



To Create: Self-worth, Opportunities & Compassion

History Key stage 3/4

We are embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare Pupils for future education and employability skills for lifelong learning. In History we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and understanding through research. Furthermore, we want our students to **BUILD RESILIENCE** by setting goals, prioritising tasks and involving others..

By working to support pupils to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

All pupils will be given opportunities to explore local history analysing its implications and effects on the world through educational trips built into schemes of work. There will be many opportunities to bring in cross curricular subjects relating History into today's world and give meaning to current arrears and issues.

At KS3 there will be lots of opportunity for model making using a sensory and practical approach to delivering History e.g. 3d models of British artefacts, medical equipment and industrial movement tools.

KS3 History is planned to allow students to think critically about the world they live in. By studying a range of people and places, students will have a greater understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Opportunities for strong links to be made between History, British Values and PSHE will be created in order to allow our students to become critical thinkers who are more empathetic towards others.

The History curriculum will enhance pupils' locational knowledge and develop an understanding of Historical similarities, differences and links between other countries and cultures histories. The History curriculum is planned to enable all students to cumulatively develop skills in the following:

- 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.

National Curriculum

A.R.T.S is an independent alternative provider and has the flexibility to introduce content earlier or later than set out in the National Curriculum programme of study. In addition, schools can introduce key stage content during an earlier or later key stage if appropriate and in reachable achievement with the pupils' capabilities and attainment. The national curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary and articulating concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions