



Humanities Policy

Rationale

In KS3 the aim is to provide a global, yet personalised, curriculum that offers opportunity for discovery and achievement. The revised curriculum is designed to give pupils a strong sense of their own identity and so generate confidence and fulfilment and the belief that every individual can make a positive contribution.

The curriculum model encourages pupils to make discoveries, to be excited and to want to find out more. Learning will be personalised and achievements recognised and celebrated. The emphasis is on the development of skills and understanding and on encouraging learners to investigate and expand their subject knowledge through a range of activities designed for the individual.

Aims

Knowledge, Skills and Understanding

By the end of KS3 pupils will have studied a range of skills adapted from the 2014 National Curriculum. For both Geography and History these skills have been broken down into four main standards:

Geography Standards:

Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills

History Standards:

Chronology, Knowledge and Understanding, Historical Concepts, Historical Enquiry

IPERF Standards:

I P E R F: Geography

P1 (i) Pupils encounter activities and experiences. They may show simple reflex responses. Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects

P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects

P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects

P2 (ii) Pupils begin to be proactive in their interactions. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They sustain concentration for short periods. They observe the results of their own actions with interest

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They may respond to options and choices with actions or gestures

P4 They know familiar places and people and what they are there for [for example, park, school, police person, and use gestures, signs, symbols or single words to show that they know them]

P5 Pupils consolidate a sense of place and direction [for example, they can follow set routes around familiar places]. They can answer simple questions about places and people [for example, 'Who can help us?']

P6 They use pictures or symbols to show familiar places and what they are. They can answer simple questions about places and people [for example, 'What can you buy in this shop?' 'What can you do in the park?']

P7 Pupils identify pictures of places that are different to their own area eg desert

P8 Pupils recognise the physical/natural and human / made features of places for example, identifying buildings and their uses

1C I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

1B I can use basic geographical vocabulary to refer to Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

1A I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

2C I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

2B I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans

2A I can name and find on a map the world's seven continents and five oceans

3C I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

3B I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

3A I can devise a simple map

4C I can use and construct basic symbols in a key

Iperf: History

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P4 Pupils can point to themselves and other people in pictures of the recent past

P5 Pupils know they took part in past events and they listen and respond to familiar stories about their own past

P6 Pupils recognise and make comments about themselves and people they know in pictures of the more distant past

P7 They begin to use some common words, signs or symbols to indicate the passage of time for example, now/ then, today/yesterday

P8 They can place events from their own lives in chronological order eg I was born, I started school...

1C I know what chronology means

1B I can put 3 events in time order

1A I can remember some simple terms

2C I can use a simple timeline

2B I can remember a few facts about the period or event we are studying

2A I can compare my life to someone's life from the past

3C I can ask some simple questions

3B I can describe an event or period studied

3A I can choose relevant information from a historical source

4C I can read some historical evidence and answer a question about it

4B I can put some time periods in order using my memory

4A I understand that some events made other ones happen

Speaking and Listening

These skills will be used as the pupils: -

1. Describe and comment on their work and that of others through peer assessment.
2. Work well in pairs and groups to complete tasks.

Inclusion

Due to the diverse nature of our statemented children all the aspects listed in this section are implemented appropriately.

- We set suitable learning challenges.
- We teach knowledge, skills and understanding in ways that suit our pupil's abilities.
- We are flexible regarding long-term medical problems etc.
- We appreciate our pupil's attainments fall significantly below the expected standards at Key Stage and need a much greater degree of differentiation.

Whilst responding to pupil's diverse learning needs we: -

Provide opportunities for all pupils to succeed i.e. To overcome potential barriers to learning and assessment for individuals and groups of pupils we:

- Boys and girls
- Pupils with SEN
- Pupils with disabilities
- Pupils of different ethnic group
- Pupils from diverse linguistic backgrounds

Help with communication, language, and literacy.

- Develop Understanding
- Plan for full participation
- Provide support from adults or peers when needed
- Adapt tasks or environment

- Provide alternative activities where necessary

In order to manage behaviour we: -

- Set realistic demands
- Use positive behaviour management
- Give pupils chance to develop co-operative skills
- Teach pupils to value and respect each other
- Encourage/teach independent learning

Assessment, Recording and Reporting.

- At the end of Key Stage 3 pupils will be assessed against the end of Key Stage Standards.
- Pupils are assessed regularly through formative assessment.
- Once a term Feedback and Intervention lessons are delivered. During this lesson pupils receive both written and verbal feedback and are given the opportunity to improve and correct work.
- A verbal progress report at parents evening will be given and a written end of school year assessment will be part of a general report for each student.
- IPERF Standards are updated regularly in class work.