

Humanities at Fox Wood



Fox Wood School

Together we shine



FUNctional Skills

How can humanities support our pupils to be more independent in day to day activities?

Subject —History—

Examples of how History can develop FUNctional skills

- Sequence events
- Time
- Timetables

Subject—Geography

Examples of how Geography can develop FUNctional skills

- Directional language, positional language
- Maps—map reading, virtual maps
- The water cycle and cooking
- Reading timetables/ planning a journey
- Understanding people who can help us.



Humanities



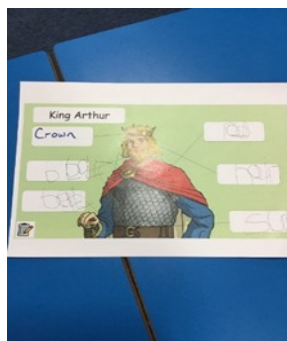
Fox Wood School



Humanities at Fox Wood

The intent of the Humanities curriculum at Fox Wood School is to:

- Develop knowledge of investigation, historical and geographical enquiry.
- Encourage natural curiosity and develop a love of the world around us and beyond.
- Provide all of our students with exceptional life and learning experiences.
- Build FUNctional skills and self-confidence to enable students to work with increasing levels of independence.
- Develop social skills to enable students to communicate, and work cooperatively, with others.
- Foster concern for, and active care for, our environment.
- Encourage the application of knowledge gained in Daily Basic Skills & Humanities to support our pupils to be as independent as possible in daily life activities.



Sequence of learning

In the afternoon, Fox Wood School runs a thematic-based curriculum where themes are matched to units in schemes of work. EQUALS scheme of work is used for Geography and History. Learning is sequenced by Key Stage and is mapped to the 2014 National Curriculum programme of study. Each class has a mapped long term plan which ensures a broad sequence of learning. By doing this, we ensure that we offer a broad and balanced curriculum with equal exposure to Geography and History throughout the year leading to a rounded experience for all pupils. This supports us in mapping out the revisitation of topics to ensure that we maximise long term memory retention for our pupils.

Within each specific topic, the sequence of learning is supported by the EQUALS scheme of work for Geography and History. The EQUALS scheme breaks down historical and geographical learning into appropriate sequences for pupils working across all three of our curriculum tiers (pre-formal, semi-formal, and formal). Teachers will use the sequence of learning alongside the pupils progression data to plan appropriate, and individualised learning experiences for each pupil within the class based themes. Pupil interests are incorporated into planning and staff will also make use of spontaneous opportunities to promote awe and wonder within thematic learning, creating a personalised sequence of learning.

Implementation

The implementation of the Humanities curriculum is largely individual and will be dictated by which curriculum tier the pupil is working within. Within the pre-formal curriculum, pupils will experience Geography and History through a wide variety of specialised sensory experiences. Pupils working within the semi-formal curriculum will experience a combination of sensory experiences alongside taught concepts, drawing from practical experiences. Pupils working within the formal curriculum will experience a range of taught concepts and develop their knowledge of investigation, historical and geographical enquiry. At all 3 tiers of the curriculum, the learning is individualised and sequenced at appropriate steps for each learner.

Impact—recent data review

The most recent data review indicates that most class groups make good progress in Geography and History per term—this can sometimes be more depending on the topics covered during this time period. The curriculum has been designed so that some themes will naturally lend themselves to Geography or History, such as Past, Present and Future (History) and Brazil (Geography). Due to this there is sometimes more attainment in one subject than the other—this is addressed through the long term plan for that class (which ensure equal weighting throughout the year). There are still some areas for improvement and it has been identified that further resources will enhance progress made by pupils.

The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.

