

Subject curriculum intent - History.

Why is your curriculum shaped the way it is?

Overview.

The History curriculum at Croft has been mapped to ensure it meets all aspects of the National Curriculum from Early Years to the end of Key stage Four at Entry level. The intention is to provide all students with the knowledge and skills to access Key stage four learning at the highest aspirational level they could achieve with the that ability they have and pursue further studies.

The Curriculum allows students to develop knowledge and then skills. These components we acknowledge are the foundations which support students in acquiring more advanced expertise and ideas. Our curriculum in history also aims to integrate essential life skills needed for children to function. These include developing understanding of Britain's past and the wider world, understanding time and chronology, looking at different perspectives and view points, key historical events and people.

In History, curriculum in the Primary department is taught as a three year rolling program. The integrated nature of the topic based schemes means at Key Stage one and Early Years children begin to develop a curiosity of the past, look at timelines, significant changes within and beyond living memory and some key individuals from different periods. At Key Stage Two students begin to develop a more thorough chronology of periods asking questions and understanding some ideas of cause and effect. Sources are used in more detail.

Within the Primary department at each level a significant person is studied in History. This person is linked to British history and the key role they have played. One example is Alexander Fleming. Local history initially covers areas such as coal mining. The progression then is from local to national history and global history. The Primary department ensures that timelines and chronological skills begin to develop. Periods such as Ancient Greece, Anglo Saxons and Romans are studied. Most of these topics also link and are developed in Secondary options such as modules based on the slave trade, Norman conquest and Queen Elizabeth 1. The Primary curriculum has been mapped to cover all statutory requirements of the National Curriculum in such a way that allows some flexibility to follow the curiosities and interests of the individual learners, bringing history to life and enthusing students. Children are assessed against Progression and early learning goals. Although some children are not developmentally ready to access the National Curriculum in its entirety they are exposed to and engaged in the content.

At Key stage three history is taught in individual lessons. This means the curriculum is more formalised with forty five minute lessons every week. The curriculum is specifically ordered to consolidate the knowledge gained earlier in school and develops towards knowledge of more complicated concepts and skills. Chronological skills are expanded so students have a greater understanding of how our nation has changed over time and links to other global historical events. Key words are used more frequently and explained as parts of lesson outcomes. Students continue to look at different perspectives of sources and historical knowledge.

The Key stage three curriculum has a specific order. The main aim of this order is to establish the specific knowledge and skills needed for students to be successful in Key stage four history essentially at Entry Level and possibly GCSE depending upon ability. Each year group has a general chronology that moves from the past towards the present. In year eight in the summer term and year nine in the Autumn term key inventions and key people and key people are examined. This supporting the children to help them understand the historic importance of these individuals to our islands and world history. Key threads include:

The Norman Conquest.

Magna Carta.

Parliament and Laws.

The Monarchy and its changes.

Civil war and the Reformation.

Britain's involvement in the wider world such as the slave trade.

World war one and core topics that are important for all children and statutory requirements (such as the Holocaust and a local history study (Norman Castle in Newcastle)).

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?

The school values are embedded within the teaching of history. Students are encouraged across all Key stages to have resilience and independence. These are Core values for success from EYFS to post 16 qualifications. There is a 'can do' culture and all with putting hands up and students are encouraged to pursue many objectives independently in small lesson-based projects.

Students are set outcomes in history lessons that reflect their academic and social level using the assessment system Progression. Differentiated goals are set within the intention to contently provide stretch that push them improve both student knowledge and skills base. Learning intentions reflect the needs of each child and next steps are displayed in books or explained to them in feedback sessions.

In history lessons social skills that help pupils develop appropriate social interaction and lead to success in later life are modelled and taught. These include social interactions in group work, problem solving and fieldwork. History lends itself to skills such as asking good quality questions and being an active listener in paired and group work. These skills include positive behaviour. Many of the skills, development and knowledge encouraged in history match the content of EI lessons or build on work done with children with outside agencies or in the Bridge. For example, the concept of looking at two sides of a story when solving a social problem.

In history lessons EHCP outcomes are monitored across the whole school and when students meet their EHCP target it is recorded. History has begun to record these and is increasingly integrating them into lessons.

Croft is a Rights and Respecting school and many of the aspects of the history Curriculum tie into these outcomes. The building blocks of history in Primary enable children to access aspects of the RRS program. For example: looking at evidence and beginning to examine it helps children to understand how the media can wrongly communicate ideas and fuel misconceptions

The teaching of history enables students to have a basic framework of how our nation has evolved from early times and how it fits into the wider world. This is essential for understanding many basic social conversations. Understanding evidence, the different sides of a story and having empathy from different viewpoints are key skills for success in any work environment.

What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?

The History Curriculum at Croft aims to equip students with a number of different skills and ideas. Primarily History enables children to understand our identity as a people in the North of England and how we can relate to the rest of the UK and the world. Children at Croft also develop a sense of chronology and how time changes (even on a day to day level in earlier years). Within History students study consequences and evaluate information. To a greater extent history adds to the cultural capital of pupils. History also gives perspective on events (the idea of golden ages and then times of darkness). It also helps challenge pre-conceived

ideas. That there can be two sides of a story and facts (such as exhibited by the media) are often not always true.

How does your curriculum plan set out the sequence and structure of how it's going to be implemented?

History is taught thematically in Primary and part of a wider theme. This enables the teacher to focus in a more in depth way on some aspects of the curriculum. In Secondary the curriculum is taught once a week and is topic based. These topics vary each term and time is provided so that pupils and teachers can check learning at different points through the term. This includes knowledge and skills. Long term plans have been created with an overview of each topic. There are also medium term plans created for each half term topic of work. As students move through the curriculum previous blocks of learning are used to reinforce learning that are a little more complex. These also include skills and are recorded on the assessment system Progression. It should be noted that although a student may have chronological age of a Key stage three pupil Key Stage one concepts will be revisited until they are understood. Some pupils are taught a personalised curriculum as many of these will be meeting areas of the National Curriculum that are equivalent to Pre-steps. The curriculum at Croft meets the National Curriculum and is taught in a differentiated personalised way. We try to work towards the key stage Four objectives of showing knowledge and understanding of the key features and characteristics of the period that is studied, analysing and explaining historical events, evaluating sources and judging different interpretations of events. Where appropriate formal and summative assessment occur.

How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

The history curriculum is differentiated across all the lessons within the subject area. The Progression assessment system is used across school to ensure that students are baselined correctly and their progress recorded against key assessment criteria. Tasks to develop knowledge and skills and to meet the requirements of the course content are provided for students and lessons are differentiated accordingly across different pathways that students can follow. An example of a different pathway is the P8 group of students who are working at levels similar to a reception class in a Primary school. These have a modified curriculum that links to Progression but meets a number of life skill targets as well. This prepares them for later life. History is also beginning to integrate EHCP targets into class activities to enable students to meet their yearly outcomes.