



MUNTHAM HOUSE SCHOOL

**KS3 HUMANITIES
POLICY**

KS3 Humanities Policy

Overview

The Humanities curriculum at Muntham House School encompasses History, Geography and Religious Education, unified by a focus on human experience. History enables pupils to understand the past and its influence on the present; Geography equips pupils with knowledge of places, environments and human interactions; and Religious Education fosters an appreciation of cultural diversity, beliefs and values.

Together, these subjects promote a holistic understanding of the world and support pupils in becoming informed, reflective members of society.

Curriculum Intent

The vision for Humanities at Muntham House School is to provide a broad, balanced and ambitious curriculum that:

- Promotes social justice, equality and inclusion
- Develops empathy and respect for diversity
- Encourages curiosity about the world and its people
- Enables pupils to think critically, ask questions and form reasoned judgements

At Key Stage 3, the curriculum is designed to provide pupils with a secure foundation in historical, geographical and religious knowledge. It is carefully sequenced to build both subject-specific knowledge and transferable skills, including analysis, evaluation and interpretation.

Pupils are supported to develop independence in their thinking and are prepared for further study, including the option to study History at GCSE.

Curriculum Implementation

The Humanities curriculum is delivered through a range of adaptive and engaging teaching strategies to meet the diverse needs of pupils. These include:

- Structured discussions and debates to develop oracy and critical thinking
- Use of multimedia resources such as documentaries and video clips
- Engagement with written sources (independent reading, guided reading and teacher-led reading)
- Analysis of visual and photographic evidence
- Inquiry-based learning, investigations and problem-solving activities
- Experiential learning through workshops, visitors and educational visits (e.g. external providers such as the Plantagenet Society)

Teaching is differentiated to ensure all pupils can access the curriculum. Outcomes are adapted according to individual ability, ensuring appropriate challenge and support for all learners.

Planning is responsive and flexible, allowing teachers to adapt content to reflect pupils' interests, current events and emerging needs.

Curriculum Impact

The impact of the Humanities curriculum is evidenced through:

- Pupils' ability to articulate their understanding of key concepts and themes
- Development of critical thinking, empathy and informed opinion
- Successful uptake and outcomes in GCSE History at Key Stage 4
- Transferable skills applied across the curriculum, particularly in English and PSHE

Pupils gain cultural capital through exposure to global perspectives, ensuring the curriculum is not Eurocentric and reflects a diverse range of societies and experiences. This supports pupils in making informed decisions about their futures and their role in society.

Curriculum Planning

Curriculum planning is structured across three levels:

Long-Term Planning

- Based on the National Curriculum for History, Geography and Religious Education
- Maps out progression of knowledge and skills across Key Stage 3
- Developed and reviewed regularly by the Head of Humanities
- Quality assured through book scrutiny, lesson observations and cross-phase collaboration

Medium-Term Planning

- Organised into half-termly Schemes of Work
- Provides clear learning objectives and structured progression
- Adapted to meet the needs, interests and abilities of pupils
- Developed collaboratively by teachers and support staff

Short-Term Planning

- Daily lesson planning based on Schemes of Work
- Includes clear learning objectives and differentiated outcomes
- Reflects individual pupil needs and targets where appropriate

Monitoring, Assessment and Evaluation

The impact of the curriculum is monitored and evaluated through a range of strategies:

- Regular book scrutiny and review of pupils' work
- Lesson observations and monitoring of teaching and learning
- Assessment at least half-termly to track progress
- Use of formative assessment strategies, including questioning, discussion and feedback
- Analysis of individual progress against targets

Each pupil maintains a progress tracker, enabling them to understand their development and identify next steps in learning.

Assessment information is used to:

- Identify gaps in knowledge and understanding
- Inform future planning and targeted interventions
- Support reporting to parents, carers and external agencies

Review and Development

KS3 Humanities Policy

This policy is reviewed annually (or as required) by the Head of Humanities, Head of Education and the Governing Body.

Recommendations for improvement are made based on:

- Assessment outcomes
- Monitoring activities
- Changes to statutory requirements or curriculum guidance