

CURRICULUM STATEMENT FOR HUMANITIES

Rationale

At Ingfield Manor School, all students have access to a broad, balanced, and relevant humanities curriculum. We recognise the importance and value of providing a curriculum that is holistic and that meets the needs of all our students. Humanities lessons are taught with a practical and highly visual approach, using learning from experience, signing, pictures and symbols, to support understanding.

All students at Ingfield Manor School have a neurological motor impairment, such as cerebral palsy and associated sensory and medical needs. For this reason, we follow a Conductive Education curriculum that requires us to adapt teaching and learning for all students and builds in the teaching of active purposeful movement across the curriculum. Although not all students have the capacity to access the full National Curriculum, their learning is planned in accordance with government guidelines, with high aspirations

The subject area of humanities at Ingfield Manor School includes history, geography and religious education.

(See separate RE curriculum documents for further information about RE at Ingfield Manor School)

Through the study of geography and history, we also promote the awareness and understanding of gender, spiritual and moral issues. Humanities lessons provide cross curricular links to literacy, numeracy and ICT, and develop a student's thinking and enquiry skills.

(See MTP and LTPs for a more detailed insight into the delivery of humanities topics and skills across all levels at Ingfield Manor School).

GEOGRAPHY

In geography, according to the National Curriculum, students should cover:

KS1

Students should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Students should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

KS3

Students should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical

systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding.

Intent:

- At Ingfield Manor School, we have a holistic view to learning and recognise that developing skills and knowledge that will aid them as they move towards adulthood is fundamental to learning. This includes the development of problem solving, social learning, communication and independence.
- All students are provided with learning opportunities to explore, experience and develop their understanding of the world around them.
- The content of the National Curriculum is used to guide the planning of geography across the school to ensure we inspire in our students a curiosity and fascination about the world and its people.
- Our students will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Our long-term planning enables students to develop and build on knowledge and skills as they progress through the school, deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Students are supported to develop at their own pace, in the key skill areas: location knowledge, place knowledge, human geography, physical geography, and fieldwork.
- All lessons are designed and taught effectively to demonstrate progress; student's growing knowledge about the world should help them to deepen their knowledge and understanding of how places and landscapes are formed, how people and the environment are connected and how we can protect our future. Ultimately, preparing all students to become positive and well-informed global citizens.
- Cross curricular links: the study of Geography improves student's skills in literacy, numeracy, and ICT.

Implementation:

- Through a varied and engaging long term plan, that is ambitious, topics are linked to the National Curriculum but are also linked to the interests of the children in school.
- Meeting the needs of our students is also at the heart of our planning. Teachers meet regularly to discuss and plan creative and enjoyable lessons.
- Creative planning, using a range of multi-sensory resources, makes the learning experience memorable.
- Trips and visits are used to enhance the learning process.
- Children have access to technology e.g. digital maps and appropriate resources to meet their needs.
- Children have the opportunity to explore the local environment and develop field work skills.
- In the Early Years Foundation Stage, students start to develop their skills and knowledge within the 'Understanding the World' area of the curriculum, through cross curricular topics. For example, to know about similarities and differences in relation to places, objects, materials and living things.

- In the EYFS, students learn about the world through a combination of child and adult directed activities. The location of Ingfield Manor School lends itself perfectly to the exploring the world around them with our woodland area.
- KS1 and 2 follow a 2-year rolling programme, which is constantly reviewed and adapted based on the needs and likes of the students.
- In Key stage 1, students follow the Cornerstones schemes of work, which are designed around the National Curriculum. Lessons are designed and sequenced on studies around: the world's seven continents and five oceans; characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; understanding similarities and differences between life in different countries.
- Students in KS1 are encouraged to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, globes and images.
- In Key stage 2, students follow the Cornerstones schemes of work, which are designed around the National Curriculum. Lessons are designed and sequenced on studies including the use of maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. As well as physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Students in KS2 are encouraged to extend their knowledge beyond the local area, exploring countries such as the USA. Students explore how landscapes and people have changed over time.
- In key stage 3, humanities is taught in a 3-year cycle. Each term has a humanities focus; either geography, history or RE. Geography focuses on consolidating and extending students' knowledge and understanding of the world's major countries and their physical and human features. They start to learn how geographical processes interact to create distinctive human and physical landscapes that change over time. Topics include Africa, Asia and the Middle East. In each topic, student will study the region's position on maps, the physical form of the area, populations, urbanisation and climate.
- In key stage 4, humanities is also taught in a 3-year cycle. Each term has a humanities focus; either geography, history or RE. Geography topics include fragile environments, sustainable tourism and climate change: causes, effects and human responses.
- In Key stage 4, some students will be working towards the WJEC Humanities Entry Pathways qualification.
- In sixth form, geography skills are embedded throughout a wider curriculum designed to prepare students for life after school. Students complete projects within their local communities and discuss their impact and position as a UK citizen.
- In KS4, there are two routes for learning. The first is 'pure' humanities, which is 3 year rolling programme. This includes either an RE, history or Geography topic each term (all topics over cross curricular links). The second route includes Science and Enterprise to ensure we have a broad curriculum whilst enabling students to develop English and maths skills.

