

ACE HISTORY CURRICULUM INTENT

History at ACE

What is the curriculum aim / vision for this subject?

The History intent is designed around 3 key principles

- To encourage students to enjoy learning by arousing a passion and interest for the past.
- To provide a curriculum that allows students to have a rounded understanding of the past and gives an insight into how this impacts on the present and future. Comparing past societies and their values with the present and studying contemporary problems in their historical settings.
- To offer a framework that allows students the opportunity to become critical thinkers so they can 'articulate, analyze, explain and infer' as they study the past.

What should ACE students get from this subject?

- Enjoyment and passion about the past.
- To be challenged and engaged
- An awareness of the need for evidence to support conclusions
- Enhance skills, ambition and questioning to improve employability.
- Tolerance and acceptance of diversity

How have we planned this?

- Guided by the national curriculum and focused on key knowledge and skills to allow for deeper learning on a part time timetable.
- We plan to deliver a 3 year KS3 and 2 year KS4 to ensure a wide variety of curriculum content coverage. However depending upon the numbers of students this will usually consist of 2- KS3 groups (A mixed 7/8 group and a separate Y9)
- Cross curricular links are included wherever possible. English, Religious studies, Geography and PSHE topics have very accessible links within the study of the past and are included wherever possible.
- Cultural capital – our aim is to develop essential knowledge that pupils need to become good citizens. We strive to encourage this through a varied curriculum examining diversity and ethics and through increasing educational visits to make them more aware of the society they live and their cultural heritage.
- Sequencing- We refer to national curriculum guidance for KS3 and exam provider's guidance for KS4. Following themes to provide a broad and interesting coverage of the past with a chronological approach.
We sequence our objectives so students can move on with clear progression through the key stages developing knowledge, skills and understanding on their learning journey.
- We aim to build on KS2 prior knowledge and skills and provide building blocks to access KS4 curriculum, allowing students to achieve their potential and move on successfully to post-16 provision.
- Planning takes into account lack of attendance at school prior to referral. In addition, consideration is given to their individual medical conditions and ability to attend all lessons at ACE.

- Every attempt is made to provide a breadth of curriculum coverage whilst still providing opportunities for in-depth learning.

Integration and Transition

Students can start at any point and could have missed various amounts of time in their mainstream setting. Therefore we make it our aim to ensure the students' needs are put first and ensure their needs are met.

Points to consider:

- School data- what information do we have- what gaps are evident in their learning that may hinder progression.
- Expectations- ensure we develop confidence in our students and a willingness to learn and achieve. Allowing them a settling in period. Building up a relationship with the student and planning for opportunities to identify their strengths and areas for development
- Pupil passport- Gaining information from the student themselves is key to allow us to break down barriers to learning and updating this information to ensure support is sufficient to enable them to progress in their learning.

-

IMPLEMENTATION:

How does learning develop over the five years?

At ACE the curriculum for Years 7-9 now reflects the structure and challenges of the new GCSE

- Students complete a baseline on arrival
- The skills required as a student transitions through the five years are built upon through clear stepping stones.
- The curriculum provides students with a broad knowledge and understanding of history.
- Assessments are linked to the new more rigorous GCSE criteria

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

- The purpose is to ignite the initial spark and then develop this interest through a challenging and exciting programme. This is supported by using a range of teaching techniques and appropriate trips to provide an immersive experience away from the confines of the classroom. This need to enthuse and engage is particularly necessary at ACE due to the nature of our students. The range of learning and developmental needs calls for constant stimulation and an understanding of when to break away from traditional methods.
- The skills gained on initial arrival to the school lay the foundations for deeper thinking year on year. We continually revisit basic skills to ensure all students can progress and develop in their knowledge, understanding and skills regardless of previous attendance or prior learning.
- A thematic approach is taken to develop understanding of a specific topic ie human rights. This will then be explored across periods e.g. examining slavery to emancipation, civil rights, and female suffrage etc Themes are chosen to help students develop an understanding of ethics, morals and their application throughout history.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

- Engaging lessons which students enjoy and want to participate in. VAK learning to include all types of learners.
- We encourage students to become critical thinkers, constantly questioning the evidence and providing strong justification for their opinions both through their oral and written communication. This can be explored further through School Council and School Parliament membership
- Use of presentations and drama to assist with oracy skills.
- Student trips to extending learning outside the classroom and help bring the past to life.

In what ways does our curriculum help to develop...?

- Cultural diversity and identity: Knowledge and understanding of ethics and morals and applying them to different situations such as War and Human Rights
- Physically and mentally healthy lifestyles: Awareness and appreciation of medical developments. An understanding of how far we have come and factors that have supported this trajectory
- Community participation: Teaching aspects of the curriculum allows us to draw on the community such as learning about Remembrance Sunday and poppies sold to support survivors and families of War
- Careers and enterprise: All of the skills taught throughout the curriculum allow for students to gain skills necessary for their future careers. Critical thinking and reasoning skills can be applied to life experiences and further education.
- Creativity and critical thinking: History actively encourages the development of essential life skills such as debating, reasoning, supporting, researching and communicating

IMPACT:

What forms do assessments take? What is the purpose of assessment?

- In year 7-9 progress tasks take place every half term with a summative assessment at the end of the first and last term
- Self-assessment after most pieces of work with a challenging question to develop their learning (EBI)
- Assessments mirror those skills required at GCSE. Subject specific knowledge and vocabulary is expected to be used correctly
- KS4 undertake topic test at the end of each unit and past papers at the end of each term
-

How do we know if we have a successful curriculum?

- Attendance to lessons is the key indicator that our students are enjoying the curriculum
- Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs
- Work scrutiny and moderation
- Teacher evaluation of curriculum and examination board to meet needs of our students
- Successful post 16 transition

Recovery Curriculum

In History we aim to ensure all students feel happy and confident and reduce any worries and anxiety they may have at this time. In order to help students' rebuild their confidence we have a transparent and clear path that will ease any fears about them making progress and to fill in any gaps students' may feel they have.

These are provided through:

- Essential key concepts, skills and objectives that are vital to the curriculum.
- Non-essential concepts that will be taught within a reduced timeframe.
- Previous content being recapped using a range of recall activities.
- Remote learning- Google classrooms activities that can be completed independently, whilst providing regular feedback.
- An emphasis on core skills to meet the national curriculum at KS3 and use of exam questions and assessment activities at KS4.