



Humanities at Kensington Queensmill

Intent: The aims of Humanities at Kensington Queensmill are:

- To foster a sense of self in children at Kensington Queensmill
- To develop a sense of time and ability to sequence events
- To become familiar with, and navigate, classroom, school and community environments
- To explore children's personal geography and body awareness
- To teach children about the world to increase their independence in the local community
- To enjoy learning about a range of subjects that are of particular interest to individual children
- To create opportunities for children to experience and explore a range of different cultures and traditions
- For children to reflect on past events in their lives
- To celebrate shared cultural, historical and religious events together as a community
- To learn about things that change and stay the same as they grow older
- To build an awareness that everyone has unique experiences, history and beliefs
- To feel part of a class, school, local, national and international community
- To learn to attend to a range of group sessions and assemblies
- To encourage children with special interests in a particular area of Humanities

Implement: Humanities subjects (History, Geography and RE) are generally not taught at KQ as discrete subjects. Instead, they are integrated into topic based learning throughout the curriculum and through whole school events such as assemblies and celebrations. Some students may study one or more of these subjects through Inclusion lessons with their mainstream peers.

- The Humanities subject team meet regularly to review topics and schemes of work where there are aspects of Humanities teaching and learning
- Themed learning walks look at the impact of Humanities teaching across the school
- Staff training is held regularly on a variety of topics related to Humanities
- Lesson observations, as well as monitoring of assemblies, support the development of Humanities teaching
- Risk assessments for community outings are written by class teachers and reviewed by SMT

Impact: Progress in Humanities is not assessed formally but is integrated into Personal learning Plans through the core subject targets and My Autism targets. Engagement in Humanities based activities are often related to social communication, joint attention and emotional regulation areas of development.

Social partners might be working towards...

Locating important places for them at home and in school

Recognising themselves and others in **photographs**

Transitioning between **locations** and activities

Understanding and following a **schedule**

Tolerating new and different **foods**

Attending to **group** sessions and assemblies

Engaging in a range of cultural and religious **celebrations** and events

Feeling part of a group or **community**

Exploring different places in the **local community**

Accepting **changes**

Exploring a range of **sensory stimuli** relating to Humanities subjects

Language partners might be working towards...

Making observations relating to the **weather and seasons**

Sequencing events from their past

Communicating their **emotions**

Moving on from **past events**

Identifying things that have **changed** and things that have changed and **stayed the same**

Sorting based on qualities e.g. old and new, hot and cold etc

Recognising and identifying the **days of the week, seasons and months of the year**

Exploring different **religious events and beliefs**

Understanding how **life changes** as you grow older

Developing increased **independence in the community**

Participating in activities that contribute positively to the **community**

Conversation partners might be working towards...

