



Highworth Warneford School Department Curriculum Intent Statement



Curriculum Intent, Implementation and Impact Statement

Highworth Warneford School: Humanities Department

Introduction – Overall Department Intent

At Highworth Warneford School, we value the holistic development of all students and the curriculum areas taught within the Humanities are integral in ensuring our students grow into citizens who have a well-rounded view and understanding of the world they live in – our history, culture, diversity and geography.

Department implementation with the HWS 5 Keys to Curriculum Success

Knowledge, skills and mastery	<p>Within our Humanities curriculum are the subject areas of Geography, History and RE. At Highworth Warneford School we teach a broad and balanced curriculum with these areas taught as discrete subjects. Using learning journeys students are able to identify and track skills, application and knowledge they need to progress into future careers, thus developing academic excellence and challenge.</p> <p>We enhance the requirements of the National Curriculum for England by continually evaluating current schemes of learning to ensure we are stimulating national shifts and changes in cultures, to prepare students for everyday living. This in turn, allows us as a department to provide high quality lessons through a wide range of Historical, Geographical and Theological themes to prepare them for the skills and knowledge they need to progress into future careers, thus developing academic excellence and aspiration.</p> <p>Our curriculum has been designed as a sequenced and spiralled curriculum which begins with KS3 schema building into the knowledge and skills needed for all of our KS4 offer allowing all pupils to have had a comprehensive experience in all of the humanities subjects and therefore allowing for guided decision making when choosing their KS4 humanities pathway. Throughout this delivery, all aspects of planning are designed through working together with subject leads within the department, ensuring expertise in the planning and assistance in the delivery. At Highworth Warneford School, we feel it is important for students to understand how the subjects can intertwine and complement one another, thus developing schema. High level questioning ensures students are engaged and promotes thinking. This then enables staff to adapt their teaching and scaffolding to ensure all needs of students are met.</p> <p>At KS4, students can choose to study Geography, History and RE. We are continually working in partnership with our transition teams to embed our curriculum and ease the transition between both primary and key stage 5.</p>
Literacy and numeracy	<p>High levels of literacy and numeracy are essential in developing good outcomes for our students in all Humanities disciplines. Students all have access to knowledge organisers to ensure students understand and implement the use of subject specific terminology. At Key Stage 3, we have ensured that students are exposed to all genres of subject specific texts to not only provide a wide range of opportunities but also to enhance the high levels of critical literacy needed for extended written responses required at KS4. Through engaging with a range of text types, sources, maps and research paper students are prepared for their next steps in their English Baccalaureate (either in Geography or History as a minimum) and most importantly</p>



Highworth Warneford School Department Curriculum Intent Statement



	<p>raising the cultural capital of our students understanding of the world and community around them.</p> <p>Extended written responses are a critical element across Humanities. As a department, we are embedding the modelling and structured talking and writing frames with the focus on the implementation of 'I do, we do, you do'. This has seen a development and increase in the teaching of literacy, reading and writing, thus emphasising the high levels and development of literacy, creating challenge and excellence across the faculty.</p>
Entitlement and engagement	<p>In Humanities, we echo the school's vision of Integrity, Challenge and Excellence (ICE) through providing students with stimulating lessons, immersing themselves into scenarios such as examining Nazi education, moral rights such as right to life, or decision making on protecting the Holderness Coastline. To demonstrate this, students are guided through their curricula with big-picture thinking of individual subjects learning journey's. These outline all the content covered within each unit and give the pupils a knowledge bank to use and apply across the schema.</p> <p>Enhancing the Trust notion of spirit of adventure and curriculum exposure further, we offer a variety of trips, both entitlement and opportunity, that spans locally as well as further afield. This ranges from KS3 visiting the local site the River Cole to a residential to the Battlefields. At KS4 to enhance the curriculum students visit Swanage Bay in Dorset. We have regular retrieval practices throughout both KS3 and KS4, which aid students to have regular granular opportunities to recap previous learning to assist in making links to their long-term memory, as well as providing links on the spiral next steps in knowledge.</p>
Aspiration and wellbeing	<p>In Humanities the curriculum extends beyond the academic, technical or vocational. It allows for students' broader development and enabling them to develop and discover their interests and talents.</p> <p>Humanities is a core driver to enlighten, diversify and develop pupil's awareness of key concepts and issues. Here at Highworth Warneford School, we are keen for students to have an enquiry approach, questioning the world we live in and having opportunities to investigate all viewpoints to ensure they are given a holistic approach. The curriculum also ensures the curriculum and the leader's wider work support students to develop their character. This broad and balanced curriculum created by providers allows for students to be prepared and thrive for life in modern Britain.</p> <p>We are keen for students to develop empathy throughout their work within all Humanities subjects, including, but not exclusive, being empathetic towards historical events such as WWI, as well as showing empathy and respect for our wider community through the examination of different religious denominations, including minority denominations. All Humanities staff are tutors, supporting the whole school ethos and well-being both pastorally as well as in the classroom. This support ranges from students who have Additional Needs through to those students who have a gift in a Humanities discipline. We provide enrichment opportunities,</p>



Highworth Warneford School Department Curriculum Intent Statement



	including a debate club, which is open to all, to allow students to discuss a wide range of topics.
Community, respect and enrichment	Staff at Highworth Warneford School are proactive with all elements of CPD. To deliver our curriculum model all staff are TEEP level 1 trained. This ensures all students are having a high quality and consistent teaching and learning experience. Also, staff use CREATE which again allows to staff to have sound knowledge of pedagogy and encouraging students to reach their full potential. During department meetings, staff are further supported by leaders within the Humanities subject areas to look at current Teaching and Learning literature and reflect on their practice to ensure all students are challenged and focused on the use of subject specific terminology and the application of knowledge into extended written responses. Our curriculum model across Humanities is carefully considered to ensure that pupil experiences are broad and balanced, promoting tolerance, cultural diversity, integrity as well as being sequenced and spiralsed, evolving the skills and attributes needed in order for Highworth Warneford students to be successful. The school's geographical situ leads us to be a forefront of the community which the Humanities department took as a key component when designing the curriculum. As a team, collectively, we have a strong desire to promote respect and tolerance to all our community to thrive as well as students having a strong understanding of their identity.