

Humanities at Ravenscliffe High School

Purpose of this Document	This document has been written in order to provide key Humanities curriculum information to all key stakeholders, including teaching staff, school governors, parents and other interested parties. It reflects the school values and philosophy in relation to the teaching and learning of Humanities and draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and 4, but also includes elements of Key Stages 1 and 2 as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The document seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment. It outlines the following: • The Intent – The purpose of the Humanities Curriculum at Ravenscliffe. • The Implementation – How we meet this purpose through the delivery of a broad, balanced and robust Humanities Curriculum • The Impact – Our intended outcomes within Humanities and how we assess, evaluate and monitor this over time. This document also contains key information about Leadership, Cross Curricular Opportunities and links to other relevant documentation
Intent	At Ravenscliffe High School, we promote a broad, rich, stimulating and enriching Humanities curriculum. Humanities encompasses the study of History, Geography, RE, with a focus on Local Community & World Cultural Studies. We have carefully curated a curriculum with the students of Ravenscliffe in mind, starting in Year 7 with the focus on ourselves and our local area, past and present and then building on this throughout the Key Stages. We aim to inspire student curiosity and learning to acquire skills that aid them to have knowledge and understanding of: • Events of their own life and others around them • A physical sense of place and identity in our local community, the UK and the wider world • The beliefs and practices of the six main world religions and other world views • The diversity that surrounds them in their local community • The past and how it has shaped our lives The Humanities curriculum fosters a natural curiosity in students about our world and promotes respect for our environment, people's beliefs, traditions and practices. Humanities encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the curriculum, the students will acquire, develop and build on the key skills and knowledge that has been identified within each unit and across each year group through a thematic approach. Our students will experience a breadth of themes to enable them to develop an understanding of the role of individuals, events and movements in the past and the present. From this, we will make connections to acknowledge and understand that our own world has been shaped by developments in the past and that it continues to be shaped by events going on at present. Underpinning the study of Humanities at Ravenscliffe, will be the development of key skills. Pupils will work both independently and collaboratively to think critically and question information presented as factual. They will ask questions, deduce information and solve problems through an investigative, hands-on approach to learning about life in the past, their environment, diverse beliefs, practices and cultural traditions. For some of our students, it can be challenging to identify, acknowledge or understand experiences which are abstract to them, it is therefore important that through Humanities we are able to offer our students relevant and appropriate experiences that they will be engaged with. We aim to give our pupils an experience of Humanities that is current, relevant, inspiring and multi-sensory. This will include; formal study, drama, role-play, artefact sensory experiences, stories, off-site visits and school visitors.

