

History 2023-24

Intent, Implementation and Impact

1) Intent:

Our objectives in teaching History at Newbridge Learning Community are to develop pupils' sense of identity and cultural understanding based on an appreciation of historical heritage. On our learning journey we want pupils to enjoy learning, attain pride in their achievements and to be curious and confident in their approach to learning and to be able to apply these skills to their lives.

Our history curriculum has been designed to cover all the skills, knowledge and understanding as set out in the national curriculum. The national curriculum states, "A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past." By acquiring historical knowledge spanning from ancient times up to modern times, we aim to encourage pupils to develop an appreciation and understanding of how the past has shaped our lives and can shape our future. By considering how people lived in the past, we aim for our pupils to be better able to make their own life choices today.

The topics taught have been selected to build upon children's understanding. Topics are chosen following the National Curriculum guidelines, topics are revisited and knowledge and ideas are built upon. Our curriculum has been carefully organised into a model that outlines the skills, knowledge and vocabulary to be taught in a coherent way. Pupils address British values and learn to value their own and other people's cultures today in modern, multicultural Britain.

How does your curriculum reflect your school's context?

- The curriculum is adapted to suit our learners who all have EHCPs. Learning is differentiated, all classes have a Teaching Assistant to help support SEN.
- The topics taught adhere to the National Curriculum and at the same time we adapt learning to make it relevant, accessible and interesting to our pupils.

How are objectives made clear?

- Subject policy which is available to staff and Governors and can also be viewed on the school website.

- In lessons, staff convey to pupils what the objectives for a topic and a lesson are in written and spoken form.

How does your curriculum reflect national policy?

- The curriculum follows the National Curriculum guidelines.
- British values are frequently addressed in lessons. The issues of law, liberty, democracy, respect and tolerance are present throughout the history curriculum in Newbridge.

2) Implementation

How will the curriculum be implemented?

- In Key Stage 3, History is taught once a week for a 50 minute lesson.
- History is offered as an option in Key Stage 4 and can be studied up to GCSE level. Key Stage 4 pupils have three 50 minute lessons per week.
- Teaching and support staff are aware of our pupils' SEN and teaching is adapted to support this.

Why is your curriculum shaped the way it is?

- In Key Stage 3 the curriculum is taught in historical chronological order. This is so that pupils can understand the causes and events more easily and view the 'big picture' of history- how and why events unfold in the way they do and how they are related. Pupils often find it easier to understand the bigger picture of history when they are not going forwards and backwards in time with their learning.
- In Key Stage 4 the pupils generally have a more developed understanding of history and are more able to cope with the GCSE topics being taught in a non-chronological order.

What is being taught?

Key Stage 3

The story of Britain up to 1066, the Norman Conquest of 1066, the Tudors, Elizabeth I, Britain and the Industrial Revolution, Development of the British Empire, Britain's transatlantic slave trade, the First World War, World War II, the Holocaust, Medicine and War, Civil Rights USA, Cold War.

Key Stage 4 (GCSE)

Pupils study the WJEC History GCSE. The topics studied are the development of USA 1929-2000, History of Medicine 500AD to now, Germany in transition 1918-1939, Elizabeth I.

How are pupils taught?

- Pupils are usually taught a three-part lesson, that is, a lesson with a starter activity, a main part and a plenary. This style of lesson suits pupils at Newbridge as they like routines and respond well to a teaching format that is known and comfortable for them.
- The department attempts to make historical issues real by discussing them alongside current world events such as wars, dictators, ideas of democracy.

How do resources match the curriculum?

- A wide range of resources are used. These include textbooks, artefacts, photos, films, games, costumes, music, trips.
- SEN resources are used in lessons to assist access to learning. Resources include coloured overlays, small whiteboards, fidget toys, a variety of writing implements.

What cross-curricular links are there?

- History is linked to work in other curriculum areas including: Art (e.g. WW1), DT, Science, Music, Literacy, Maths, PE, M&E.

How is the curriculum differentiated?

- Teaching styles, delivery of lessons, and resources are adapted to remove barriers to learning and address SEMH needs. Teachers and teaching assistants provide suitable ways for pupils of different abilities to access ideas.
- Students choosing resources/ artefacts to examine at a level that suits them and that they are comfortable with.
- Seating Plans: seating every child in a specific location in the room that works best for their learning. Pupils sit at their own desk with ample room and learning resources at their disposal.
- Regular positive marking with written and verbal advice on how to improve, this takes place in class where possible and is tailored to the individual child.
- Using data to communicate the information via formative feedback to pupils.
- Using classroom displays to support learning with key vocabulary. Key vocabulary is introduced and reinforced using word mats on the desks and glossaries in exercise books.
- Providing pupils with a scaffolding writing frame when appropriate.
- Forming and framing questions to suit pupils.
- Peer teaching.
- Visual, audio and kinaesthetic learning styles are catered for and supports for ADHD and dyslexia are available.

How does a lesson further pupils' learning?

- Learning a topic starts with simple concepts and vocabulary being taught. Learning builds up as lessons take place to include more complex concepts being taught and pupils independently weighing up the validity of historical interpretations and deciding why historical outcomes happened.
- Previous learning is revisited at the start of a lesson so that pupils can build up their learning.

3) Impact

What evidence is there for knowing how well are children learning?

- School data, most pupils make 3-4 steps of progress each year.
- Class books
- Teacher assessments in lessons, written, reading and verbal.
- End of topic assessments
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers.

How well are children prepared for their next stage of life/education?

- Attaining History GCSE helps pupils to be able to access Further Education courses.
- Learning History enhances pupils' questioning and literacy skills. They develop writing skills for summarising, debating and concluding ideas which can be applied to other subjects and walks of life.

What types of assessment are used?

- Formative: informal teacher questioning at KS3
- Summative: end of unit assessment at KS3.
- Exam questions built into the lessons delivered in KS4 and in Year 9 where appropriate.
- Mock exam in Year 11.

How do you know your curriculum is having an effect on all pupils, including those who are disadvantaged/ have low attainment?

- Teachers see that pupils' confidence and attainment rises in lessons.
- Pupils are willing to attend and participate in lessons and complete tasks.
- Children are actively engaged in learning in the lessons.

How do teachers know pupils remember what they have been taught?

- attainment data
- work in exercise books
- Re-capping previous work at the start of a lesson

- pupils' verbal responses
- positive behaviour and engagement in lessons
- how pupils apply previous taught knowledge to new topics
- End of topic assessment