

# DEEP DIVE:

Curriculum area: Humanities



**Belle Vue  
School**

**Cornfields  
School**

*'Improving life chances'*







# INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)

Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)

Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

# CURRICULUM AREA: HUMANITIES

## Intent

Humanities incorporates geography, history and religious studies. The aim of the humanities sequence of work is to provide pupils with the skills to develop a contextual understanding of a range of topics outlined in the National Curriculum. We aim to expose pupils to a wide and appropriate range of historical, religious and geographical topics, enabling them to confidently recall key information and apply this knowledge across the curriculum.

### **Geography**

At Cornfields and Belle Vue, we encourage pupils to ask appropriate questions about the world and investigate how humans interact with the world around them. We offer sequenced lessons to ensure pupils are able to assess a diverse and broad humanities curriculum that aligns with the National Curriculum. The topics include a focus on globally significant places and encourage an understanding of the processes that give rise to key physical and human geographical features of our world. We intend to develop pupils' curiosity and a fascination with the world that will remain with them for the rest of their lives.

The topics offer a range of opportunities for investigating different places, incorporating both their physical and human aspects. The lessons are intended to improve pupils' geographical vocabulary, mapping their skills and knowledge of geographical facts. Lessons will also provide variety, opportunities for consolidation and challenge, to ensure both interest and progress in the subject. We will achieve this with local field studies and visits to relevant places of interest such as: Dungeness, Bedgebury National Pinetum and Forest. The pupils will be encouraged to record their experiences and use geographical language. This will be built on over the year to ensure progression and resilience. Their practical and theoretical lessons will enhance their study skills and help to broaden and secure their knowledge.

### **History**

We aim to develop historical knowledge, understanding and skills. We align our topics to the National Curriculum and include areas such as prehistoric Britain, the Romans, the Middle Ages, the Tudors and Stuarts, the Industrial Revolution, cities and capitals and world events – enabling pupils to acquire an understanding of how things change over time. Developing chronological ordering will enable pupils to develop and embed a sense of time. Pupils will be able to make relevant links from geography to other curriculum subjects such as history, religious studies and science.

We develop pupils' curiosity, encouraging them to ask questions about the past and to investigate how events in history have impacted their lives today. We support pupils to become compassionate historians who talk about historical events sensitively.

### **Religious Studies**

The aim of religious studies education is to develop an awareness of spiritual and moral issues in life experiences. It enables pupils to investigate and reflect on some of the most fundamental questions people ask. We enable pupils to develop a sound knowledge and understanding of Christianity and some knowledge of other world religions including Judaism and Islam. Pupils will reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We encourage all pupils to learn about – and from – religion.

# Implementation

## **Geography**

Pupils will develop the skills to interpret maps and understand keys and symbols in order to improve their geography fieldwork. Through revisiting and consolidating skills, our lesson plans and resources help children to build on prior knowledge, as well as introducing new skills and challenges. Pupils will have a range of opportunities to experience geography by engaging in practical tasks beyond the classroom. Key words are also highlighted in each lesson pack, to be used by pupils to increase their geographical vocabulary and understanding.

## **History**

In order for the pupils' knowledge and understanding of the history studied to grow and develop, there is a structure to the lesson sequence whereby prior learning is always considered and there are opportunities for revision. By revisiting and consolidating understanding, our lesson plans and resources help pupils to build on prior knowledge, in addition to introducing new skills and challenges. Through these lessons, we intend to inspire pupils to develop an appreciation of the importance of history and how it has shaped our present world. Throughout the Covid-19 pandemic, some pupils attended on a reduced timetable and others were home-schooled. We followed all the government guidelines on social distancing and hygiene, meaning we were unable to follow all areas of our curriculum, so during this time we focused on maths, English, PSHE, Science and gaining AQA Awards. Differentiated work was sent home and we had timetabled Zoom calls each day, as well as regular welfare calls with each pupil.

## **Religious Studies**

Pupils are challenged to explore a range of stimulating and different topics. They are taught to delve into a space of critical thinking where they can express opinions and truly understand different world views.

# Impact

## **Geography**

Pupils will be able to use geographical vocabulary accurately – and understand the different strands of geography – with a thorough understanding of the Earth's key physical and human processes. Pupils will begin to make relevant links from geography to other curriculum subjects, such as history and science. This will improve their ability to enquire intelligently about the world around them and their own impact on it. All pupils will realise that they have choices to make, developing a positive commitment to the environment and the future of the planet. They will be able to speak confidently about their geographical knowledge and relevant skills.

## **History**

In history, the impact of using the full range of resources, including display materials, will be seen across the school. The learning environment will be enhanced by the display of accurate historical and technical vocabulary, which will then be spoken and used by learners. We will ensure that history is appreciated by all pupils across the school, therefore encouraging them to want to continue building on the wealth of historical knowledge and understanding available. Its impact will also be measured through pupils' key questioning skills, which will be built into the lessons.

## **Religious Studies**

Pupils will be more informed about their position in the world and how the decisions they make will impact their future. Pupils in school will be able to talk confidently about their well-being, and the moral and cultural development of the society in which they live. The religious studies lessons will promote inquisitive minds, respect, tolerance and understanding for all those around the world, their community and their future. This will be evidenced in pupils using the correct vocabulary, providing well-balanced explanations and voicing respectful opinions in all curriculum areas.

# IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short – we aim to reverse and eradicate the known correlation between poor outcomes in life – and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards – and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum – with effective sequencing, structure and implementation – will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and – and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.

