

Curriculum Intent Statement



The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school. The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

History

INTENT

To develop **happy, confident** and **independent** learners who are **prepared for adulthood** by:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Autumn: How has British society been affected in the past?

Why this – Students need to know how they and the place they live in have been affected by key events and relate this to the present day. Students need to understand their place in society and how actions can lead to change and consequence. This knowledge will ultimately prepare students for decision making, accountability, understanding of right and wrong (the rule of law) within societies in adulthood.

Why now – The autumn term has a focus on family and society in a range of subject areas (PSHE/Science), students gain an understanding of their own history and where they are placed within it, this is used as a starting point for students to work backwards through time.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It begins with immediate family and then goes back chronologically. This is based on student ability and cognitive processing of time.

Prepares for – It prepares our students to follow the rule of law in modern day Britain. It gives them an understanding of diversity and the politics that have shaped the world today. This SOW would prepare students to undertake an OCR Entry Level Accreditation and participate in work experience/placements at at historical site such as Jarrow Hall (Bedes world).

Phase 1

Phase 2

Phase 3

Phase 4

KEY knowledge/ golden thread – non negotiables for how British society has been affected in the past	Students can make some comments about the past (features, events, people and themes)	Students can comment on the actions of people, events and consequences within an historical period	Students can rationalise cause and effect within a time period	Students can talk or write about the past, making a range of connections with features of other periods they have studied.
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Spring Term: Significant people

Why this - Students need to understand that individuals have made a significant impact upon people's lives locally and globally and have shaped the world in which they live. Students will use this knowledge to inspire them to make positive changes in their own lives, take advantage of the North East's rich historical background, understand the evolving changes in the local job market and give students a lifelong passion for history to seek out and visit places of historical and cultural importance.

Why now - Early exposure to historical jobs prepares students in this term to make option choices, by reflecting on historical changes in the local job market students are able to identify potential career pathways and select relevant phase 4 courses.

Builds on - As students move through the SOW which starts with the most recent historical periods it links to previous knowledge and builds on through a sequenced approach looking at significant people and places further back in time.

Prepares for – This SOW would prepare students to undertake an OCR Entry Level Accreditation, make informed career pathway choices and explore work in the voluntary sector at historical venues such as Jarrow Hall (Bedes world).

	Phase 1	Phase 2	Phase 3	Phase 4
KEY knowledge/ golden thread – non negotiables for significant people	Students can begin to recall the names of important people	Students can suggest which people were historically important and offer reasons why	Students can suggest which people are significantly important and reflect on their impact.	Students can study a significant person of their choice and explain in depth why they were important and the impact they made.

Summer: How have different civilisations / countries influenced Britain?

Why this - The history of the United Kingdom is one that has been profoundly impacted by a range of countries and other civilisations. The United Kingdom has also had a significant impact on the rest of the world: instigating the Industrial Revolution and achieving the status of a world power through the British Empire. South Tyneside and the surrounding area have been at the centre of a lot of these major historical events and we have many places that can be explored and visited by the students first hand. This unit develops a student's sense of identity through learning about the past, and increases their understanding of the present in the context of the past. This unit aims to recognise the importance of the rich historical background of the North East, inspire students to travel and visit places of historical and cultural interest locally, nationally and internationally.

Why now - The summer term brings more favourable weather which means that students have more opportunities to visit outdoor places of historical interest. (Bedesworld, Arbeia, Roman fort, St Paul's church, Hadrian's wall, Beamish etc). South Tyneside has a wealth of local walks and history guides which students can gain knowledge of and visit for themselves with their families during the summer holidays. Direct links to the geography SOW from the autumn term are also made and built upon.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. In this term students develop knowledge of periods in history that have a

direct link to the local area, knowledge begins with recent events and sequences back through time. Phase 3 students examine more recent events such as our relationship with the Indian sub-continent and the social and cultural influence of the USA from the 1950s which builds on earlier influences studied.

Prepares for – This SOW prepares students to undertake an OCR Entry Level Accreditation, prepares students to live in a multicultural and diverse community and gives students an understanding of politics in the real world in preparation for adulthood.

	Phase 1	Phase 2	Phase 3	Phase 4
KEY knowledge/ golden thread – non negotiables for how have different civilisations / countries influenced Britain	Students can talk about different countries and people.	Students can give some examples of how a country or people have had an effect on other places.	Students can suggest which countries and civilisations are significantly important to the UK and reflect on their impact	Students can describe and make some links between events, situations and changes within and between different periods and societies.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary
- Planned differentiation, Resource, Support or activity