	Humanities and culture are intrinsically entwined. We aim to build the cultural capital of our students through all of our teaching in Humanities, notably by expanding student vocabulary and providing first-hand experiences of places of historical, geographical and cultural interest to improve students' understanding of themselves, their community and the wider world.
Implementation	Implementation Statement The schemes of work are planned collaboratively and overseen by the Humanities lead, with knowledge, skills and building a love of learning about our world at the heart of the curriculum. Half termly monitoring, evaluation and review meetings will contribute to the ongoing commitment to evolve the curriculum as needed. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning at hand to enable the integration of new knowledge. Opportunities to learn from first-hand experience will be offered wherever possible. In Key Stage 3 all students will study Humanities twice a week in ability-based groups. In Key Stage 4 students study Cultural Studies, where they learn about six different countries throughout the course of the year, three teacher led and three student led through their own interest in a particular country. Key Stage 4 formal students also have a term of Local Heritage where they visit and learn about key sites and landmarks in the local area, such as The Piece Hall and Bankfield Museum. <u>Meeting the needs of all learners</u> Over the course of a year, students in Key Stage 3 will cover six units of study divided equally between History, Geography and RE. In Key Stage 4 Local Heritage and World Studies will be studied on a rota basis. Humanities is taught through three ability groups of Formal, Semi-formal and Emergent learners to allow for clear differentiated teaching and learning to take place. The Schemes of Work allow for a progression of skill development for each pathway and for each year group. <u>Time allocation</u> KS3 formal – 90 minutes a week KS3 semi formal – 45 minutes a week KS4 formal – Local Heritage 90 minutes a week KS4 semi formal World Studies– 90 minutes a week <u>Curriculum overview</u> To facilitate effective teaching and learning in Humanities, a Curriculum Overview for each pathway (exc. Sensory) outlines the key programmes of study (<i>see Appendices 1, 2, 3 and 4</i>) In Year 7, formal and semi formal students have two lessons of Humanities a week. The three terms are taught encompassing all three areas of history, geography and religious education. Autumn focus is on Halifax and me, Spring focus is Halifax and the UK and Summer focus is Halifax and the wider world. We look at the history of the places, the geography of the areas and bring in links to Christianity, Hinduism and Islam through looking at festivals of Eid, Diwali, Christmas and Easter. The curriculum is planned with the ability of our students in mind and has a spiral approach to allow themes to be revisited and built upon. This allows teachers to ensure that learning is made more concrete over time, students can recall and build on previous learning. In Year 8/9, formal and semi formal students have two lesson of Humanities a week. Each topic runs for a half term, with an equal spread of two geography, two history and two RE. There is a two-year rolling programme in place with the curriculum to allow for students to build on prior knowledge and embed the skills needed to explore the world around us. In Key Stage 4 formal and semi formal students study World Studies, this is a two-year rolling programme That focuses on 6 different countries each year. Three countries are planned into the curriculum, Mexico, India and America for Year 1 and Egypt, Australia and Japan for Year 2. There is opportunity for students to pick countries they have a particular interest in to be studied to allow them to take ownership of their learning. Additionally in Key Stage 4 formal students are complete a term of Local Heritage, this is a two year rolling programme where students visit a range of sites across the local area with a focus on local history

but also linking in aspects of geography and R.E. Each visit starts with a question, we look at this within school, for example 'What's so good about Halifax?' this then leads to a visit the following week.

Emergent students are taught Humanities in units that last for a whole term and change each year on a rolling 5-year cycle to match the rest of the Emergent Curriculum that is arranged this way.

Knowledge and skills

Formal learners

A range of teaching approaches relevant to the cohort of students will be used. For formal learners the emphasis will be on the development of knowledge and appropriate skills.

The progression of learning in Humanities is set out to build and develop:

Chronological understanding

Knowledge and understanding of events, people and movements in the past, locally and in the wider world

Historical enquiry and critical thinking

Interpretations of history and historical evidence

Change and continuity over time

Cause and consequence

Communication skills both verbal and in writing

Collaboration and debate

Knowledge and understanding of local culture and heritage

Awareness of their immediate environment and their place within it

The relationship between people and environments

A range of skills necessary to carry out geographical enquiry and to interpret geographical, i.e. fieldwork, map work and enquiry, including techniques of clear, logical and accurate thought

Knowledge and understanding about physical processes relating to weather, river, seas, oceans and landforms – how and why landscapes develop

Semi formal learners

A more practical, hands-on approach will be adopted for semi-formal learners with an emphasis on developing skills.

Locate items when given different criteria

Sequencing stories with pictures/symbols

Match real items to symbols/pictures

Following 2/3 stage instructions

Turn taking with a range of peers and adults

Answer simple questions (e.g. like/dislike?)

Request an item – verbally/using symbols / signing/ gesture

Learning simple key subject vocabulary

Sharing equipment and materials

Begin making independent observations

Emergent learners

For emergent learners the emphasis will be on developing individual skills through repetition and consolidation of communication skills.

