

- **Intent:** your curriculum plan, including its design, structure and sequence
- **Implementation:** how you teach and assess your intended curriculum
- **Impact:** the outcomes for your pupils as a result of the education they've received

**Why do we teach it?**

At the Helen Allison School, we believe that through the teaching of both substantive and disciplinary knowledge and concepts, children will develop their own understanding of the locality in which they live, the historical narrative of the British Isles and the concurrence between other civilisations around the world. The knowledge and skills taught within the curriculum supports the children to develop their sense of self, sense of others and sense of the world.

When we study history, we learn how we got where we are, and why we live the way we do. It's the study of us—of humans and our place in an ever-changing world. Without it, we wouldn't understand all of our triumphs and failures, and we would continually repeat patterns without building forward to something better.

History offers excellent opportunities to support all learning abilities through investigations, outdoor learning and with the study of primary and secondary sources, analysing and getting information from the past.

**INTENT - What we are teaching**

Our aims for all children at Helen Allison School are that they:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **IMPLEMENTATION - How we teach it**

At our school we teach history to all children, whatever their ability and individual needs. Through our teaching we provide learning opportunities that enable all pupils, and we take all reasonable steps to achieve this.

The schemes of work have been arranged into a long-term plan by the History Subject Leader which shows coverage across the school from KS1 to KS5. The schemes of work also contain the key knowledge, concepts and vocabulary needed to support teachers with their subject knowledge.

All documents created by the Subject Leader are saved into the Q-drive for all the teachers to use.

Class teachers use the schemes of work from Corner Stone (Curriculum Maestro) to create lesson plans and resources adapted to suit individual pupils' needs. The class teacher saves these plans, for review, discussion and monitoring purposes, in the Short-Term Planning folder within the Q-Drive.

#### *Cross Curricular History*

Children are provided with further opportunities to make links with other areas of the curriculum and recall ideas and concepts in other subject areas. Where possible, history is woven into geography to ensure children have a good understanding of places and how changes have occurred over time. This could take the form of children remembering locations studied in geography which are linked to the historical concept being taught.

#### *Time Allocation*

History is taught discretely for approximately 45 minutes per week across both key stages 1 & 2 and 80 minutes in KS3, in alternate terms. In KS4, History is an option, where the students have the opportunity to achieve Entry Level History over a two-year period and IGCSE History – coursework and exams, Option B, over two years.

### **IMPACT - What is working**

There are long-term and medium-term plans for each year group, broken down into 'I can' statements as a part of a Progress Journey document, to show progression across the subject. Teachers can use this to support progression of skills and knowledge for children and to implement strategies to support those students that are doing well or need more support.

At present, we are in the process of becoming familiar with the Curriculum Maestro assessment tool. We will use the attainment targets of the National curriculum to assess the children's progress in history. The attainment targets are incorporated into the history schemes of work for each year group across the school year. Also, the schemes of work contain assessment questions at the end of each unit, which teachers can use as a basis for assessment.

The data will be analysed regularly by the Subject Leader; enabling the identification of areas for development across the school, including training needs and resource implications.

### **Subject Leader Actions and Impact**

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
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<ul style="list-style-type: none"> <li>• The implementation of Curriculum Maestro, framework for History across the whole school, has given consistency and progression in the knowledge and skills of a variety of topics, through the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• With Curriculum Maestro framework in place for a third year, a robust assessment tool will be in place in the near future.</li> <li>• We are developing a better understanding of the importance of Humanities in our students lives, as a way for them to understand their environment, learn about people, how they lived and their culture.</li> <li>• We will provide these skills and knowledge for all the wide range of students we have at the school in many cases by just allowing them to experience them, observe and talk about it (CBE).</li> <li>• Local visits that take place frequently or regularly throughout the year or over a specific period of time e.g. visit historical sites, museums, local area, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed assessment tool adequate for the needs of our students at the HAS.</li> <li>• Ambitious Humanities curriculum pathways which will take in consideration our students' needs and interests.</li> </ul>
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