



Our Intent

At Woodlands our curriculum intent is as follows –

‘At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for opportunities after their secondary school journey’.

At Woodlands, History aims to inspire pupils to 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. Students are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the processes of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our history curriculum promotes Woodland’s ethos and is underpinned by our purpose; The Woodlands Way – To make every minute **Worthwhile**, stay **Ambitious** and to build on **Yesterday**. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after Woodlands.

The history planning and curriculum describes in detail what pupils must learn in each year. This ensures continuity and progression, creating high expectations for attainment in history. This planning clearly links to the assessment used at Woodlands and details every step of a pupil’s history learning journey.

At Woodlands we believe that history is vital to foster confidence and achievement in a skill that is essential in our society and in everyday life. We are committed to ensuring that all pupils achieve mastery in key concepts of history, appropriate and specific to them. They will make genuine progress and avoid gaps that may provide barriers to learning as they move through education. Assessment for Learning, and emphasis on investigation, analysing information, real life examples and jobs are essential components of the approach to history at Woodlands. A rigorous and detailed evaluation of planning, teaching and assessment is important to provide continued improvement and development of history at Woodlands.

Aims and objectives

The objectives of history are to ensure that all pupils:

Woodlands Academy **History Policy**

Last Reviewed: September 2023

Review Date: September 2024

- 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, use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis.
- 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.

How history is organised and covered:

History is provided through:

- Discreet Curriculum time including paired work, group work and whole class teaching.
- Assemblies, class discussions and tutor time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the pupils through identification via assessment processes.

Pupils engage in:

- Written work
- Debates and discussions
- Analysing sources
- Field trips
- Problem solving

Key Stage Three - Stage Based Approach:

Woodlands uses a stage-based approach in Key Stage Three for the History curriculum, offering the curriculum to pupils where they are developmentally working. This means pupils will access the curriculum which is at their individual starting point. This ensures that learning is adapted and personalised to each individual child. Our stage based curriculum has been designed using resources from **Kapow!** For Stages 1-6 and **Boost Education** for Stages 7-9.

Key Stage Four - Qualification Pathways:

Woodlands Academy **History Policy**

Last Reviewed: September 2023

Review Date: September 2024

History is an option for our Key Stage Four pupils. Pupils have 80 minutes per week with additional drop-down days. Our Key Stage Four curriculum is based on the specification from **Edexcel**. As part of our pathway offer, our History offer is split into Life Skills, Entry Level and GCSE. Please refer to the pathway table below to see our Key Stage Four pathway for History -

History Pathways		
Pathway	Stage Accessed at the end of Year 9	History Option Curriculum
Yellow	Engagement Model or Stage 1	Life Skills
Orange	Stage 2 or 3	Life Skills
Blue	Stage 4 or 5	Entry Level
Purple	Stage 6 or 7	GCSE Offer
Green	Stage 8 or 9	GCSE Offer

GCSE Offer:

GCSE History is offered as an option for our Key Stage Four pupils. The 2 year programme of study is in line with the Edexcel qualification. Our examination provider is **Edexcel**.

Resource Allocation:

Resources are selected to teach history that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Woodlands

Accurate historical vocabulary is used in our teaching and children are expected to use this in their verbal and written examples.

History contributes to many other subjects and is it important that pupils are given opportunities for cross curricular development. It is important that history is highlighted and planned into other curriculums such as Geography and English. Other examples may include looking at the use of geometry in the design of castle keeps in mathematics or researching and presenting tasks in Computing.

We endeavour to set work that is challenging and personalised. Each class will use differentiated and specific worksheets and resources. Additional enrichment opportunities will be encouraged such as cooking, music, or design. Each pupil will have a specific 40 minutes per week in KS3 with the History option being a double 40-minute lesson as the KS4 offer.

Teaching and Learning

Our History education provision is mapped and planned effectively. Teachers use a range of teaching techniques and strategies in a history lesson. These will be chosen at the discretion on

Woodlands Academy **History Policy**

Last Reviewed: September 2023

Review Date: September 2024

the class teacher. Woodlands marking keys are used to specify the teaching input, technique and strategy each child has received for each lesson.

Our Stage 1 to 6 curriculum is centred around the widely used **Kapow curriculum** which has been adapted by the school with input from CIT subject specialists. Our Stage 7 - 9 curriculum is adapted from the **Boost Education** curriculum. Our Key Stage 4 curriculum in the Entry Level and GCSE are written from the exam specifications. Our Life Skills curriculum is specific to our pupils' needs. This could include exploring local or personal history or making visits to places of importance in the local area. This is in place to meet the ethos of the school which is 'To put learners first and prepare them for their future'.

Sometimes the focus of each lesson will be different depending on whether it be new learning, applying or mastering a topic. These may be different for individual pupils depending on their learning needs. Teachers' planning will be highly differentiated to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used. History uses the marking policy implemented throughout Woodlands. Our marking policy promotes Woodlands' ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision which is that 'At Woodlands there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school.

ACES (Assessment, Completion, Extension):

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every class's timetable. Our Year 11's have a double ACE's lesson in preparation for their exams; this takes place every Thursday. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACE's lessons is written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

Assessment

Woodlands uses the BSquared assessment system which has been designed around the National Curriculum. This is used to inform planning and facilitate differentiation in lessons. The assessment removes the use of levels by including grading descriptors. This provides a deeper understanding of attainment and progress. All assessments and teaching inform teachers' understanding of a child's ability in History. The school's Assessment and Marking Policies inform high quality feedback and pupils' response to it in History.

Woodlands Academy **History Policy**

Last Reviewed: September 2023

Review Date: September 2024

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted were necessary.

Monitoring and review

History is the responsibility of all staff at Woodlands however the History subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of history.
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Lead staff are expected to monitor the progress of pupils in History through the school's assessment system.

Policy Review

Woodlands considers the History Policy document to be important and the policy will be reviewed by the History subject leader every year.