

History

Intent

Pupils will have opportunities to be curious and engage in a wealth of multi-sensory experiences including stories about themselves, their family, members of the community and significant individuals in the past. They will learn about current changes nationally and internationally. In addition, events beyond living memory that are significant will be explored in a meaningful way using a range of resources including artefacts, visitors, ICT and trips out in the community. Pupils will compare aspects of life in different periods of time and will use the local area to bring significant historical events, people and places back to life. All pupils will have the opportunity to become curious and experience a range of activities to develop their understanding of the World around them. Our more 'formal' pupils will develop their ability to think critically, develop moral sensitivity and communicate effectively about significant historical events.

Please note our 'Nurture group' curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal Pathway - 'Understanding the World'			
Humanities are taught through 'themed topics' delivered through termly cross curricular themes. Experiences embedded throughout the curriculum will provide opportunities for pupils to link experiences and make connections.			
Primary	KS3	KS4	College
Our curriculum will... <ul style="list-style-type: none"> Develop the pupils' curiosity about people. 	Our curriculum will... <ul style="list-style-type: none"> Develop the pupils' ability to communicate about the 	Whilst History is not taught on the KS4 timetable, historical skills will be embedded via cross-curricular links.	Whilst History is not taught on the college timetable, historical skills will be embedded via cross-curricular links.

<ul style="list-style-type: none"> • Provide opportunities for pupils to engage in pictures and stories about themselves, their families and other people. • Consolidate a sense of place and time. • Recognises themselves and other people in pictures of the recent past. 	<p>lives of people around them and their roles in society.</p> <ul style="list-style-type: none"> • Enable pupils to know some similarities and difference between things in the past and now, drawing on their experiences. • Help pupils to understand the past through settings, characters and events encountered in books read in class and storytelling. • Provide pupils with the opportunities to learn about changes within living memory, including aspects of change in national life. • Allow pupils to gain an understanding of the lives of significant individuals in the past. • In simple terms compare aspects of life in different periods and significant historical events, people and places in our local area. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable pupils to gain a greater understanding of the passing of time. • Allow pupils to develop an understanding of significant individuals in the past. • Enable pupils to explore historical sites in the community to understand their importance • In simple terms enable pupils to compare aspects of life in different periods and significant historical events, people and places in our local area. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to gain a greater understanding of time and date. • Enable students to learn about famous historical people from the past. • Enable students to explore historical sites in the community to understand their importance.
<p>Learning Opportunities including Cultural Capital and Spiritual, Moral and Social (SMSC)</p>			

<ul style="list-style-type: none"> • Role play • Sensory stories • ICT input • Exploring artefacts and external visits • Exploring and discovering new environments within the school • Learning through play – cross curricular opportunities 	<ul style="list-style-type: none"> • Role play • Sensory stories • ICT input (Videos, Google Earth, and websites) • Exploring artefacts and external visits. • Learning through play – cross curricular opportunities • Story boards • Visual timetables 	<ul style="list-style-type: none"> • Visits to the local area • Access to the school grounds and the historical importance of the school • Visitors to school • Collapsed curriculum days. • Meet people whose job role is linked to promoting history. • Links to other schools for extended subject opportunities 	<ul style="list-style-type: none"> • Visits to the local area • Access to the school grounds and the historical importance of the school • Visitors to school • Collapsed curriculum days • Meet people whose job role is linked to promoting history • Work experience linked to areas of interest
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The Impact of our History curriculum will be that pupils:

<ul style="list-style-type: none"> • Through a range of experiences, be able to relate to different cultures, places and times. • Recognise that people and places were different in the past. • Begin to recognise developments made by humans over history. • Have confidence to explore information and artefacts. • Begin to ask questions. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans over history. • Explore information and artefacts. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans as a whole and specific individuals over history. • Explore information and artefacts. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans as a whole and specific individuals over history. • Explore information and artefacts.
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<ul style="list-style-type: none">• Begin to make links between different times, people and places.	<ul style="list-style-type: none">• Ask questions to deepen understanding and answer curiosities.• Make links between different times, people and places.• Use resources to gain information and to learn.	<ul style="list-style-type: none">• Ask questions to deepen understanding and answer curiosities.• Make links between different times, people and places.• Use resources to gain information and to learn.• Recognise and use timelines to organise and understand information over time.	<ul style="list-style-type: none">• Ask questions to deepen understanding and answer curiosities.• Make links between different times, people and places.• Use resources to gain information and to learn.• Recognise and use timelines to organise and understand information over time.• Recognise the importance of understanding the past as a means to understanding how humans live today.
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Formal

