

## **History at Sir Charles Parsons School**

### **Intent:**

History delivered at SCP follows the units of study outlined in the National Curriculum. Units of study are chosen from the relevant Key Stage but highly adapted and differentiated to meet the needs of all our learners.

The delivery of history at SCP aims to ensure all learners have the opportunity to develop knowledge and skills to enable them to understand the lives of people who lived in the past and ways it differs from the present. The history curriculum offers opportunities to develop a sense of curiosity and respect of others cultures and the wider community, past and present. Most learners will develop their knowledge of people and events from the past, and how this is different from the present.

Most students will access opportunities to develop their knowledge and understanding of the past, chronology of events, empathetic understanding, reasoning and thinking skills in addition to enhancing their knowledge of vocabulary.

The history curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

The intent/implementation and impact in the history curriculum is designed and developed with each pathway in mind.

### **Red/Orange/yellow pathways:**

### **Intent:**

- Develop an interest /curiosity in the past and appreciation of people/events of the past.
- Develop understanding of the past and how this has influenced the present.
- Develop respect for the culture /faith/beliefs of others.
- Develop a range of vocabulary.
- Learn about major events from the past, in their own country and around the world.
- Develop skills of; chronology, reasoning, thinking and empathy.
- Develop knowledge of a range of occupations within the world of work which rely on the skills developed from the study of history.
- Develop communication, writing and numeracy skills.

### **Implementation:**

- Led and overseen by the curriculum lead for humanities
- Subject specific learning
- Delivery of a progressive curriculum
- History is taught as a termly topic focussing upon knowledge and skills state din the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in termly units alternating with geography
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory

- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

### **Impact:**

- Made progress in their knowledge and understanding of the past
- Made progress in their acquisition and understanding of vocabulary
- Made gains in accreditation
- Self-directed learners
- Learners who are empathetic and understanding
- Have understanding of other cultures and faiths
- Have knowledge of the local/wider community, past and present.

### **Green/blue pathways:**

### **Intent:**

- Develops curiosity about the world around them
- Development of self - awareness
- Understands their own and others' behaviour is affected by emotions

- Understands right and wrong
- Realisation that things change over time
- Can communicate wants and beliefs effectively
- Experience, respect for and some knowledge and understanding of peoples cultures/faiths in the local areas and wider world, past and present
- Develop communication and literacy skills
- Develop knowledge of words
- Develop awareness of jobs involving history
- Develop thinking and sorting skills

### **Implementation:**

- Led and overseen by the curriculum lead for humanities
- Differentiated curriculum with some functional subject specific learning
- Curriculum is delivered in a multi -sensory way through exploration of objects, artefacts, clothing, food, music, job roles and leisure activities to provide meaning to the content.
- Delivery of a progressive curriculum
- History is taught as a termly topic focussing upon knowledge and skills stated in the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in termly units alternating with geography
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by highly differentiated knowledge organisers to support students retention of new facts and vocabulary within their long term memory

- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

**Impact:**

- Made progress in their awareness and understanding of the past
- Made progress in their communication and literacy skills
- Made gains in accreditation (AQA Unit Award Scheme)
- Developed experience, respect for and some knowledge and understanding of peoples cultures/faiths in the local areas and wider world, past and present
- Have awareness of the local/wider community, past and present.

**Indigo/Violet pathways:**

**Intent:**

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Develop a recognised means of expressing wants/needs
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

### **Implementation:**

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Encounter historical experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter range of sounds/artefacts/textures
- Encounter a range of creative activities, role play and sensory stories.
- Experience and encounter places of historical interest in the local community.
- Led and overseen by the curriculum lead for humanities
- Repetition of activities to sustain individual pupils achievements
- History is taught as a termly topic focussing upon knowledge and skills stated in the national curriculum
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements.
- Key Stage 3 is taught in termly units alternating with geography
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- SMSC are threaded through the curriculum

### **Impact:**

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them

- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood
- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.