‘SUCCESSFUL ADULTS WITH AUTISM’

Peterhouse School Blended Offer for Humanities / Understanding the World

Intent

(Curriculum design, coverage and appropriateness)

Subject vision overview: Humanities teaching aims to inspire our students’ love of learning of their world whether locally or further afield, incorporating knowledge of their own personal history to the history of the world around them. Our humanities teaching supports pupils to encounter, explore, learn and apply their own knowledge about places (locational and place knowledge), how people and the landscape change in those places and fieldwork skills. Humanities also includes understanding chronology to support using timelines and interpreting evidence from the past. Our pupils will learn about the world both past and present in order to better understand the world that they live in.

At our school, pupils and staff collaborate to uncover individual histories through the creation of personal timelines enabling pupils to recognise and know that each of us has a unique past shaping who we are today. Humanities also builds knowledge of local and wider areas and the significance that these might hold for individuals. Humanities also builds on individual knowledge including areas of special interests where relevant enabling topical work to be developed and explored further if this is important o the individual. Exploring and tapping into memory by building on ‘what we already know’ enables pupils to develop a firm grounding of ‘sense of self’ within the local and wider environments both present and past.	Humanities is developed and inspired through the use of immersive experiences. Our pupils develop knowledge and become creative thinkers through exploration of places or cultures in a variety of different ways. This might include sensory experiences, role play, facts, visits and teaching. Accessing the community enhances student experience and is used, where appropriate, to give the learning more meaning. Communication and interaction by working together enables learners to use and apply their knowledge. We explore ‘what we know’ e.g. memories or their own and others’ travel experiences to become aware of a wider world.	Our students’ learn beyond the walls of school. Humanities supports knowledge of local areas, routine destinations including planned trips. By developing and using ‘what they know and learn’ in the community we build on skills to support independence, accessing services and knowledge of the wider world. By developing and using this knowledge we facilitate accessing the community, transferable skills in communication, safety, independence and working alongside others. It also enables cross-curricular learning by linking taught information to real-world applications supporting skills and strategies to become successful into adulthood. This supports cultural heritage, historical events, past events and brings abstract concepts to the fore to enable wider understanding to be explored to help prevent misconceptions.	Humanities provides key skills and information to support understanding and accessing the wider world beyond school. It creates interest and areas of focus. Opportunities to visit and know about areas within the local community and beyond can be explore into the future and enables pupils to foster a love of specials interests accessing appropriate sites and places of interest that can enhance learning and increase quality of life. A knowledge of Humanities can inspire fun, travel and a broader understanding to the world thus being able to access the community independently and promoting a knowledge of local services that may be useful to each person.

Implementation

(Curriculum delivery, teaching, assessment)

Humanities is delivered through a ‘skills based’ adapted and further adapted national curriculum using creativity and topics that engage learners. We acknowledge that there may be some pupils who will have specific interests in humanity topics where the ability to rote learn facts and information comes to the fore. In these instances we will focus on individual strength and promote learning within the areas of interest. Accessing the community enhances humanities learning further offering experiences of local areas of geographical/ historical interest to bring learning to life. This enables pupils to apply their own thinking and planning to build their own knowledge that can then inform next steps in learning. Humanities lessons take part in both the formal and semi-formal pathways, linking to ‘Big Ideas’ and encouraging progressive learning. Topics rotate every 3 years to ensure coverage of geographical and historical adapted curriculums. Teaching styles may vary depending on cohort and may include small groups, whole class or personalised individual sessions. Geography teaching in the formal pathway includes topics of place knowledge, locational knowledge, human geography, physical geography and fieldwork. History teaching in the formal pathway includes topics of chronology, sources of evidence and organisation and communication. The semi-formal pathway for both geography and history focuses on knowledge of the wider world.

Impact

(attaining and progress, reading, destinations)

The end goal of humanities is to provide opportunities for our pupils to immerse themselves in the historical and geographical world, including a curiosity of the make-up of our world, where places are, how they physically change and an interest of ‘how things used to be’. The hope is that some pupils may go on to continue to explore these activities outside of school, even independently. Some Students will develop a broad knowledge of history and geography that benefits their knowledge of the wider world, which will enable them to travel with or without support and to appreciate where their own lives fit within the broader sense of the world’s history. This will help them to understand their world, whether that is their personal world, local world or broader global world. This will help benefit their independence and confidence and should impact their plans to go on holiday, their ability to travel independently, making choices about where they want to go, increase what they know about other people and their own cultural capital.