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Encourage pupils to develop an awareness of the past, using common words and phrases relating to the passing of time. • Develop pupils' ability to place simple events within a timeline e.g. family • Enable pupils to use a wide vocabulary of everyday historical terms. • Encourage pupils to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Follow the expectations of the National Curriculum, drawing on the rich resources of our surrounding area and beyond. • Enable pupils to learn about changes within living memory, including aspects of change in national life. • Provide opportunities to learn about events beyond living memory that are significant including nationally or globally. • Provide opportunities to learn about the lives of significant individuals in the past who have contributed 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Allow pupils to build on understanding gained in Key Stage 3 by extending their knowledge and understanding of specified key events, periods in British and wider World history. • Encourage pupils to develop as critical and reflective thinkers. • Encourage pupils to ask questions about the past, using a range of primary and secondary sources. • Develop an awareness of why people, events and developments have been accorded historical significance and how and 	<p>Whilst History is not taught on the college timetable, historical skills will be embedded via cross-curricular links.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to gain a greater understanding of time and date. • Enable students to learn about famous historical people from the past. • Enable students to explore historical sites in the community to understand their importance.

<ul style="list-style-type: none"> • Provide opportunities to find out some of the ways in which we find out about the past and identify different ways in which it is represented. • Equip students with an interest in the World around them. <p>Our history units of work will be taught half-termly, alternating with Geography.</p>	<p>to national and international achievements including comparing aspects of life in different periods and significant historical events, people and places in our local area.</p> <ul style="list-style-type: none"> • Give pupils the opportunity to work as young historians. • Provide a range of learning opportunities including cross-curricular links and visits. • Develop transferable history skills which will be embedded as they move through school. • Equip students with an interest in the World around them. <p>Our history units of work will be taught half-termly alternating with Geography.</p>	<p>why different interpretations have been constructed about them.</p>	
<p>Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC)</p>			
<ul style="list-style-type: none"> • Visits to the local area • Access to the school grounds and the historical importance of the school 	<ul style="list-style-type: none"> • Visits to the local area • Access to the school grounds and the historical importance of the school 	<ul style="list-style-type: none"> • Entry Level Certificate in History • Visits to the local area 	<ul style="list-style-type: none"> • Visits to the local area • Access to the school grounds and the historical importance of the school

<ul style="list-style-type: none"> • Visitors to school • Collapsed curriculum days • Meet people whose job role is linked to promoting history. 	<ul style="list-style-type: none"> • Visitors to school • Collapsed curriculum days • Meet people whose job role is linked to promoting history. 	<ul style="list-style-type: none"> • Access to the school grounds and the historical importance of the school • Visitors to school • Collapsed curriculum days. • Meet people whose job role is linked to promoting history. • Links to other schools for extended subject opportunities 	<ul style="list-style-type: none"> • Visitors to school • Collapsed curriculum days • Meet people whose job role is linked to promoting history. • Work experience linked to areas of interest
<p>The Impact of our History curriculum will be that pupils:</p>			
<ul style="list-style-type: none"> • Through a range of experiences, be able to relate to different cultures, places and times. • Recognise that people and places were different in the past. • Begin to recognise developments made by humans over history. • Have confidence to explore information and artefacts. • Begin to ask questions. • Begin to make links between different times, people and places. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans over history. • Confidently explore information and artefacts. • Ask questions to deepen understanding and answer curiosities. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans as a whole and significant individuals over history. • Confidently explore information and artefacts. • Ask questions to deepen understanding and answer curiosities. 	<ul style="list-style-type: none"> • Through a range of experiences be able to communicate and write about different cultures, places and times. • Recognise that people and places were different in the past. • Recognise developments made by humans over history. • Confidently explore information and artefacts. • Ask questions to deepen understanding and answer curiosities.

	<ul style="list-style-type: none">• Make links between different times, people and places.• Use resources to gain information and to learn.	<ul style="list-style-type: none">• Make links between different times, people and places.• Use resources to gain information and to learn.• Recognise and use timelines to organise and understand information over time.• Use learnt information to produce independent and group work showing understanding and explanation.	<ul style="list-style-type: none">• Make links between different times, people and places.• Use resources to gain information and to learn.• Recognise and use timelines to organise and understand information over time.• Recognise the importance of understanding the past as a means to understanding how humans live today.• Use learnt information to produce independent and group work showing understanding and explanation.
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