

CURRICULUM INTENT

At Elms Bank we aim for a high quality Humanities curriculum which inspires in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge and understanding about the World in which they live, and how it has changed over time. The curriculum focuses on acquiring facts and knowledge as well as developing skills. We teach children about concepts such as humankind, place, significance, processes and change through a variety of different topics.

To support pupils to develop their mathematical fluency and confidence across the curriculum, mathematical skills are embedded into the Climate Change Scheme of Work but also those Schemes that revolve heavily around a specific country, e.g. weighing and measuring ingredients in food dishes from the past, measuring distances on a map within and between countries, reading/creating graphs and charts to show temperature and rainfall.

The teaching of reading is embedded throughout the schemes of work e.g. reading historical sources of evidence and justifying which ones to trust as well as absorbing and using factual information from texts. In addition the use of specific Geographical/Historical/Religious vocabulary runs throughout each unit.

CURRICULUM IMPLEMENTATION

Humanities is taught twice a week for pupils in Key Stages 3, on Explore, Inspire and Specialist Provision Pathways. Humanities is taught twice a week for pupils in Key Stages 4, on Explore and Specialist Provision Pathways. In KS3 & KS4 it is taught thematically through the sensory and experiential Thrive pathway. It is not taught within the Nurture Pathway or KS5 provision.

Schemes of work are written and created to meet the specific needs and range of abilities of our pupils. This includes pathways for our pupils with Complex Needs, pupils within our Specialist Provision, Explore and Inspire Pathways.

Refer to Long Term Plans

CURRICULUM IMPACT

Schemes of Work allow pupils to build up over time a knowledge of diverse places, people, resources and environments as well as deepening their understanding of human and physical features and processes. It also prompts them to ask questions so they are able to learn more especially around the process of change and what is the same but also what is different and why?

Refer to: Pathway documents for qualifications; termly data analysis; end of year data analysis.

EQUAL OPPORTUNITIES AND INCLUSION

All pupils are taught Humanities regardless of their need or background. Adaptations are made to lessons and to content to ensure it is accessible to all regardless of abilities in other areas of the curriculum.

The Religious Education included in the scheme of work takes into account many cultures and beliefs and these are shared and explained to all pupils whilst teaching them respect and understanding in what people believe.

The scheme of work has had the approval from a Religious leader in the community.

SPRITUAL MORAL SOCIAL CULTURAL (SMSC)

Cultural diversity is recognised by providing opportunities for pupils to study, share and explore themes from a variety of different countries, eras, religions and periods of History.

The Humanities curriculum is also enhanced by educational visits and trips.

CAREERS EDUCATION INFORMATION ADVICE GUIDANCE (CEIAG)

Humanities equips pupils with the necessary attributes to take an active role in the shaping of their own future and that of the wider community. We believe in respecting beliefs and our planet and learning from the past in order to make a bright future. Humanities offers pupils the opportunity to consider their own roles, values and attitudes in relation to the themes and issues being studied and the roles, values and attitudes of others in a diverse and ever changing society.

The curriculum encourages learners to think for themselves and develop into confident individuals and responsible citizens. Whilst at the same time developing social skills, good communication, understanding and empathy so, not only can they find their place in society, but also make a positive impact on it.

MONITORING AND EVALUATION

Elms Bank is committed to rigorous monitoring and evaluation throughout the school. The quality of the English provision is scrutinised using the following benchmarks:

- Lesson observations and learning walks
- Half termly work scrutiny and moderation
- Monitoring and tracking of pupils' performance data to inform departmental development plans and school improvement plan.
- Student Voice.
- KS4 and KS5 exam results analysis
- Annual data report of performance and intervention

CONTINUING PROFESSIONAL DEVELOPMENT

All teachers are given the opportunity to attend in-house and external training in relation to the school improvement plan. In-house training is provided during Induction, staff meetings, PAD days and Twilight sessions. Staff are also encouraged to visit local schools and read current research to share best practice and to develop professional relationships with other teachers in the local authority and beyond.