

Humanities Curriculum 2023-24

Intent: The intention of the Humanities Curriculum at Stony Dean School aims to encourage pupils' curiosity and interest to explore the world that we live in and its history, equipping them for continued study and promoting a love of learning for life. Humanities enables pupils to build their identity and sense of place, provoking thinking and providing answers to questions about the natural and human aspects of the world and how events throughout history have shaped the world we know today. In geography linked units, pupils will begin to recognise and understand global issues concerning the environment and sustainable global development while making clear links to other subjects such as Learning for Life and how their actions impact on the local and global community. In our history units, students will learn about the evolution of different practices (medicine, transport & jobs) through the ages and tackle issues linked to prejudice and conflict linking past to present with continued cross curricular links made to RE and Learning for Life.

Implementation: Tasks are selected and designed to provide challenge for all learners, in line with the school's commitment to inclusion. Learning is inclusive for all pupils due to careful and ongoing adaptation of tasks and multisensory teaching methods. These include: PORIC (topics taught in a personal, kinaesthetic manner); visual strategies involving using symbols, images and objects; colourful semantics and lesson schedules. Word banks and visual prompts are also used for support. Teachers will identify the essential vocabulary, knowledge and skills they would like all pupils to know, which will be recalled frequently throughout units of work.

Pupils develop their language skills in the following ways:

- The revision, introduction and understanding of new vocabulary is built into each lesson and embedded using SALT strategies. We ensure that pupils are allowed opportunities to repeat and revise this vocabulary and knowledge. Using the correct vocabulary in lessons is always modelled and encouraged.
- Images, symbols and objects are used to further support students' knowledge of words and context allowing them to 'see' word meanings or create their own images to develop a deeper understanding of related vocabulary.
- Pupils ask and answer questions about source materials and these help them to develop their ideas. This includes recording ideas and annotating materials in their Humanities books.
- Pupils develop language contexts by extracting information from sources such as atlases, reference books and the internet. These are developed further through consistent role modelling and teaching strategies such as hot seating.

Impact

The impact and measure of this is to ensure that pupils at Stony Dean are equipped with the skills and knowledge that make them capable of tackling the coursework units across years 9 – 11, be successful in achieving an Entry Level qualification and be ready for life as an adult in the wider world. Pupils will have developed the knowledge and skills to help them explore, navigate and understand the world around them and their place in it. In the academic year 23-24, we saw an increase in the number of students able to achieve the Award at Entry Level 3. We have restructured our pathways with the aim of enabling all students, that actively attend Stony Dean, to achieve an entry level qualification. In doing so, this supports the school's overall aim of improving students' communication and interaction skills whilst developing their independent thinking skills through carefully planned questioning within lessons.

See the pathways progression for Humanities below:

Pathway	Qualification
1	Stony Dean certificate for skills covered. For students who may be on an alternative curriculum
2	Entry level 2 – Award or Certificate
3	Entry level 3 – Award or Certificate
4	Entry level 3 – Diploma