

Humanities

Intent, Implementation and Impact

Intent	<p>At Pear Tree our Humanities curriculum incorporates History, Geography, R.E. and Makaton, which intends to meet the individual learning needs of each pupil. Through the creative curriculum we aim to excite and inspire our pupils to learn and engage in lessons and make progress towards their personalised targets. We aim to help our children and young people to understand the world around them, become functional in their immediate and wider environment and foster curious and inquisitive learners who are able to problem solve concepts using their knowledge and understanding. At Pear Tree Humanities is integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills and knowledge in different contexts. The curriculum is designed to reflect the three types of learners at Pear Tree: pre-formal, semi-formal and formal learners. Pre-formal learners demonstrate an acquisition of skills and transfer these learnt behaviours when applying them to new experiences, settings and contexts. Ultimately generalising these skills across the curriculum as a whole. Semi-formal learners develop skills and gain an early level understanding of the local community, wider areas, and some aspects of the world as a whole, including respect, how people live and other cultures, through taking part in repetitive experiential learning. Formal learners develop a deeper knowledge and understanding of the local community, wider areas, and the world as a whole, including the respect of other people and how they live. This will equip learners with the knowledge and cultural capital they need to make progress and will prepare learners for opportunities, responsibilities and experiences.</p>			
Implementation	<p>Our curriculum is designed to ensure that every learner will gain the skills and knowledge in Humanities to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. A creative curriculum theme is used to add interest and excitement and develop cultural capital and expand experiences. This is delivered through Inspiration Days at the start of each half term, as an exciting way to introduce new themes. Humanities is delivered across all key stages with Makaton being specifically taught in key stage 2 and 3, however Makaton is used throughout all classes as part of our total communication approach. Humanities is delivered through both discrete lessons and through opportunities for purposeful cross-curricular links. All children are immersed in first hand learning experiences to increase pupils' cultural capital. Our curriculum is enhanced through visits into our local community to give pupils valuable life experiences which can give them the understanding of how to contribute to their society. Regular themed Inspiration Days, linked to our curriculum, are planned to capture pupils' imaginations and create an excitement for learning. This is then followed up by an Exciting End, which gives the pupils the opportunity to share their learning with other classes. The curriculum progresses through the key stages as pupils build on previous knowledge.</p>			
	Planning and Teaching	Assessment	Cultural Capital	Personal Development
	<p>Teachers plan and deliver exciting, engaging and well differentiated lessons for all pupils. Lessons are planned in sequence to build on prior knowledge and skills. Teachers will scaffold lessons to support the acquisition of communication, cultural capital and British values. Highly skilled TAs support pupil learning and are deployed to model</p>	<p>Robust target setting, assessment and analysis is embedded throughout the curriculum and across the key stages to ensure the Humanities curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress. A range of assessment tools are used to monitor progress including PIVATS, Routes for Learning,</p>	<p>Cultural Capital in Humanities is apparent through the teaching of not only our pupils' local area, but the wider world too. It is equipping them with the understanding and tolerance to deal with their own and different cultures.</p>	<p>Communication is supported through the teaching of Makaton as a communication tool and also as a way of equipping pupils with the correct language to talk about other cultures. Humanities supports the delivery of British Values through its content. As a fully immersive</p>

	<p>and support pupils to develop independence in application of knowledge and skills. All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson. Attention Autism can be used to support learners understanding for all pathways.</p>	<p>Engagement Model, the National Curriculum, IEPs and bespoke tools devised by our subject leaders. Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.</p>		<p>subject, Humanities helps to foster a love of learning through its immersive and exciting topics.</p>
Impact	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>			
	<p>Evidence in skills Pupils have acquired key skills in Humanities in order for them to progress along their learning pathway. They have developed age appropriate skills which can be built upon through each phase of their education and can apply them in wider contexts.</p>	<p>Evidence in knowledge Children have gained knowledge and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges.</p>	<p>Breadth and Depth Teachers plan opportunities for pupils to deepen their understanding in all areas of Humanities through a carefully planned and cross curricular curriculum. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.</p>	<p>Pupil Voice and attitude Through discussion, annual reviews, evidence for learning and observation children are enthusiastic about their learning experiences and show a genuine curiosity and interest in Humanities.</p>