



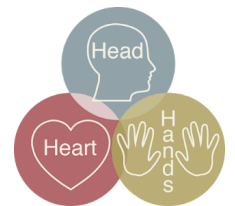
## Humanities Curriculum Rationale

### Objectives

- To encourage curiosity of the wider world and the diversity of people's lived experiences.
- To be able to evaluate, analyse, and critique information to construct your own opinions.
- To build confidence in written and oral communication.
- To develop critical thinking through exploration of contemporary topics.
- To work towards national qualifications where appropriate.
- To develop independent learning habits.
- To develop investigative skills to interpret significance of places, people and historical events.

### Intent and Implementation

Humanities at HHTS aims to encourage a curiosity of how the past, present and future intertwine to create our fascinating world. Through the mixture of Geography, History, and Religious Studies we aim to explore a plethora of topics, which showcase an understanding of how people, processes, and significant historical events can create such a complex world. Utilising the national curriculum as a guide, we have curated a specialised curriculum that aims to empower pupils with the knowledge to better understand our dynamic Earth. Additionally, we have crafted a sense of empathy for the living world, which will aid in fostering our young peoples' spiritual, moral, social, and cultural development. Finally, we will develop the skills needed to analyse, interpret and evaluate the society around us, in order to understand our place within it.



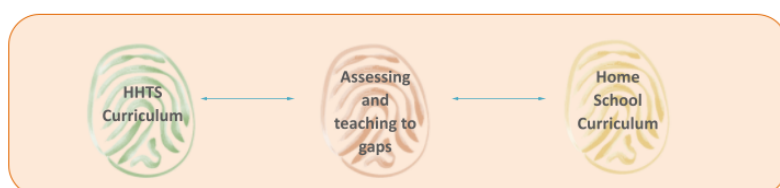
Overall, our main focus is to inspire a feeling of connection to the natural environment, and encourage respect for the diversity of different lives. This in turn should enable our young people to navigate their future paths in an informed, tolerant, and compassionate manner.

## Our three part approach and use of assess-plan-do-review model

Our weekly lesson structure includes opportunities for group sessions following the HHTS curriculum, completion of home school work, or tailored work targeted at personal qualification choices. We understand that the importance and relevance of these three strands will fluctuate during the young person's time with us. These three curriculum strands are supported by high quality teaching, pertinent support in the classroom and 1:1 work with subject staff to encourage curriculum progress.

### Our Three-Part Approach

In order to ensure each student is offered an appropriate curriculum at the point of admission, our teachers run a **three-part approach** across the service:



Our model of assessing each learner on arrival, developing a bespoke curriculum in response to individual need and reviewing individual pupil progress ensures that each learner's provision is monitored using the **ASSESS- PLAN- DO - REVIEW** model. We consider all our young people to have **additional educational needs (AEN)** requiring an individual approach. Additional strategies and resources for specific needs are recommended by our SEN team and utilised by the teaching team.

## HHTS Curriculum

HHTS curriculum is designed to be closely linked to the Geography, History, and Religious Studies National Curriculum. At KS3 and KS4, our termly units of work explicitly embed the assessment objectives for AQA and Pearson for all three subjects, and are adapted for those not taking these exam board's qualifications. Therefore, we hope our students can feel confident in the relevance of Humanities HHTS to their home school curriculum.

Term	Humanities	Religious studies
1	My local area	Beliefs and values
2	Superpower relations	Festivals of light
3	What processes have shaped our planet?	Relationships and perspectives
4	How has migration shaped the UK?	Humanism and human rights
5	How do we protect our planet?	Celebrations and festivals
6	Diverse Africa	The teachings of the Buddha

### **Assessing and teaching to gaps**

We baseline students using a variety of methods depending on their key stage and their qualification choice. In the initial few lessons, a number of methods including discussions, written tasks, past paper questions and data from their home school is collated to help ascertain their learning aims. Using this information, we will then curate and monitor the lessons to help measure individual progress. Where a young person is not in education, we work to engage them and ensure targets ascertained from their baselines are actioned, then possibly begin working towards a qualification.

### **Home School curriculum**

We make contact with home school as quickly as possible to start a conversation on accreditations, expectations, topics and targets for the young person. Schools can make suggestions on wellbeing, content, supply resources or direct us to their online platform. We manage the flow of this work where necessary and supply additional resources and 1:1 support as needed. Where possible we strive to ensure that pupils keep up with their home school scheme of work to help support reintegration.

### **Impact**

#### **Progress**

We complete lesson by lesson evaluations for each student. We record both academic and social & emotional progress and next steps to develop an individualised learning programme for the student.

Every six weeks, we review collated data to get a wider picture of the student and their progress specifically in Humanities. All subject data is also evaluated by the team, to obtain a more holistic view of that student and their strengths and weaknesses across the curriculum. This enables us to share best practice and adapt teaching approaches and resources where necessary.

We also write termly reports for each student. These are shared with parents and home school where appropriate.

### **Curriculum progression**

In order to ensure that we are closely following and tracking pupil progress in line with the National Curriculum, we use progression criteria devised from the national curriculum or nationally recognised accreditations. These progression criteria are then used to create personalised learning aims. These aims are then reviewed every 6 weeks and tracked to provide evidence of progress over time.

We offer GCSE and A-level qualifications for those young people who are able and willing to take them.

At GCSE and A-level we use AQA and Pearson, but can support and facilitate exams in OCR, and WJEC Eduqas.

## **Cross-curricular**

Humanities lessons have been adapted to encourage literacy skills where possible. This is usually in the form of written activities, non-fiction texts and the opportunity to explore subjects through discussion. Where possible we have been explicit in our inclusion of English terminology to assist with recapping of vocabulary and language techniques. Numeracy skills have also been embedded in the form of simple calculations, analysis of statistics, and the use of data to make informed decisions. Additionally, we have made a conscious effort to include aspects of STEAM within the curriculum to allow for a variety of activities and skills to be assessed. This has taken the form of content cross-over with science, as well as the use of IT, creative arts and expressive communication when covering topics.