



Groveside  
School

**Secondary  
Humanities**  
Curriculum Statement



## **Humanities Curriculum Statement**

The delivery of the Humanities curriculum consists of a mixture of RE, History and Geography. We want to enable our young people to go out into the world with an understanding of their own beliefs and values and a tolerance and acceptance of the beliefs and values of others both in the immediate, wider and global community.

Humanities helps to inspire pupils to have a wider look at their world. They will have a greater understanding of other cultures and how we can learn from them as well as they from us. Pupils will become better humans for our planet by learning about sustainability, understanding how their individual actions can have an impact on our planet and how this will ultimately help them make informed lifestyle choices as they enter adulthood.

The RE learning coincides with the wider school curriculum to elicit a sense of awe and wonder in pupils for the world around them; it aims to give pupils a deeper understanding of local faith communities and the role they have in the wider community through visits to local places of worship and welcoming members of local faith communities into the school for assemblies and community activities.

In History pupils cover the key concepts of “historical thinking”. These are the big ideas and understandings that we want to remain with our pupils long after they have left school. Pupils look at “significance” where historians weigh the importance, durability, and relevance of events, themes, and issues in the past. Pupils also study “continuity” and change. Pupils’ debate what has changed, what has remained the same, and the impact of these changes

Through Geography we help pupils make sense of the human and physical world. We want pupils to develop contextual knowledge of their locality and of globally significant places as well as develop an understanding of the processes that give rise to key physical and human geographical features of the world.

At Key Stage 4 a curriculum has been chosen that builds upon the knowledge and understanding gained throughout Key Stage 3 and enables pupils to start talking about some of the ‘Big Questions’ in life whilst encouraging the pupils to recognise that some questions do not have answers and that people will have different answers to these questions.

Through studying topics such as Capital Punishment and Prejudice and Discrimination pupils will be encouraged to identify when it is necessary to respectfully challenge the beliefs and actions of others and be given examples of how damaging beliefs have been challenged in society through the study of individuals such as Nelson Mandela and Malala Yousafzai.

## **How is Humanities taught at Key Stage 4 ?**

The aspirational goal is for all pupils is that they leave with the best result they can achieve to give them the best start in their next step, be it work or further education. For those with a real interest this could mean an Entry Level Certificate in Humanities or GCSE in RE, Geography and / or History. Each pupil is taken as an individual with individual needs and interests, and so we aim to fit them with the best qualification to suit what they want to do.

## **How is reading promoted in Humanities**

All teachers are expected to be aware of each pupil's current reading age, this will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their knowledge of the world around them.

## **Measuring impact in Humanities**

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in Humanities. This system uses the **Groveside Progress Steps** Assessment Framework.

At Key Stage 3 and 4 the **Groveside Progress Steps** cover a broad range of ability, from the 'Foundation Learning Skills' that cover Early Years education, through to the main Key Stage 3 and 4 curriculum that takes pupils from year 7 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the Humanities curriculum helping to ensure that learning builds upon prior attainment.

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

At all Key Stages, pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

*1 - Fully Supported*

*2 - Partially Supported*

*3 - Independence*

*4 - Wow (transferrable skills /Application)*