

Humanities Curriculum Intent

At OHA, the intent of the Humanities curriculum is:

	OHA Curriculum Intent	Humanities Intent
Broad and balanced	All students have the opportunity to study all subjects on the National Curriculum including PSHE and SRE. This should allow all students to develop emotionally, intellectually and creatively and provide an opportunity to follow their own journey towards their own aspiration.	Humanities follows the National Curriculum for History and Geography, encouraging students to reflect upon the past, how it has developed and shaped the world around as well as understand the physical processes that drive the planet, its implications for human development and the complex, yet fragile, interdependence between humanity and the world. The latter element of the curriculum will also enforce upon students the notion of responsibility as the curriculum will emphasise the role of stewardship we hold within the modern world – both politically because of our history and as a result of geography. It affords students the opportunity to develop intellectually through the utilisation of an enquiry-led approach that sees a combination of ‘Big Questions’ within lessons and/or over-arching questions across units of study. This intellectually curious enquiry-led approach also encourages students to develop their own resilience as they will be faced with challenging concepts but will be supported in tackling them in an appropriate manner. Additionally, the breadth of cultures, communities and emotionally complex topics ‘visited’ as part of the curriculum afford students the opportunity to develop emotional maturity which stands them in good stead for the future.
Preparation for the future	We believe that all students should experience a solid foundation at Key Stage 3 and therefore all students follow a three-year Key Stage 3. This ensures that OHA students have the skills, knowledge and understanding to have a successful Key Stage 4 and open doors to both Post-16 study and future employment.	The core knowledge developed within the curriculum affords students a bedrock upon which to build their own aspirations, helping facilitate a wider degree of opportunity by fundamentally developing a strong foundation of knowledge about the world, its history and its geography. This emphasis on core knowledge, incorporating both skills and contextual information, ensures that our curriculum is knowledge rich. This is demonstrated by the breadth of topics, cultures and communities ‘visited’ across the curriculum with clear outlines provided around the knowledge students are entitled to access, understand and use to support progress within Humanities. Furthermore, we ensure that this knowledge is offered to all students in an appropriate manner, helping embed equity and aspiration for all within the curriculum.
High aspirations:	We have designed a curriculum which is enjoyable, ambitious and motivates all students including SEND and the most disadvantaged towards lifelong learning.	
Promotes the Academy values	Our students will demonstrate Respect, Resilience and responsibility throughout their daily life at the academy.	In tackling a robust range of cultures, communities and complex topics within the curriculum, students are also encouraged to develop respect for other cultures, helping support the Academy values. The enquiry-led approach also encourages students to develop their own resilience via intellectually curiosity as they will be faced with challenging concepts but will be supported in tackling them in an appropriate manner. Additionally, the breadth of cultures, communities and emotionally complex topics ‘visited’ as part of the curriculum afford students the opportunity to develop emotional maturity which stands them in good stead for the future.

Rich knowledge based	Students will leave OHA following five years of study, fully prepared for a variety of ambitious destinations. By providing students with extended and independent learning, our students will be ready to embrace the wider world around them.	The core knowledge developed within the curriculum affords students a bedrock upon which to build their own aspirations, helping facilitate a wider degree of opportunity by fundamentally developing a strong foundation of knowledge about the world, its history and its geography. This emphasis on core knowledge, incorporating both skills and contextual information, ensures that our curriculum is knowledge rich. This is demonstrated by the breadth of topics, cultures and communities 'visited' across the curriculum with clear outlines provided around the knowledge students are entitled to access, understand and use to support progress within Humanities. Furthermore, we ensure that this knowledge is offered to all students in an appropriate manner, helping embed equity and aspiration for all within the curriculum.
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