Knowing that people have different **beliefs and experiences**

Showing **tolerance** and **acceptance** of others

Using **spatial and temporal vocabulary** to describe events, people and places

Describing **memories** of past events

Telling the **time**

Asking and answering **questions** about the past

Learning about important **figures in history**

Learning about some major **historical events**

Knowing about some different **countries** around the world

Learning about some different **religious beliefs**

Contributing to their **community** in positive way

National Curriculum	Queensmill Schemes of Work	Humanities related 'I Can' targets			Other opportunities for learning and progression in Humanities
<p>EYFS</p> <p>Early Learning Goal- People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Me, My Class and School (H, G, RE)</p> <p>Animals (G)</p> <p>Food (G, H, RE)</p> <p>Homes (G, H)</p> <p>Plants (G)</p> <p>Shops (G)</p> <p>Wheels (G, H)</p> <p>Looking after Myself (G, RE, H)</p> <p>Clothes (G, H, RE)</p> <p>Musical Instruments (RE)</p> <p>Shapes (RE)</p> <p>Location: R:\KQ Curriculum EYFS</p>	Social Partner	Language Partner	Conversation Partner	<p>Creative Arts</p> <p>Outdoor Learning</p> <p>Forest School</p> <p>School Council</p> <p>Assemblies</p> <p>Class trips</p> <p>Annual Reviews</p> <p>I am Special</p> <p>Seasonal Celebrations</p> <p>Zones of Regulation</p> <p>Social Thinking</p> <p>Mealtimes</p> <p>International Week</p> <p>Circle Time</p> <p>Messy/Sensory Play</p> <p>PHSE</p> <p>Yoga</p> <p>TACPAC</p>
		<p>I can move from place to place</p> <p>I can understand happy and sad</p> <p>I can make purposeful relationships with others in group activities</p> <p>I can wear Victorian clothes</p> <p>I can sort out old and new</p> <p>I can describe what I see in a picture</p> <p>I can communicate my enjoyment of a new leisure activity</p> <p>I can initiate an interaction about a leisure activity</p> <p>I can follow my schedule</p> <p>I can show caution</p> <p>I can wait my turn / take a place in queue</p> <p>I can show I am willing to try out new leisure</p>	<p>I can write the days of the week</p> <p>I can spell familiar topic words</p> <p>I can use a communication board to choose where I want to go</p> <p>I can use colourful semantics to comment on pictures</p> <p>I can use colourful semantics to recognise people and actions</p> <p>I can use colourful semantics to recognise different foods and drinks</p> <p>I can show pleasure in sharing a book with an adult</p> <p>I can repeat words or letters from a familiar story, rhyme or song</p> <p>I can read familiar words linked to topic</p> <p>I can match an object with its description</p>	<p>I can tell the time on an analogue and digital clock</p> <p>I can buy an item in the community</p> <p>I can travel independently in the community</p> <p>I can take part in work experience</p> <p>I can use mathematical vocabulary to describe position, direction and movement</p> <p>I can identify and classify items</p> <p>I can research a country using an computer or ipad</p> <p>I can describe the life cycle of an animal and human</p> <p>I can sequence pictures from story I have read</p> <p>I can research a class trip using Google</p>	

<p>Early Learning Goal- The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Early Learning Goal- Past and Present</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now,</p>		<p>activities</p> <p>I can taste a small amount of new or different food</p> <p>I can make a healthy choice of food or drink at designated times</p> <p>I can show I understand the concept of 'balanced' diet</p> <p>I can wash my hands as necessary</p> <p>I can show I understand why it is important to keep clean</p> <p>I can trace topic related words</p> <p>I can use the person icon when requesting</p> <p>I can request from adults using their names</p> <p>I can communicate likes and dislikes during a TACPAC session</p> <p>I can label pictures using symbols</p> <p>I can match pictures to the corresponding picture/object</p> <p>I can follow an object of reference to follow my school routine</p>	<p>I can comment on what I can see in a big book</p> <p>I can answer simple 'W' questions related to the story/activity</p> <p>I can sequence pictures from a story I have heard</p> <p>I can choose an item to help me calm down</p> <p>I can follow a pattern of symmetry</p> <p>I can sort objects into groups</p> <p>I can pay for things in the community</p> <p>I can identify parts of the body</p> <p>I can sequence the life cycle of an animal</p> <p>I can name places where we can find water</p> <p>I can identify a range of mini beasts</p> <p>I can tolerate sitting with peers</p> <p>I can explore through sensory play</p> <p>I can participate in Circle Time</p>	<p>I can follow a recipe in cooking</p> <p>I can attend a yoga session each week</p> <p>I can write my own daily schedule</p> <p>I can follow a weekly timetable</p> <p>I can describe how my autism affects me</p> <p>I can reflect on my year</p> <p>I can set some new year's resolutions</p> <p>I can find a range of countries using an atlas</p> <p>I can share my interest in flags with others</p> <p>I can lead a session for my class</p> <p>I can identify how others might be feeling</p> <p>I can recognise expected and unexpected behaviours in the community</p> <p>I can participate in school council sessions</p>	<p>TEACCH Inclusion Opportunities</p> <p>SALT and OT sessions</p> <p>Social Clubs</p> <p>Sensory Suite</p> <p>Cooking</p> <p>Social Well-being sessions</p> <p>Reading and Reading Room</p> <p>Core Subjects</p> <p>Topic learning</p> <p>Playtime</p>
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<p>drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		<p>I can use pictures to follow my school routine</p> <p>I can label pictures about me using symbols</p> <p>I can focus my attention on a sensory aspect of a story or rhyme</p> <p>I can attend to a big book and show interest</p> <p>I can smile to show I am enjoying an activity I can show how I am feeling</p> <p>I can accept help from a familiar person</p> <p>I can make a choice between two</p> <p>I can point to my body parts</p> <p>I can explore light and dark</p> <p>I can try new food</p>	<p>I can share my interests with others</p> <p>I can attend a social group</p> <p>I can say how my life has changed</p> <p>I can identify important events in my life</p> <p>I can plan a short trip into the community</p> <p>I can order the months of the year</p> <p>I can choose appropriate clothing for the weather</p> <p>I can participate in a celebration with my peers</p> <p>I can take photos on community walks</p> <p>I can explore new environments</p>	<p>I can write a book review</p> <p>I can ask questions about different religions</p> <p>I can describe some historical events</p> <p>I can learn about some important people in history and explain what they did</p> <p>I can talk about growing up</p> <p>I can raise money for charity</p> <p>I can organise an enterprise project</p> <p>I can recycle in school</p> <p>I can describe things that have happened in the past</p> <p>I can use appropriate vocabulary to describe past events</p>	
<p>KS1 and 2</p> <p>Geography</p> <p>Children at the expected level of development will:</p> <p>Develop contextual knowledge the location of globally significant places</p>	<p>Belonging- My Family (G, H, RE)</p> <p>My Local Environment (G, H)</p> <p>London (G, H)</p> <p>Autumn (G, RE)</p> <p>Animals (G)</p> <p>Growing Plants (G)</p> <p>Water (G, RE)</p>	<p>I can explore the environment in forest school</p> <p>I can help plant seeds, water them and watch them grow</p> <p>I can explore seasonal changes</p> <p>I can complete a puzzle on the interactive</p>	<p>I can help look after plants and animals</p> <p>I can help keep my environment clean</p> <p>I can share my favourite song with my peers</p> <p>I can use directions to sequence BeeBot</p> <p>I can follow E-Safety</p>	<p>I can help organise a celebration for an event</p> <p>I can make predictions about what might happen next</p> <p>I can find and record information from a non-fiction text</p>	

