

Intent Document The World & You • Humanities

February 2024



Intent Statement

At Inclusion School, our Humanities Department forms part of our World and You Team and provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our curriculum is designed to inspire a lifelong curiosity about the world whilst fostering a deep understanding of diverse cultures, societies, and historical events.

1. Inclusive Curriculum Design

We recognise the diverse needs of our learners and have designed a curriculum that is inclusive, adaptable, and responsive to learner's individual strengths and challenges. Our intent is to create and empower learners with the knowledge, skills, and critical thinking abilities necessary to engage meaningfully with the complex world around them. We aim to cultivate young people who appreciate the interconnectedness of history, geography, and social sciences and its role in the local, national, and global community.

2. Personalised Learning Pathways

Understanding that every learner has a unique learning journey, our intent is to provide personalised learning pathways within the Humanities curriculum. Through differentiated instruction, tailored resources, structured task plans and ongoing assessment, we aim to ensure that each learner can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges.

3. Assessment

At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACE's (Adverse Childhood Experiences) and Trauma can impact learning. Combined with our PACE approach (Playful, Acceptance, Curiosity and Empathy), Inclusion School promotes secure attachments which enables our learners to reflect on their thoughts, behaviours and learning without feeling judged. It is only once this has occurred; our learners progress and flourish.

In Humanities at KS3 and KS4 we assess learners' half termly across our Boxall Profiling system and against personalised EHCP (Education, Health, and Care Plan) Targets.

The National Curriculum for History, Geography and Religious Studies can be found here:

National curriculum in England: geography programmes of study - GOV.UK (www.gov.uk)

National curriculum in England: history programmes of study - GOV.UK (www.gov.uk).

Religious education in local-authority-maintained schools - GOV.UK (www.gov.uk).

In Humanities at KS4 we assess learners' each half term, however the mode of assessment differs per pathway and programme of study.

We assess learners through the following examinations:

- V (Vocational Pathway) - AQA Unit Accreditation
- I (Inclusion Pathway) - Boxall Profiling. This pathway links is our bespoke Inclusion Curriculum. Learners have the opportunity to flourish in their own personalised way, through the completion of personalised targets which are set each term but reviewed each half term.

4. Emphasis on social and emotional wellbeing

The Humanities Department is committed to promoting social and emotional wellbeing through exploration and meaningful discussions. Our lessons promote an understanding of the learner's social and emotional wellbeing and placing this within the context of society and history, so that they can contribute to society as they grow up to become happy, knowledgeable, and successful adults.

5. Integrated Support Service

Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a comprehensive approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond our school.

6. Engaging Pedagogy

Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as 'The Inclusion Way.' In every lesson, staff and learners use our 'Golden Threads' support accessibility, progression, and consistency. EEF (Education Endowment Foundation) research-based pedagogy is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

Within World and You Team (who teach Humanities), as well as a whole school, our intent is to capture and sustain our students' interest in the society, whilst equipping learners with skills for life, as well as boosting their wellbeing and improving their mental health.

Through these principles, the World and You Team at Inclusion School aims to empower our learners with the skills, knowledge, and emotional resilience necessary for success in both academic and personal spheres, preparing them for a fulfilling and successful life beyond our school.

(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at julia.bray@inclusionschool.org.uk)