



Long-Term Curriculum Overview: Humanities

Key Stage(s): 3

Curriculum Lead: Taylor Davies

Academic Year: 2025-2026

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	<p>Geography Focus: Understanding World Geography - Time zones, longitude, latitude, cultural comparisons, and map skills</p>	<p>Communication & Interaction: Developing vocabulary around geographical terms, questioning skills, and discussion participation</p> <p>Cognition & Learning: Using atlases, digital mapping tools, mathematical calculations for time differences</p> <p>Social, Emotional & Mental Health: Building cultural awareness, respect for diversity, and understanding of different societies</p>	<p>Map Reading Skills: Independent use of atlases, globes, and digital tools (Google)</p> <p>Research Skills: Gathering information about different cultures and landmarks</p> <p>Mathematical Application: Calculating time zone differences independently</p> <p>Comparative Analysis: Making independent observations about similarities and differences between localities</p>	<p>Ongoing Questioning: During lessons to check understanding</p> <p>Participation Observation: Monitoring engagement in discussions and activities</p> <p>Written Analysis: Comparing localities and cultures</p> <p>Practical Application: Demonstrating map skills and time zone calculations</p> <p>Unit Assessment: Answering the big question at unit end</p>	<p>Digital Tools: Google Earth, Google Maps</p> <p>Physical Resources: Atlases, wall maps, globes</p> <p>Mathematical Aids: Venn diagrams for comparisons</p> <p>Literacy Support: Writing frameworks for comparisons</p> <p>Online Resources: BBC Bitesize time zones, Oak National Academy geography lessons</p>
Autumn 2	<p>History Focus: Ancient Maya Civilization - Exploring Mesoamerican culture, social hierarchy, religious beliefs,</p>	<p>Communication & Interaction: Developing historical vocabulary, expressing opinions, participating in role-play activities</p> <p>Cognition & Learning: Understanding chronology,</p>	<p>Research Skills: Independent investigation of Maya civilization using various sources</p> <p>Critical Thinking: Evaluating different</p>	<p>Entry/Exit Tickets: Quick assessment of daily learning</p> <p>Practical Tasks: Creating timelines, masks, and glyph writing</p>	<p>Art Materials: For mask creation and glyph writing</p> <p>ICT Resources: Videos, internet research tools</p> <p>Visual Aids: Images of Maya</p>

	writing systems, and historical investigation skills	<p>cause and effect, historical evidence evaluation</p> <p>Social, Emotional & Mental Health: Exploring concepts of fairness, hierarchy, and different belief systems while building respect for diverse cultures</p> <p>Sensory/Physical: Creating masks, timelines, and glyphs through hands-on activities</p>	<p>theories about Maya decline</p> <p>Creative Expression: Designing Maya-inspired masks and writing in glyphs</p> <p>Chronological Understanding: Creating and interpreting timelines independently</p> <p>Cultural Analysis: Comparing Maya society with modern society</p>	<p>Role-Play Assessment: Observing understanding through ceremony re-enactments</p> <p>Written Responses: Sentence construction using historical vocabulary</p> <p>Theory Evaluation: Rating and justifying theories about Maya decline</p> <p>Big Question Response: Comprehensive unit assessment</p>	<p>artifacts, gods, hierarchy</p> <p>Interactive Materials: Timeline activities with moveable parts</p> <p>Structured Worksheets: Scaffolded activities for different ability levels</p> <p>Word Mats: Visual vocabulary support</p> <p>Sentence Stems: Writing support frameworks</p>
Spring 1	Vikings	<p>Communication & Interaction: Developing historical vocabulary and improving confidence in speaking about past events.</p> <p>Cognition & Learning: Understanding settlement, invasion, and trade through practical map and role-play activities.</p>	<p>Using maps to identify Viking homelands and routes.</p> <p>Describing Viking life through writing, art, and role play.</p> <p>Comparing Viking and modern laws and communities.</p> <p>Creating independent</p>	<p>Observation of participation in mapping, model-making, and role play.</p> <p>Questioning to assess understanding of vocabulary and chronology.</p> <p>Review of creative work (posters,</p>	<p>BBC Teach and National Geographic Viking resources. Replica artefacts, maps, and model-making materials.</p> <p>Sensory props (helmets, cloaks, fabrics).</p>

		<p>Social, Emotional & Mental Health: Building teamwork, empathy, and problem-solving through creative and sensory Viking tasks.</p>	<p>responses using crafts, posters, or discussion.</p>	<p>settlements, artefacts). End-of-unit reflection answering <i>"Why did the Vikings come to Britain?"</i></p>	<p>Visual vocabulary mats and digital map tools. Floor-book reflections and Viking display materials.</p>
Spring 2	Trade through time	<p>Communication & Interaction: Developing economic and geographical language through questioning and discussion. Cognition & Learning: Sequencing developments in trade and identifying global interdependence. Social, Emotional & Mental Health: Encouraging fairness, cooperation, and teamwork in trading games and debates.</p>	<p>Participating in role-play markets and bartering games. Using maps to trace ancient and modern trade routes. Comparing historical and modern trade methods. Designing fair-trade posters and online-shop simulations.</p>	<p>Observation during group trading and role-play activities. Questioning to check understanding of change over time. Sequencing and sorting activities as evidence of progress. End-of-unit reflection answering <i>"How has trading changed over time?"</i></p>	<p>BBC Teach History and Geography resources. Sensory trade props (coins, fabrics, spices, labels). World maps, globes, and fair-trade resources. ICT for exploring online shops and global supply chains. Floor-book reflections and visual timelines.</p>

Summer 1	Rivers and local heritage	<p>Communication & Interaction: Using geographical vocabulary to describe rivers, features, and human impact.</p> <p>Cognition & Learning: Understanding the relationship between people, place, and environment through fieldwork and research.</p> <p>Social, Emotional & Mental Health: Building pride, cooperation, and awareness of community and local heritage.</p>	<p>Identifying human and physical features using maps and photos.</p> <p>Tracing the River Avon and identifying key towns and landmarks.</p> <p>Comparing Stratford's past and present and exploring local jobs and festivals.</p> <p>Producing independent creative work such as tourist leaflets, adverts, or maps.</p>	<p>Observation during fieldwork, map activities, and discussions.</p> <p>Questioning to check understanding of river use and heritage.</p> <p>Review of creative outputs (posters, adverts, models, comparisons).</p> <p>End-of-unit reflection answering both <i>"Where does the River Avon go?"</i> and <i>"Why is Stratford a cool place to live?"</i></p>	<p>BBC Teach Geography and local heritage resources.</p> <p>Google Earth, maps, and fieldwork materials.</p> <p>Photos and artefacts of Stratford landmarks.</p> <p>Craft materials for model-making and poster work.</p> <p>Floor-book reflections and class displays.</p>
Summer 2					