Impact:

- Due to the complexity of their needs, students are not assessed on what is age appropriate. More importantly, the planning of skills, knowledge and understanding is meaningful and challenging for each individual student.
- Teachers prepare detailed medium-term plans which detail where a student is currently and where they intend for them to be at the end of the topic. Some topics

run for a half term and some run for a full term. These plans allow the teacher to demonstrate their high level of skill in adapting the delivery of geography to a group of students with different abilities and physical needs.

- Formative assessment is used on an ongoing basis to track the progress of students and inform the planning of future lessons.
- Summative assessment is used to gauge the student's progress at a particular point in time, usually at the end of the topic.
- Holistic termly objectives are set and reviewed for all students. These are moderated by Senior Leadership Team (SLT) and sent home to parents.
- Student workbooks show the learning journey of each individual student, through the evidence of work and the range of topics, cross curricular links, and adapted work.
- Students have a learning objective sheet for every lesson that has a learning, communication, and physical target. Observations made during the lesson are noted down and students, where possible, also review their own learning. This is then used to inform the next step in their learning.
- Focused learning intentions taken from Ingfield's Holistic Assessment System (HAS) ensure lessons have a clear learning point, relevant for each individual student.
- Children's enjoyment of geography lessons and keenness to find out more is a qualitative measure of the impact of the geography lessons/curriculum.
- In key stage 4, internal moderation of portfolios and test/exam results will also be used to assess the impact of the curriculum and teaching and learning.
- There is a robust quality assurance of teaching and learning, through lesson observations, learning walks and workbook scrutiny to ensure that the quality of teaching and learning is consistently high across the school.
- Teachers and a member of SLT meet at least termly to review individual student progress and plan relevant intervention strategies when necessary.

HISTORY

In History, according to the National Curriculum, students should cover:

KS1

Students should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Students should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

KS3

Students should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed

themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Intent:

- At Ingfield Manor School, we have a holistic view to learning and recognise that developing skills and knowledge that will aid them as they move towards adulthood is fundamental to learning. This includes the development of problem solving, social learning, communication and independence.
- All students are provided with learning opportunities that inspire a curiosity to know more about the past.
- The content of the National Curriculum is used to guide the planning of history across the school to ensure it provides opportunities for the students to experience and, where appropriate, to develop some understanding of events and people of different times and places.
- The teaching of history enriches the curriculum by allowing students to be actively involved in exploring the world around them. This is achieved through exploring and handling artefacts, visiting museums, stories, books, photos and through practical craft activities e.g., building a Tudor house.
- Our students will be equipped with a range of skills and abilities in finding out about the past, explaining what happened and what people might think about that today.
- Our long-term planning enables students to develop and build on knowledge and skills as they progress through the school.
- Students are encouraged to build up a deeper appreciation of where we come from and what aspects of history have influenced modern day.
- The history curriculum develops cross curricular links and strengthens further links with the local and wider community and global world.
- Children are engaged and motivated to deepen their knowledge further in specific areas linked to the curriculum
- Students learn how to interpret the past using high quality primary and secondary source materials.
- They develop a greater sense of identity and an increased understanding of their own position in their community and wider world.
- A wide vocabulary of historical terms is built e.g. consequence, change, civilisation, war etc.)
- Students build an understanding of UK history in chronological order.
- Cross curricular links: the study of history improves student's skills in literacy, numeracy, and ICT.

Implementation:

- Our long-term plans are designed to provide varied, engaging, and inclusive teaching and learning across KS1-5. All topics chosen are linked to the National Curriculum, local surroundings and students interests.
- All teachers delivering history lessons have a good knowledge and understanding of the subject area that they are teaching.
- In the Early Years Foundation Stage, students start to develop their skills and knowledge within the 'Understanding the World' area of the curriculum through cross

curricular topics. Students begin to talk about events in the past and present tense from their own lives. They start to compare, recognise pattern and change.