Encounter and show an awareness of a range of activities and experiences

Work to respond consistently to familiar people, events and objects

Begin to be proactive in their interactions (making choices)

Use emerging conventional communication (voice, signing, visual symbols, AAC)

Find items when given criteria

Sequencing experiments with pictures/symbols

Match real items to symbols/pictures

Following simple ½ stage instructions

Resources

Further opportunities in Humanities

	At Ravenscliffe we have the opportunity to explore Humanities in other contexts, some of the places we have visited include: • Walks in the local area of Skircoat Green • Links and visits with the local church All Saints • Visit to a local mosque (tbc) • Local heritage visits include Wainhouse Tower, Beacon Hill, Bankfield Museum, The Gibbet, Shibden Hall, The Piece Hall (see appendix for full list) • Links and visit with Halifax Minster • Visit to Heptonstall • Visit to Halifax Town Hall (tbc)						
	Black History Month						
	Each year during the month of October we have a designated week focussing on Black History. This is a whole school focus and we allocated a pastoral afternoon for activities based around Black History. This ends with an assembly celebrating the work the students have done, including dance and music linked to the theme.						
	Schemes of work						
	Year 7 – appendix 1						
	Year 8/9 – appendix 2						
KS 4 Local Heritage – appendix 3							
KS 4 World Studies – appendix 4							
Key Strands							
Reading		Writing		Speaking		Listening	
Links to (list in each column)							
Reading	Maths	British Values	Character Education	ICT	SMSC		
Reading is integral to the study of Humanities, using a range of materials	Chronology and the study of time	Democracy, the rule of law, individual liberty and choice, mutual respect and tolerance of those with different faiths and beliefs. Understanding of the world, other cultures and traditions, diversity and empathy for others	Developing skills that give students the confidence to make connections with others beyond school. Confidence Resilience Contribution Commitment	Developing skills to use ICT to help research a topic	Imagination and empathy Social & cultural norms Structure and workings of society Knowledge & values of society and diverse groups		
Impact	Impact statement Working from the premise that the study of History, Geography and RE starts with the world we experience around us, our engagement with the local environment and community ensures that students learn through varied and first-hand experiences of the world around them. Frequent, continuous and progressive learning both inside and outside the classroom is embedded throughout the Humanities curriculum. In Humanities we measure impact through evidence of attainment, achievement and progression using the following: Evidence for Learning – uploading photographic evidence and measuring attainment against level descriptors Annotated documents Student work books (where appropriate)						

