



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.

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 and Entry Level) Pupils study the OCR History Entry level and GCSE. This was chosen as it allows pupils to complete both courses, giving them all the opportunity to complete GCSE.

## 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' ICT, Maths, 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 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. They ask questions and show curiosity about the subject.