- In Key stage 1, students follow the Cornerstones schemes of work, which are designed around the National Curriculum in a 2 year cycle. Lessons are designed and sequenced on studies around topics like 'memory box' and 'dinosaur planet'.
- In Key stage 2, students follow the Cornerstones schemes of work, which are designed around the National Curriculum in a 2-year cycle. Lessons are designed and sequenced on studies including topics like 1066 and the Tudors.
- In KS1 and 2, history is embedded within the Cornerstones topic for the term.
- In key stage 3, humanities is taught in distinct lessons following a 3-year cycle. Each term has a humanities focus; either geography, history or RE. History topics include medicine through the ages, World War II and The British Empire.
- Humanities is also taught in distinct lessons in KS4, following a 3-year cycle. Each term has a humanities focus; either geography, history or RE. History topics include A Non-British Society in the Past, A British Society in the Past, and People and Protests.
- In Key stage 4, some students will be working towards the WJEC Humanities Entry Pathways qualification.

- Our learning cycles are constantly reviewed and adapted to meet the needs and interests of the students.
- In sixth form, history skills are embedded throughout a wider curriculum designed to prepare students for life after school. Students complete projects within their local communities and discuss their impact and position as a UK citizen.
- Meeting the needs of our students is also at the heart of our planning so teachers meet regularly to discuss and plan creative and enjoyable lessons.
- Creative activities are embedded within the planning to ensure that the learning experience is memorable.
- To deepen student's knowledge and understanding, trips and visits are planned that enhance the learning process.
- Children have access to technology, computers, and appropriate resources to meet their needs.
- Children can explore local history e.g. when studying the Tudors, looking for Tudor houses in the local area.
- Throughout the school, students learn about the world through a combination of student and adult directed activities.
- Starter tasks and opportunities to review previous knowledge allows students to reflect on previous learning and embed their knowledge further.
- Where appropriate, a multi-sensory approach is needed, including using the sensory room and a touch based approach e.g. texture boards to explore clothing from Tudor times for VI students.
- In KS1, students are encouraged to write diaries, explore information books, explore key texts such as "The bucketful of dinosaurs".
- In KS2, students are encouraged to explore historical texts, learn about the lives of significant figures e.g. Henry Tudor, compare fact and fiction, use maps to compare the changes in settlements.

Impact:

- Children are engaged and motivated to learn, to develop their understanding further.
- Cross curricular links are made and therefore deepens the children's knowledge.
- Children understand the importance of presentation and quality of work is essential in all areas.
- All students are more thoroughly engaged, especially those children who learn in a more visual and interactive manner.

- Teachers prepare detailed medium term plans which explain a student's current understanding and ability and where they intend for them to be at the end of the topic. Some topics run for a half term and some run for a full term. This allows the teacher to demonstrate their high level of skill in adapting the delivery of history to a group of students with different abilities and physical needs.
- Formative assessment is carried out on an ongoing basis and used to track the progress of students and inform future planning.
- Holistic termly objectives are set and reviewed for all students. These are moderated by SLT and sent home to parents.
- Student's workbooks and folders show the students learning journey, across a range of topics, cross curricular links, and adapted work.
- A robust quality assurance cycle is followed; members of the senior leadership team (SLT) conduct lesson observations and workbook scrutiny to ensure consistency of high quality teaching and learning across the school.
- Students have learning objectives set for each lesson, which show the student their target in learning, communication, and physical target. Observations made during the lesson are noted down and students, where possible, also review their own learning. This is then used to inform the next step in their learning.
- Focused learning intentions taken from HAS skills for learning ensure lessons have a clear learning point
- In key stage 4, internal moderation of portfolios and test/exam results will also be used to assess the impact of the curriculum and teaching and learning.

How do we adapt humanities lessons to meet the needs of our students?

- Use a range of teaching and learning styles.
- Allow space and quiet for students to concentrate, particularly VI students.
- Adapt our learning activities for every student.
- Access to their VOCAs and ICT regularly.
- Using online and interactive games to embed learning e.g., Education City/clicker 7.
- 1:1 support
- Home learning to explore topic work further in a creative way at home.
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including paired and grouped work.
- A very inclusive approach to teaching allowing all students to achieve their best despite any difficulty or disability they may have.
- Review the academic, social, emotional and physical needs of each student regularly in case changes are needed.
- Ensure that teaching staff are well informed and sensitive to the needs of all students, teaching students in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, students and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Give every child the entitlement to a sense of achievement.
- Reward students for excellent behaviour and effort e.g. Leopard of the week or a Leopard point.