	Inclusivity is a fundamental measure of impact within Humanities at Ravenscliffe High School. Our Humanities curriculum is designed so that all pupils, regardless of starting point, need or pathway, are able to access meaningful, ambitious and relevant learning experiences which support both academic development and personal growth. We evaluate the impact of inclusion by how effectively the curriculum removes barriers to learning and enables all students to engage, communicate, participate and make progress over time. This is reflected in the careful adaptation of content, teaching approaches and outcomes across formal, semi-formal and emergent pathways, ensuring that learning is matched to pupils' cognitive, communication and sensory needs while maintaining high expectations for all. For instance, the semi formal curriculum has been significantly revamped to ensure greater use of visual structure and consolidated sequences of learning. Where possible, semi formal learning, like emergent should be based around practical and meaningful activities grounded in real life experiences. Inclusive impact is evidenced through pupils' increasing engagement, independence and confidence when exploring their local community, the wider world and diverse beliefs, cultures and histories. Students demonstrate growing respect for difference, an understanding of their own identity and an awareness of others, preparing them positively for life beyond school. We measure inclusive impact through observation of learning behaviours, progression in communication and interaction, responses recorded in Evidence for Learning, and pupil voice. Outcomes show that pupils are able to apply learning in real-world contexts, make informed choices, express preferences and develop skills that support preparation for adulthood, including community participation, social understanding and cultural awareness. Through Humanities, students leave Ravenscliffe better prepared for their next steps, equipped with the knowledge, skills and attitudes required to participate as valued members of their communities. The inclusive design of the curriculum ensures that all learners experience success, feel represented and have their individual needs, interests and ambitions recognised and supported.
Leadership and Review	<u>The Humanities Team</u> Jill Price is the Humanities lead at Ravenscliffe High School and takes overall responsibility for the implementation of all aspects of this document. She has experience of teaching Humanities at mainstream Primary level teaches Humanities and core subjects for several years at Ravenscliffe. Jill regularly reports to one of the Assistant Headteachers to review all aspects of this document as well as how the curriculum is developing and evolving. Jill is supported by a team of five Humanities teachers, who have many years of teaching experience between them. The team meet at various points throughout the academic year to discuss topics, progress and resources. <u>Curriculum Review</u> This Curriculum structure is in its 2nd year of delivery following a Curriculum overhaul in 2024 for Key Stage 3. Regular reviews have taken place during the course of its implementation through team meetings and meetings with the Assistant Headteacher. <u>Development Plan</u> The Humanities Development Plan is a working document that outlines key aims of development for the subject across the forthcoming 12 month period and relates directly to the School Development Plan. It highlights key tasks, personnel, dates and success criteria and is reviewed termly with the Assistant Headteacher. <u>Supporting Teachers</u> Regular team meetings alongside more informal discussions ensure that all Humanities teachers are supported and kept up to date of key developments within the subjects. CPD is ongoing depending on the needs of the teaching team. All teachers at Ravenscliffe are supported through regular lesson observations by SLT and by their peers. In Humanities there is one formal 'learning walk' scheduled in early Summer term each year. Teachers receive constructive feedback on the lesson which is aimed to help them develop and build upon good practice. It also ensures that the key aspects of Humanities Intent, Implementation and Impact are being delivered.

	Work scrutiny is also scheduled for the Summer term, which provides evidence that teachers are meeting the requirements of this document and that the team are following school policy and procedure regarding marking, presentation and the collecting of high quality evidence. Moderation of planning and students' work each year ensures that teachers are aware of each level of attainment, as presented in the level descriptors and that we all agree on how each level can be evidenced. This ensures that all students are assessed fairly and accurately on Evidence for Learning.
Linked documents	This document should be read in conjunction with the whole school curriculum and assessment policy. Other documents that can be read for further information with specific relation to Humanities and these documents are: • Schemes of learning • Local Heritage Risk Assessment • Topic overview documents for each pathway (exc. Sensory) and Key Stage <i>(These are linked below.)</i>

Nurture, Believe, Achieve, Succeed

Topic Overview

Year 7 topic overview

Autumn	Spring	Summer
Halifax and Me Local area – Home address, map of school, features of a town, features of the landscape Personal history – timeline of photos from baby to now History of Halifax – links to wool and textiles RE – Diwali and Christmas focus	Halifax and the UK Comparison of Halifax to London and Scotland Comparison of seaside holidays in the past to present day RE – Eid, Easter, Chinese New Year focus	Halifax and the wider world Comparison of Halifax to Africa and Asia RE – Vesak focus

Year 8/9 topic overview

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tudor and Stuarts	Judaism	Deserts of the World	Explorers of the World	Sikhism	The Victorian Age

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rainforests of Brazil	Britain 1900-1945	Polar Regions	Hinduism	Britain since 1960	Buddhism

KS4 – Local Heritage

Week 1	What's so good about Halifax?
Week 2	Beacon Hill
Week 3	What is the Tower all about?
Week 4	Wainhouse Tower
Week 5	What are the features of a Christian building?
Week 6	Halifax Minster
Week 7	Why is it called the Piece Hall?
Week 8	Piece Hall
Week 9	What happened to criminals in the past?
Week 10	Gibbet
Week 11	Who is John Mackintosh?
Week 12	All Saints Church

KS4 – World Studies topic overview

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mexico	Student interest choice	India	Student interest choice	USA	Student interest choice

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Egypt	Student interest choice	Australia	Student interest choice	Japan	Student interest choice