



Long-Term Curriculum Overview: Humanities

Key Stage(s): 3

Curriculum Lead: Taylor Davies

Academic Year: 2015-2026

Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	Weather and Climate Around the World	<p>Communication & Interaction: Developing geographical vocabulary and discussion skills about weather patterns</p> <p>Social, Emotional & Mental Health: Building confidence through structured exploration of the wider world</p> <p>Cognition & Learning: Understanding cause and effect relationships between climate and lifestyle</p>	<p>Using maps independently to locate countries and continents</p> <p>Reading and interpreting weather data</p> <p>Comparing and contrasting information from different sources</p> <p>Making predictions about climate patterns</p>	<p>Questioning during lessons to assess understanding</p> <p>Observing participation in discussions about different climates</p> <p>Analysing written comparisons of weather data</p> <p>End-of-unit assessment answering "How does climate affect daily life?"</p>	<p>BBC Bitesize Weather and Climate resources</p> <p>Visual weather charts and maps</p> <p>Temperature comparison activities</p> <p>Computing research tools</p> <p>Capital letter practice sheets</p>
Autumn 2	Stone Age Adventures: Life in Prehistoric Britain	<p>Communication & Interaction: Developing historical vocabulary and timeline understanding</p> <p>Cognition & Learning: Sequencing events chronologically and understanding cause/effect in historical contexts</p> <p>Social, Emotional & Mental Health: Building empathy</p>	<p>Creating timelines independently</p> <p>Using historical sources to draw conclusions</p> <p>Problem-solving with limited Stone Age resources</p> <p>Planning and creating 3D models</p>	<p>Questioning about prehistoric concepts and timeline understanding</p> <p>Observing engagement with hands-on activities (cave art, model making)</p> <p>Assessing written diary entries for historical understanding</p>	<p>BBC Bitesize Prehistoric Britain resources</p> <p>Timeline creation materials</p> <p>Cave art supplies (chalk, pastels, brown/black paper)</p> <p>3D modelling materials (biscuits,</p>

		through understanding how people lived differently in the past	Writing structured diary entries	End-of-unit evaluation of Stonehenge theories	Jenga blocks, shoe boxes) Historical vocabulary mats Sentence stems for writing support
Spring 1	Ancient Greece	<p>Communication & Interaction: Developing vocabulary linked to democracy, mythology, and culture through discussion and role play.</p> <p>Cognition & Learning: Understanding historical sequencing, comparing Athens and Sparta, and exploring cause/effect in cultural development.</p> <p>Social, Emotional & Mental Health: Building confidence through performance, teamwork, and creative activities inspired by Greek life.</p>	Using maps and timelines independently to place historical events. Making choices in group activities (e.g., voting, performances). Expressing opinions verbally or through drawings about fairness and teamwork. Creating artefacts (columns, masks, pottery) with increasing independence	Ongoing questioning and discussion during lessons. Observation of engagement in role play, craft, and voting activities. Assessment of pupils' ability to sequence events and identify Greek achievements. End-of-unit reflection: <i>"How did the Greeks change the world?"</i>	BBC Bitesize Ancient Greece. Sensory props (columns, pottery, fabrics, masks). Dual-coded timeline and map resources. Greek alphabet stencils and craft templates. Interactive class voting and mini-Olympics activities

Spring 2	William Shakespeare	<p>Communication & Interaction: Developing confidence in expressing opinions through drama and discussion.</p> <p>Cognition & Learning: Building knowledge of cultural heritage and understanding historical significance.</p> <p>Social, Emotional & Mental Health: Strengthening self-esteem and empathy through performance, teamwork, and creative storytelling</p>	<p>Participating in role play and freeze frames with minimal prompts.</p> <p>Sharing views and emotions about characters and themes.</p> <p>Using ICT to explore virtual tours and maps.</p> <p>Creating personal reflections in written, spoken, or artistic form.</p>	<p>Observation of participation in drama and discussion.</p> <p>Questioning to check understanding of Shakespeare's life and relevance.</p> <p>Creative output: leaflets, posters, or mini-performances.</p> <p>End-of-topic reflection answering "<i>Why is William Shakespeare still important in Stratford today?</i>"</p>	<p>BBC Teach and Royal Shakespeare Company education clips.</p> <p>Virtual tours of Stratford-upon-Avon and the Globe Theatre.</p> <p>Sensory props (costumes, masks, sound effects).</p> <p>Simplified scripts and visual cue cards.</p> <p>Floor book for Big Question reflections.</p>
Summer 1	European Explorers	<p>Communication & Interaction: Expanding geographical and historical vocabulary (voyage, trade, map, explorer).</p> <p>Cognition & Learning: Developing sequencing and</p>	<p>Using maps and globes to identify routes and continents.</p> <p>Sorting and matching activities to develop</p>	<p>Observation of participation in mapping, group work, and discussion.</p> <p>Questioning to check understanding of key explorers.</p>	<p>BBC Bitesize Explorers and National Geographic Kids.</p> <p>Interactive world maps and compasses.</p>

		<p>comparison skills between explorers and their achievements.</p> <p>Social, Emotional & Mental Health: Promoting curiosity, teamwork, and confidence in presenting opinions.</p>	<p>independent thinking.</p> <p>Creating explorer diaries or maps using ICT or art.</p> <p>Expressing personal opinions in debates and voting tasks.</p>	<p>Comparison and ranking activities (Who was the most famous?).</p> <p>End-of-unit reflection in floor books.</p>	<p>Explorer props (maps, telescopes, flags).</p> <p>Sensory object boxes and dressing-up resources.</p> <p>ICT-based map tracing and video storytelling tools.</p>
Summer 2	Natural Disasters	<p>Communication & Interaction: Developing descriptive language about physical processes and safety.</p> <p>Cognition & Learning: Understanding natural hazards through experiments and observation.</p> <p>Social, Emotional & Mental Health: Building empathy and emotional literacy when discussing global disasters.</p>	<p>Conducting hands-on science and geography experiments (volcanoes, floods).</p> <p>Making safety posters and response plans.</p> <p>Using maps to identify hazard zones.</p> <p>Reflecting on emotions and problem-solving in group discussions.</p>	<p>Observation during experiments and group role play.</p> <p>Questioning about causes and effects of disasters.</p> <p>Creative evidence (artwork, safety posters, model volcanoes).</p> <p>Final reflection answering "<i>What makes the Earth angry?</i>"</p>	<p>BBC Teach Geography and National Geographic Kids.</p> <p>Sensory models (volcanoes, earthquakes, storms).</p> <p>Science experiment materials (bicarbonate, vinegar, sand trays).</p> <p>Interactive hazard maps and videos.</p>

					Floor book reflections and photographic evidence.
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