

# Curriculum Intent, Implementation and Impact



High Close School

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## Humanities

**Subject: HUMANITIES**

**Subject Leader: MRS MARSHALL**

## Intent statement

**(What do we want our young people to learn)**

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

At High Close we believe young people deserve a broad, diverse, relevant and rich Humanities curriculum that prepares them for life in the 21st century.

In line with both the National Curriculum and SACRE guidelines for Religious Education, Humanities follows a chronological narrative across Key Stages 3 and 4 (starting with Britain's conception at the Norman Invasion and finishing with America and Britain in the 21st century) to embed the idea that the study of Humanities is a highly complex story to be told, and from that story and the experiences of others we can empower young people with the cultural capital to be confident, compassionate, and empathetic global citizens.

This narrative structure will support young people to see the relevance of sequencing and clear progression of events through history, starting by firstly embedding unit and subject specific knowledge and vocabulary. This will provide a solid foundation on which young people can explore key aims and concepts in Humanities:

- To develop a sense of chronology
- To gain an understanding of significance by looking at key events that changed Britain and the world
- Use evidence to make inferences and develop critical thinking skills
- Gain historical perspective by comparing and contrasting events and people throughout history
- An understanding of concepts like values, morals and beliefs

## Implement statement

**(How will the students learn what our curriculum is delivering)**

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?)

All units and topics taught will be in line with the National Curriculum for History at KS3 and also the statutory requirements of SACRE/Pan-Berkshire Agreed Syllabus for RE at KS3 and KS4.

At KS3, Humanities will begin with looking at Medieval Lives in Year 7, and moving on to Radicals and Revolutions in Year 8, and finishing with War and Peace in the 20th Century. This chronological narrative will help young people to see the familiar nature of

events, so they will be able to apply their knowledge and skills with increasing confidence as they re-explore concepts like significance, cause and consequence, continuity and change, and drawing conclusions in each year of KS3 and into KS4. To ensure the curriculum is both relevant and engaging, schemes of work will be reviewed and evaluated at the end of each academic year. Classroom learning will utilise a range of teaching approaches, like: roleplay, games, creative tasks (i.e. Castle Project), enquiry questions, and discussions. A progression map is currently being developed to ensure pupils can access and follow the clear path along which their skills will be developed in KS3 and KS4 Humanities. During the 2020/21 academic year Humanities will build cross-curricular links, culminating in a Humanities-themed "Skills Week" as a further opportunity to embed deep learning. There will also be regular opportunities to visit important historical places, museums, and religious sites, and to hear guest speakers from the local and wider community, to further supplement and embed class-based learning experiences. Young people will be able to interact with historical objects, documents, and art to develop empathy and to instil a sense of awe and wonder. Student learning will also be monitored to ensure they develop an understanding of these key skills and are applying them effectively. In KS3 this will primarily be done with the colour bands, so young people can easily visualise their skills and progression and build confidence. In KS4 tracking will be completed in line with the ASDAN Values and Beliefs Award criteria.

## Impact statement

**(How we can monitor whether the young people have learnt what is taught)**

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

The success of Humanities will be measured formally, in the form of:

- written assessments
- photo or video evidence of practical learning
- evidence of learning from book scrutinies
- self/peer assessment against student tracker sheets (colour bands) to empower young people to take ownership of learning
- Portfolio for Values and Beliefs Award (KS4)

And also informally:

- Young people will enjoy and look forward to Humanities lessons
- Young people will have the knowledge to compare the past to the present, in order to better understand the world around them
- An understanding of how significant events can have personal, cultural, and historical implications
- Have an understanding of how beliefs and values shape us as people within our communities
- Become independent and confident learners
- Become compassionate, tolerant, and empathetic individuals