, from aged 10-18. Each lesson is carefully adapted to respond to individual starting points and individual challenges. It comprises discrete teaching of Geography, History and RE. Students have the opportunity to access the National Curriculum for Geography and History, and the Northumberland Agreed Syllabus for Religious Education. We have designed units of study which engage students through familiar contexts, and challenges students by teaching them concepts beyond their lived experiences.

Subjects are taught in a progressive and systematic way, as presented in our Long term and medium term plans. Long term plans also highlight opportunities for students to revisit concepts and knowledge, links to other subject areas, CEIAG, cultural opportunities and our Graduate Goals. Many of our students read at levels below their chronological age, opportunities are exploited, within teaching episodes, to encourage reading and care is taken to present text at the reading age of the student to increase independence and accessibility.

In years 6-8 there is a more thematic approach; in year 9 students begin entry level qualifications in History and Geography. Entry Level Certificates provide a stimulating curriculum to engage their interests through linked themes and in-depth study of significant topics. The skills utilised from this programme will enable learners to progress to the OCR GCSE History (option B) programme in years 10 and 11.

Students may join Howard House School with gaps in their learning and limited experiences. Our curriculum reflects this; students are able to access disciplinary and substantive knowledge, from previous Key Stages, to consolidate the building blocks of each subject. Students in humanities are provided work on a chromebook. This enables them to work at their pace, eliminating issues of missed work and ensuring every student has a sound understanding of concepts, before moving to the next topic.

In **Geography** students are taught about human and physical geography in the world's major countries and how these are impacted by geographical processes. They learn about complex geographical systems. Through our challenging curriculum they will become competent in using geographical knowledge, concepts and approaches and have increasing opportunities to use and apply geographical skills.

In **History** students gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through questioning and critical thinking, pupils will gain a sense of understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History topics are studied in chronological order, as it provides a structure to the learning, placing their studies in a clear and logical context. Students will go on further to develop their understanding of the present by studying significant periods and themes from the past at a local, national and global level, engaging with a range of contemporary sources and later interpretation

In Religious Education, pupils learn from different religions, worldviews, values and traditions while examining their own beliefs and questions of meaning. Students are encouraged to reflect on, consider, analyse, interpret and evaluate issues of faith, belief, ethics and truth, and to communicate their responses. RE addresses issues of right and wrong and what it means to be human. It encourages a sense of identity and belonging, as well as respect and sensitivity towards others.

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## Implementation:

The humanities curriculum at Howard House is designed to challenge pupils as well as support them through their learning and educational journey to develop the necessary skills for life and to provide opportunities for qualifications in a broad curriculum. We need to explicitly equip pupils to think, read, speak and write in an ambitious and precise way.

The humanities curriculum is set out so staff, teachers, parents and students can identify what level students are working at and where the next natural progression leads to, from year 5 to year 11. Every student will have 4 lessons of 30 minutes each week for humanities. Throughout an academic year, students in Years 5- Year 10 will study units in Geography, History and RE. These subjects are blocked, and on average students are allocated 30 hours, per subject per year.

The students who attend Howard House have many different needs that need to be met in order for them to learn and develop effectively, it is important for staff to ensure these needs are met, with each lesson well planned for by using students IEPs, aspirational grades, context grades, their own views and opinions on what helps them learn.

All this is done through:

- Adaptive teaching is used in each lesson, the needs of the students are looked at through their IEPs, diagnosis, environmental needs and what best helps to support them in their learning. Each student is offered the support mechanisms which are in their adaptive teaching document. As well as this, each student will have an adaptive teaching folder in their classroom that they will have access to each lesson, this includes task boards; colour overlays; sentence starters, key vocabulary and any other resource that supports that particular student in each lesson.
- It is important for the students to feel safe and secure in the classroom, this helps reduce anxiety and help students to process information. Students will have their own work place in each lesson with the necessary equipment and support tools to help them engage. Students will also have access to the use of fidget toys, blankets (also weighted blanket), wobble cushions and a relaxing learning environment.
- Every lesson is taught using the schools agreed teaching model which has been created to increase growth mindset and is consistent across each subject for each student. Students will be taught through the use of “I do”, “we do” and “you do”. This done through the use of the teacher demonstrating the task through modelling, followed by the teacher guiding students through a shared activity, developing students’ ideas and understanding through questioning and scaffolding. Students will then be provided with more independent tasks to develop independent thinking and apply learning in contexts or extended pieces of work.
- The curriculum is led and predominantly taught by a qualified history specialist and is also accessible for general subject teachers and non-qualified members of staff to teach. The subject lead ensures that History and Geography meet the requirements of the national curriculum. The long-term plan maps the skills and topics across stages of learning and works concurrently with the progression plan. This ensures that students are challenged and cohesion exists in the curriculum.
- Each classroom has a teacher and 1 teaching assistant who is guided and trained by the teacher to ensure the staff have the knowledge and understanding to be able to support each child within their subject area.

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other forms. It is important for staff to ensure they are also up to date and continue to grow professionally through multiples forms of training, CPD and humanities networking between heads of department within Young Foundations.

· The curriculum presents opportunities for students to achieve GCSE grades 1 to 5 through OCR GCSE History and Geography and also to achieve OCR entry level certificates from level 1 to level 3. Modules from the entry Level work can be used towards GCSE entries. The curriculum is designed so students are able to close the gaps in their learning and when gaps are identified teachers and staff are able to address these by reducing the level to then build it back up to the stage of the curriculum the pupil is at. The long-term plan has been reviewed and in parts reduced with regards to volume of content. Our KS2 curriculum focuses on skill building and provides our students who may have gaps in their knowledge with the skills required to continue their historical studies with greater confidence.

· Along with the students producing project based work, towards their portfolio entries, assessment is ongoing, through response to student work and targeted questioning, supporting the identification of areas for development and increased focus. Independent assessments are undertaken once a term. Access arrangements are put in place for all assessments. Assessment will also help to track progress towards their contextual and aspirational target grades. Furthermore, students will work towards their exams by gaining exam practice and exam technique to ensure they are best prepared and to reduce their own anxiety about exams.

· Data is tracked using the Insight Tracker. Students are assessed, in each subject, against objectives taught. The assessment objectives are drawn from exam criteria and GCSE grade descriptors.

· Many of the students who attend Howard House school have missed large aspects of their education, which means there are gaps within their learning. We first focus on the skills so that students have greater success when they do come to the greater focus on knowledge and do not find themselves lacking the confidence required to succeed.

· Our students frequently have key gaps in their knowledge, and this reflects in their understanding of events. Lessons are planned with wider context in mind which allows students to begin to build their understanding of place and chronology.

· As stated in the intent it is important for staff to ensure students work towards achieving the objectives set out in the national curriculum and specification. It is important for students to provide them with the best chances in life. This is done by providing students with the 'bigger picture' and 'why' they need to learn and know this and how it can help them in the future in working life by linking it to interests and job prospects. Educational visits are planned throughout the year to enhance the subjects and bring abstract concepts and unfamiliar themes to life.

· Students are provided with a safe, secure and fun environment to enhance their chances of learning and enjoying the subject which they are learning to help them meet the objectives and successfully make progress with in each area of the subject, working towards accreditations to provide them the best opportunity in their next phase of life. All areas of the curriculum are set out with clear progression, created and adapted to support each child's individual needs to ensure the best chance of learning for them, whether it be a subject specialist, general teacher or other member of staff.

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