



At Willow Bank School we provide an ambitious curriculum in a nurturing and safe environment for pupils to develop:

- Independence
- Emotional intelligence and resilience
- Appropriate communication skills
- The ability to contribute to society through good citizenship skills and preparedness for work

Intent

Our objectives in teaching History at Willow Bank School 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.



Implementation:

How will the curriculum be implemented?

- In Key Stage 3 and 4 History is taught in two 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.

Pupils in KS2 and 3 follow the National Curriculum for subject content.

KS2 (Due to a 2 or 3 year KS2 not all topics will be covered for some pupils as some will be studied in previous schools) :

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world ♣ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

KS3:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust.
- a local history study



- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Impact

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

- School data, most pupils make progress each year
- Class books
- Teacher assessments
- End of topic assessments
- Pupil voice
- Key Stage 4 pupils practice past GCSE papers

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

- Attaining History GCSE or Entry Level helps pupils to be able to access Further Education courses.
- Learning History enhances pupils' research, questioning and literacy skills.
- Pupils develop writing skills for summarising, debating and concluding ideas which can be applied to other subjects and walks of life. This in turn produces young people who are more confident and ready for taking on new challenges.

What types of assessment are used?

- Formative: informal teacher questioning at KS3
- Exam questions built into the lessons delivered in KS4.
- Exam practice in Year 11.

How do you know your curriculum is influencing 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. They ask questions and show curiosity about the subject.