

SANDFIELD HISTORY AND GEOGRAPHY CURRICULUM

INTENT:

What is the curriculum aim / vision for this subject?

The Humanities intent is designed around 3 key principles:

- To encourage students to enjoy learning by stimulating a passion and interest for the world around them and the human and physical processes which help to shape it. Comparing different places in the world with their local area to gain a greater understanding of the lives and cultures of different people.
- To provide a curriculum that allows students to have a rounded understanding of the past and that gives an insight into how this impacts on the present and future. Comparing past societies and their values with the present and studying contemporary problems in their historical settings.
- To offer a framework that allows students the opportunity to become curious and critical thinkers so they can 'articulate, analyze, explain and infer' as they study various topics.

How is our curriculum planned?

Using the National Curriculum as a base, we allow teachers to choose the topics they believe will suit their class the best and will match other cross-curricular lesson themes.

The Humanities curriculum, as with every other subject, is also planned around the EHCPs of our students, encouraging cross-curricular links and opportunities to meet personal targets.

Cultural Capital is also a feature of our planning, prompting links between Humanities and the wider world of further education and employment.

By the end of Key Stage 3 those pupils that are on the pathway to accreditation are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

In Key Stage 4 pupils may be enrolled in AQA Units Awards based on topics being studied that will have assessment criteria followed throughout, and the curriculum plan will take into account these criteria.

IMPLEMENTATION:

How does learning develop through the school ?

We follow a modified version of the Key Stage 3 National Curriculum Guidelines for teaching History and Geography for our KS3 and KS4 pupils and we ensure that there are opportunities for students of all abilities to develop their skills, knowledge and vocabulary.

Topics (and links to the National Curriculum) are planned for students on Long term Plans used throughout their time in KS3 and 4 to allow for a wide coverage of National Curriculum targets. These will follow through the school allowing for access to new knowledge and development of prior learning.

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

Through the study of Humanities at Sandfield Park School we aim to give pupils varied opportunities to study the world and make links from the past to the present and leading to the future.

The topics studied throughout students' school life should inspire curiosity and fascination about the world and allow them to ask questions and discover answers throughout.

The challenging and exciting programme we provide is supported by using a range of teaching techniques and appropriate trips to provide an immersive experience away from the confines of the classroom. This need to enthuse and engage is particularly necessary at Sandfield Park due to the nature of our students.

The range of learning and developmental needs calls for constant stimulation and an understanding of when to break away from traditional methods.

We continually revisit basic skills to ensure all students can progress and develop in their knowledge, understanding and skills regardless of previous attendance or prior learning.

History teaching focuses on enabling students to think as Historians and transfer knowledge of the past to moments in the present. We recognise the importance of stories in teaching History and we regard this as an important way of creating interest in a topic. We focus on helping students understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Geography starts from the pupil's immediate environment and the child's own impact on that environment. Through visits into the local community, their knowledge of the world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world. This can involve comparing countries, thinking about what it is like to live there, looking in more detail about what our environment is like and asking how we can look after it.

In Geography, we encourage students to ask as well as answer questions and we offer them the opportunity to use a variety of methods to gain information – including maps, data, fieldtrips, photos, pictures and other geographical equipment. Wherever possible, the children take part in practical activities to experience 'real' geography in different environments.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

We use excursions and historical artefacts to stimulate discussion and consolidate learning.

We use displays to show completed work, key vocabulary, important information and development of the topic.

History and Geography topics provide many opportunities for cross-curricular links with other areas of the curriculum – allowing skills learnt in other lessons to be consolidated and mastered.

In what ways does our curriculum help to develop...?

- Cultural diversity and identity: Knowledge and understanding of ethics and morals and applying them to different situations such as War and Human Rights.
- Physically and mentally healthy lifestyles: Awareness and appreciation of medical developments. An understanding of how far we have come and factors that have supported this trajectory.
- Community participation: Teaching aspects of the curriculum allows us to draw on the community such as learning about Remembrance Sunday and poppies sold to support survivors and families of War.
- Careers and enterprise: All of the skills taught throughout the curriculum allow for students to gain skills necessary for their future careers. Critical thinking and reasoning skills can be applied to life experiences and further education.
- Creativity and critical thinking: Humanities actively encourage the development of essential life skills such as debating, reasoning, supporting, researching and communicating.
- English: Humanities contribute significantly to the teaching of English in school by actively promoting the skills of reading, writing, speaking and listening.
Reading: There are opportunities to read reports, letters, explanatory texts and web articles. Key words are used throughout a topic and pupils are encouraged to link these key words with vocabulary that they already know.
Speaking and Listening: There are opportunities to discuss, debate and role play different scenarios. A mixture of individual, pair work and group work will be used to encourage growth of different communication styles and skills.
- Maths: Using numbers and analytical skills, e.g. statistics, timelines. They also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Assessment of the pupils' work, skills and knowledge may be made using:

- Written work.
- Whole class, group or paired discussions.
- Self-assessment
- Reflection on own working
- Quizzes
- Teacher questioning
- An end of topic evaluation.

We review the pupils work in History and Geography by making these formal or informal assessments as we observe the students during lessons and we use this information to plan and review for future lessons.

Pupils may also be enrolled in AQA Units after Year 10 based on topics being studied that will have assessment criteria followed throughout.

How do we know if we have a successful curriculum?

- Teacher evaluation of curriculum to check it meets the needs of our students.
- Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs.
- Work scrutiny and moderation.
- Evidence on Evidence for Learning
- Skills will be transferred to other lessons and in the real world.