



# **Bracken Hill School**

# **Humanities Policy**

**Author: Miss Jones**

**Policy Type: Whole School**

This policy is reviewed biennially to ensure compliance with current regulations

## **Bracken Hill School**

### **Humanities Policy**

**Policy Type:** Whole School

**Review Cycle:** Biennially

**Policy Dated:** September 2025 (to be approved by Governing Body)

**Subject Lead:** Misha Jones

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### **Intent**

At Bracken Hill School, the intent of our Humanities curriculum is to inspire curiosity, broaden pupils' understanding of the world, and enable them to develop as thoughtful, questioning citizens. Humanities encompasses history, geography and culture, and provides opportunities for pupils to make sense of people, places and events both past and present.

Our Humanities curriculum aims to:

- Develop curiosity and fascination about the world and its people.
- Encourage respect, tolerance and appreciation of different communities and traditions.
- Provide opportunities for enquiry, investigation and reflection.
- Build cultural capital and promote lifelong learning through practical, real-life experiences.
- Equip pupils with transferable skills that support independence and preparation for adulthood.

### **Curriculum Access**

- **Explorers (pre-Key Stage):** Humanities is not delivered as a discrete subject, as their curriculum focuses on early skills, cultural capital and investigative, sensory learning, which are more appropriate at this stage.
- **Adventurers and Pioneers (Key Stages 2 & 3):** Humanities is taught through topic-based learning, with investigative, practical and enquiry-led activities.
- **Key Stage 4:** Humanities is taught via the **ASDAN Youth Award Scheme**, with an emphasis on accreditation, independence and preparation for adulthood.

### **Subject Leader Responsibilities**

- Has a clear oversight of the Geography and History topics being taught and ensures that the curriculum meets national requirements.

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- Is aware of the progression of skills taught throughout all year groups, ensuring consolidation and progression through learning challenge curriculum topics.
  - Ensures colleagues have access to appropriate resources to deliver a rich and challenging curriculum.
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## **Implementation**

Humanities is delivered through a thematic and investigative approach, often linking with literacy, art, drama and other subjects. Learning is active, practical and engaging.

### **Humanities lessons at Bracken Hill should be, and you should see:**

- Active interest and engagement.
- Opportunities for investigation, questioning and problem solving.
- Practical activities such as role play, experiments and fieldwork.
- Opportunities for discussion, debate and storytelling.
- Use of visitors, trips and community experiences to enrich learning.
- Interactive displays and cross-curricular links.

## **Rolling Programme**

Humanities is taught on a rolling programme to ensure coverage and progression:

- **Primary (KS2)** – 4-year rolling plan.
- **Secondary (KS3/KS4)** – 3-year rolling plan.

## **Subject Leader Role in Implementation**

- Through rigorous monitoring, the subject lead is confident that teaching within Humanities is strong and promotes the acquisition of key knowledge, building on prior learning; this is achieved through observations, work scrutiny and pupil discussions.
- The subject lead ensures that colleagues are made aware of training opportunities to strengthen subject knowledge and delivery of high-quality lessons.
- The subject lead, along with SLT, monitors books to ensure that a broad and balanced curriculum is delivered.
- The subject lead ensures that colleagues have appropriate and up-to-date resources.

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## **Planning and Delivery**

We are now implementing a **thematic approach** to structuring lessons, connecting many areas of the curriculum together within a single theme. This ensures lessons are delivered in a natural, unfragmented way, avoiding cross-overs and irrelevance between subjects.

This approach is especially effective in areas like literacy, where spelling, vocabulary and grammar link naturally with creative writing, art and drama.

### **Thematic approach benefits:**

- Makes National Curriculum content easier to digest.
- Allows pupils to make connections between subject areas.
- Keeps pupils engaged and motivated.
- Develops learning skills at a faster pace as lessons reinforce one another.
- Supports teachers in delivering a focused and coherent curriculum.

Essential daily routines and school events are pivotal in facilitating learning opportunities across the school, alongside directed curriculum time from Foundation to Key Stage 4. Humanities is taught in its own right and also as an integral part of the whole curriculum.

Schemes of work are written for each topic. Subject and class teachers then plan individual topics on a half-termly basis, adapting content to the needs of their class.

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## **Adaptations for SEN Learners**

- Use of symbols, pictures and visual supports.
- Aided language boards and communication systems.
- Differentiated activities, resources and flexible grouping.
- Practical, hands-on experiences and sensory approaches.
- Scaffolded tasks and adult support as required.

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## **Impact**

The impact of the Humanities curriculum is evaluated through evidence of learning, observations, work scrutiny and pupil discussions. Pupils at Bracken Hill will:

- Show curiosity and enjoyment in exploring the world around them.
  - Develop knowledge, skills and understanding appropriate to their stage.
  - Be able to investigate, question and communicate their ideas.
  - Gain independence and transferable life skills.
  - Build cultural capital that enriches their present and future lives.
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## **Inclusion**

All pupils have equal access to Humanities learning, with personalised adaptations to ensure full participation. Where appropriate, risk assessments are carried out for fieldwork and trips. Pupils in EYFS access Humanities through the “Understanding the World” strand of the Early Years Curriculum.

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## **Assessment**

- **Ongoing assessment for learning** is embedded in all lessons. Teachers adapt plans in response to pupil progress and understanding.
  - **Subject leads** monitor and assess throughout the year in line with the school’s Quality Assurance Calendar. This includes book looks, lesson observations, pupil voice and evidence scrutiny.
  - Feedback (verbal and written) is used to guide progress and linked to lesson objectives.
  - Older pupils are encouraged to reflect on their own learning and identify next steps where appropriate.
  - Evidence is collected through pupil work, photographs, displays and teacher observation.
  - Progress and achievement are reported annually to parents and carers and shared in EHCP reviews.
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## **Monitoring, Evaluation and Review**

Monitoring of Humanities is the responsibility of the subject lead, supported by SLT. This includes:

- Observations of teaching and learning.

- Book and evidence scrutiny.
- Pupil voice discussions.
- Reviewing schemes of work and progression of skills.
- Ensuring access to up-to-date resources.

Monitoring of the standards of children's work and the quality of teaching in Humanities is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the foundation subjects in the school. The subject leader meets with the senior leaders regularly to review the subject's development and action plans, and indicate areas for further improvement. The subject leader is responsible for monitoring the implementation of this policy.