

Curriculum intent in Humanities

Academy intent statement	In Humanities we:	In order to:
<p><i>Be knowledge based, accessible and aspirational for all students</i></p>	<ul style="list-style-type: none"> • All students study Humanities subjects in Years 7 & 8 with GCSE Geography, History & Religious Studies available for students to study in Yr10 or Yr11 and BTEC TECH Travel & Tourism and Cambridge national Enterprise & Marketing in years 9-11 • We use end of unit tests to monitor performance and to practise exam skills • We set challenging targets • We run pathways revision sessions for targeted groups within the classes across all subjects 	<ul style="list-style-type: none"> • Deepen knowledge and understanding of the past, present and future in the World around us • Create individual targets for learning • Develop resilience and independence • Improve skills, knowledge and understanding of the individual student
<p><i>Enable students to make choices to keep themselves safe and well</i></p>	<ul style="list-style-type: none"> • Ask students to question/scrutinise ideas and information, is it valid? Is there bias? • We develop students' communication skills • We provide opportunities for debate and discussion • In Year 9 RS we discuss ethical issues such as drug-related issues 	<ul style="list-style-type: none"> • Ensure students can evaluate independently • Help students make informed decisions and judgements • Enable students to communicate effectively
<p><i>Raise aspirations and prepare students for successful progression post-16</i></p>	<ul style="list-style-type: none"> • We teach speaking and listening skills • We provide guidance on the effective use of ICT where appropriate • A-level knowledge is integrated into lessons where appropriate • Potential careers links are discussed with our subject where appropriate & we have aspirations notice boards in our rooms 	<ul style="list-style-type: none"> • Ensure students are ready for the workplace with ICT skills • Raise aspirations for students in their work and beyond the Academy • Build confidence in communication skills
<p><i>Ensure students develop knowledge, confidence and skill within English and Maths</i></p>	<ul style="list-style-type: none"> • Across KS3 & KS4 students are taught subject specific vocabulary and are tested on the understanding of the key words through apply tasks or key word tests 	<ul style="list-style-type: none"> • Develop and embed literacy skills • Develop and embed maths skills • Broaden students understanding of potential uses for their writing and their knowledge and understanding

	<ul style="list-style-type: none"> • In year 8 and at GCSE, students are taught techniques to answer 'essay style' questions which are level marked using exam question command words • We develop writing through extended pieces of different genres – news article, report, story for example • IPEELL is used in years 7 & 8 to develop written skills • In Geography we include graph analysis at KS3 and within Geography GCSE teach numeracy skills: mean, median, interquartile range, percentage change, graph analysis/type and suitability. Numeracy skills are also taught in both vocational qualifications 	
<i>Develop cultural capital</i>	<ul style="list-style-type: none"> • Give real-life examples of how skills within humanities build for lifelong learning • Discussion about religion, politics, class, gender, etc. happens where appropriate • We organise trips & visiting speakers • At KS4 we have journals and other literature for wider reading • We have external trips and visiting speakers which help develop cultural capital 	<ul style="list-style-type: none"> • Show students the relevance of their learning • Instill a passion for humanities • Create memories of experiences that many students would otherwise not be able to access • Develop students' understanding of the world they live in
<i>Develop skills and understanding for life in modern Britain</i>	<ul style="list-style-type: none"> • We explore themes of tolerance, diversity, democracy, law, respect, empathy, individuality, etc. • We cover up to date subjects that relate to modern Britain 	<ul style="list-style-type: none"> • Deepen students' understanding of their country and the origins of current thinking and social structures • Challenge each other's ideas about British values and to deepen students' understanding of key areas in our society
<i>Promote the development of personal qualities such as commitment to learning, respect for</i>	<ul style="list-style-type: none"> • Challenge opportunities are built into lessons to allow all students to develop their knowledge & understanding 	<ul style="list-style-type: none"> • To develop independent thinkers • To develop resilience • To develop a pride in achievement

others, resilience, pride in achievement and independence	<ul style="list-style-type: none">• We ensure there is one voice in lessons to show respect to others• We do a range of learning activities that encourage resilience and independence• We set high expectations in lessons and reward students through texts home, student of the term, humanities postcards, good news cards and through nominations in rewards assemblies leading to pride in achievement• The C system and learning for progress grades are used to promote these behaviours	
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