

Humanities Progression Model

Project Based Learning (Engagement)

Upper 1 and Upper 4

Humanities is experienced as part of a project and themed based learning that allows learners to acquire functional skills needed to successfully transition into further education. The learning environment focusses around stimulus, exploration and experimentation to develop social communication and emotional regulation incorporating transactional support (SCERTS).

Assessment through iASEND A and S for Upper 1.

Engagement (Social Partners)

Class 8 and 9

A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). Maths skills are developed consequentially through stimuli on a personal basis; songs, counting, playing, therapies, community and problem solving.

Engagement (Language Partners)

Class 10

Similar to Upper 1 and 4 Humanities is embedded in a SCERTS based approach that focuses on learners improving a child's communication, and independent skills, whilst developing emotional regulation strategies to allow them optimum access to learning. Learners are stimulated appropriately through song, play and sensory input to develop skills through exploration and experimentation.

Qualifications

GCSE/ FS

Geography and History offered on the basis of attainment in prior study.

Entry Level

OCR History

ASDAN

Place and location covered in ASDAN PSD option and independent travel for some pupils.

National Curriculum (iASEND)

D (NC KS3)

We do not currently have any pupils working on the D curriculum

N (NC KS2)

Phase 4—Working thematically, using enquiry based learning. Topics are based around a question. Each theme has a history / geography focus alternately each half term and a longer term project. Additionally, a language and culture lesson is taught, centred around helping children to make connections to their world.

Class 11

E (NC KS1)

Phase 4—Working thematically, using enquiry based learning. Topics are based around a question. Each theme has a history / geography focus alternately each half term and a longer term project. Additionally, a language and culture lesson is taught, centred around helping children to make connections to their world.

Class 11

Class 12

Class 13

Class 6

A & S (NC Pre KS1)

As detailed in 'Project Based Learning' Geography and History are taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across contexts and activities. Learners begin to access formal learning, but many activities are play based where skills are progressed through the use of stimuli, exploration and experimentation. This use of rewards and visuals are imperative. The use of Colourful Semantics to support communication and understanding.

Upper 1

Class 4,5,6, 7 (S)

Class 4, 5 and 7 (S)

Cleaswell Hill Early Years (Cherry Garden)

Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning. Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Mathematical skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff.

Class 1

Class 2

Class 3

Humanities Progression Model

CPD: This is an area for development.

Pupil Premium: Our approach, reinforced by research from the EEF, prioritizes improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge and skills linked to their EHCP. Teachers plan systematic repetition of content to make sure it can be used functionally and across contexts.

Activities, Expectation and Challenge (Implementation): Lessons activities are challenging to pupils academically and in regards to their EHCP targets. Granular content profoundly affects the parameters of activities where the pace and depth of learning is personalized. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs.

Assessment and Progression (Impact):

English, Communication and Reading: Appropriate feedback is given dependent on the needs of individuals, this models how content should be organized. Pupils use appropriate texts and/or stimuli..... Pupils widen their vocabulary at an appropriate level with support from outside agencies (SaL, Metis, Jigsaw). Pupils have opportunities to ask and answer questions supported through the; blanks model, colourful semantics and SCERTS.

Humanities Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Pathway to iASEND curriculum mapped.	iASEND and Cherry Garden objectives to be linked where appropriate.	June 2021	S Oliver	Progression model learning from Cherry Garden to iASEND.
Engagement	Pupils assessed using Pre-Key Stage standards . Upper 1 using iASEND statements from the high A and S curriculums.	Staff to update depth of learning against Pre-Key Stage standards termly. Links to Geography or History to be clear. Implementation of new 'engagement framework' will see a project based learning approach used, with inclusion of 'Understanding of the World' unit.	April 2021	Class teachers overseen by phase leader s phase 1-3	Tracking to be available and links with MAPP can be made. Links to PLIMS will be explicit. Planning will show areas discreetly (Upper 1)
National Curriculum	Staff could describe content. iASEND the consistent assessment system followed and featured in planning. iASEND currently not consistently used (no baselines for some classes,etc)	All groups to have evidence of learning with assessment and links to their PLIM. Year 9 reviews to detail a qualification pathway where appropriate.	June 2021	H. Mcintyre	Support for all staff especially for NQT's and inexperienced teachers. Progression model and sequenced learning enhanced by a suitable scheme that improved consistency. Increased learner progression. Learners will identify areas of interest at the earliest opportunity.,
Qualifications	Staff could describe content, progression, challenge and assessment. Further support could be offered to new and struggling staff by adopting a consistent approach. Map work as part of DofE	Pupils transitioning into Phase 5 and 6 will have the opportunity to study for a qualification. Qualification trackers kept with targets, Adaption to the Phase 6 timetable to give pupils new opportunities to develop skills and interest they may want to take forward to a qualification.	June 2021 Spring 2021	E Steele, J Moffit and D Evans.	Consistency and support for all staff especially for NQT's and inexperienced teachers. Learners will be given the opportunity to partake in qualifications based on their interests.