Understand the processes that give rise to key physical and human characteristics and features	Minibeasts (G)	whiteboard	rules whilst using the internet	I can make choices about my learning and my future	
Collect, analyse and communicate with a range of data gathered through fieldwork	Transport (G, H)	I can match pictures on the interactive whiteboard	I can use my local gym	I can write about real events	
Interpret a range of sources of geographical information	Houses and Homes (G, H, RE)	I can explore the light panel	I can identify three activities for my free time	I can identify key words in an exam question	
	Me on the Map (G, H, RE)	I can engage in a mindfulness activity	I can use feeling words to talk about emotional well-being	I can tell someone something about me	
	Celebrations (G, H, RE)	I can go to the local café	I can use SoSafe! to manage my relationships with others	I can choose a reading book	
History	Myself (G, H, RE)	I can walk safely with an adult	I can prepare a snack	I can do a range of community jobs	
Children at the expected level of development will:	London (G, H, RE)	I can go into different rooms in school	I can make a hot drink	I can research food that is typical for a country	
Know and understand the history of the British Isles as a coherent and chronological narrative	Artefacts (H)	I can identify common community signs	I can use public transport to access leisure activities in the community	I can use the internet to compare two countries	
Know and understand significant aspects of the history of the wider world	Events (H)	I can access the park in my community	I can order in a local cafe	I can write my journal on the computer	
Understand historical concepts such as continuity and change, cause and consequence, difference and significance	People (H)	I can cross a road safely	I can act on information in a diary or calendar	I can create and share a PowerPoint about a historical event	
Understand the methods of historical enquiry	Location: R:\KQ Curriculum KS1/2	I can show where I live	I can order my own schedule	I can recognise and suggest action to solve problems	
	Playgrounds and Parks (G, H)	I can take turns with a peer	I can use information to plan and predict	I can input and manipulate data from more than one source	
	Food Around the World (G, RE)	I can greet familiar people	I can identify different jobs people do in the community	I can create a fact file	
	Caring for the Environment (G, RE)	I can explore the environment in forest school	I can put recycling in the correct bins		
	Toys (H)	I can recognise key parts of my day on a visual schedule			
	Marvellous Me (G, H, RE)				
	Location: R:\KQ Curriculum Humanities R:\KQ Curriculum KS1/2				
Religious Education					
Pupils should develop					

<p>understanding of concepts and mastery of skills to make sense of religion and belief</p> <p>Opportunities to reflect and relate their learning to their own experiences</p> <p>Opportunities to study religions that are different from their own beliefs</p> <p>Opportunities to learn about those that do not hold religious beliefs</p> <p>There is a legal requirement to provide a balance between, and within, Christianity and other principal religions</p> <p>Studies should take into account the school community, the local community, the UK as a community and the global community</p>		<p>I can identify people I know in old photographs</p> <p>I can listen to my peers</p> <p>I can initiate an interaction in a leisure activity</p> <p>I can keep my body in the group</p> <p>I can respond to calming strategies</p> <p>I can join a yoga session</p> <p>I can celebrate a peer's birthday</p> <p>I can express my likes and dislikes</p> <p>I can tolerate wearing different clothes</p> <p>I can explore new and different environments</p>	<p>I can help raise money for charity</p> <p>I can match animals to their natural habitat</p> <p>I can make choices for a celebration</p> <p>I can take photos of different environments</p> <p>I can be a good friend to others</p> <p>I can follow classroom rules</p> <p>I can make healthy choices</p> <p>I can recognise differences in me and other people</p> <p>I can cross the road safely</p> <p>I can search for places on Google Maps</p>	<p>I can describe what makes a good friend</p> <p>I can write my opinion on a range of issues</p> <p>I can use group work skills</p> <p>I can create my own non-fiction book</p> <p>I can explain my autism and my needs</p> <p>I can engage in pretend play</p> <p>I can organise a charity enterprise project</p> <p>I can express my opinion</p> <p>I can identify risks in a situation</p> <p>I can answer a why question</p>	
<p>KS3 and 4</p> <p>Geography</p> <p>Locational Knowledge: Deepen knowledge of spatial awareness of the world using maps and other data sources</p> <p>Place knowledge: Deepen knowledge and understanding of place</p>	<p>Place (G)</p> <p>Location (G)</p> <p>Physical and Human Geography (G)</p> <p>Geographical Skills (G)</p> <p>Artefacts (H)</p> <p>Events (H)</p> <p>People (H)</p>	<p>I can explore Google Maps</p> <p>I can listen in assembly</p>	<p>I can accept changes in puberty</p> <p>I can move on when I am upset</p>	<p>I can identify what I am good at and what I need help with</p> <p>I can reflect on my own behaviour</p> <p>I can share my news</p>	

<p>through a detailed study of an African and Asian Country</p> <p>Physical and human geography: Understand, with exemplars on a range of scales, physical and human geographical processes and patterns</p> <p>Geographical Skills: Develop ability to read and interpret maps, charts, graphs and other geographical data as well as collect primary and secondary data using a range of techniques</p> <p>History</p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history</p> <p>Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time</p> <p>They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response</p>	<p>Places (H)</p> <p>Location: R:\KQ Curriculum KS3 The World on a Plate (G)</p> <p>Where in the World (G)</p> <p>In, Out and Beyond (G, H, RE)</p> <p>Getting to Know Me and My School Community (G, H, RE)</p> <p>Responding Responsibly (RE)</p> <p>Developing Communication Skills (RE)</p> <p>People Who Help Us (RE)</p> <p>R:\KQ Curriculum</p> <p>Chronological Understanding (H)</p> <p>Comparing and Contrasting (H)</p> <p>R:\KQ Curriculum KS3</p> <p>British Values (G, H, RE)</p> <p>Location: R:\KQ Curriculum</p> <p>Buddhism (RE)</p> <p>Judaism (RE)</p> <p>Sikhism (RE)</p> <p>Islam (RE)</p> <p>Location: R:\KQ Curriculum- Humanities</p>				
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They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Religious Education

Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief

Opportunities to reflect and relate their learning to their own experiences

Opportunities to study religions that are different from their own beliefs

Opportunities to learn about those that do not hold religious beliefs

There is a legal requirement to provide a balance between, and within, Christianity and other principal religions

Studies should take into account the school community, the local community, the UK as a community and the global community

<p>KS4 and 5</p> <p>Based on the Preparing for Adulthood Curriculum</p> <ul style="list-style-type: none"> • Health • Community Inclusion • Leisure • Employment • Independent Living 	<p>World of Work (G, H)</p> <p>My Community (G, H, RE)</p> <p>Enterprise (G)</p> <p>Food and Restaurants (G, H)</p> <p>Location: R:\KQ Curriculum KS4/5</p> <p>Engaging in New Creative Activities (G, H, RE)</p> <p>Developing Communication Skills (G, H, RE)</p> <p>My Identity (G, H, RE)</p> <p>R:\KQ Curriculum KS4/5</p>				
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