

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: History

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards History
- Competence and confidence in historical knowledge, concepts and skills
- An ability to solve problems, to reason, to think logically and to be investigative in approach
- An ability to use and apply history across the curriculum and in real life
- To achieve GCSE or other externally accredited examinations by the end of year 11

Assessments including baselines

- End of topic tests
- Mock GCSE examinations
- Coursework
- Revision booklets
- Peer-assessment
- Self- assessment

Provision for SEND and GT

Children are taught within the weekly history lesson and are encouraged to take part when and where possible

Where applicable children’s IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strength

<p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p>	<p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p>
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of History National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • Cross Curriculum links identifies in planning • Plan lessons around enquiry questions and learning rather than learning objectives • The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/PHSE/literacy/Numeracy • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion
<p style="text-align: center;"><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • All Key stage 2 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Use of interventions where applicable 	<p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Assessments completed half termly • Pupils to complete Key Stage 2 SAT’s
<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Use of History interventions such as inquiry • Use of specialist History teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<p style="text-align: center;"><u>July 2019</u></p> <ul style="list-style-type: none"> • Termly tracking and teacher Assessment (Key Stage 4 and 5)
<p style="text-align: center;"><u>Key Stage 4 and 5</u></p>	<p style="text-align: center;"><u>Key Stage 4 and 5</u></p>	<p style="text-align: center;"><u>Key stage 4 and 5</u></p> <ul style="list-style-type: none"> • In 2020 100% of pupils achieved GCSE 4--9

<ul style="list-style-type: none">• All year 11 pupils to complete an external qualification in English. (Entry Level 1, 2, 3, Functional Skills Level 1 and 2, GCSE, AS - Level)	<ul style="list-style-type: none">• Use of History interventions such as 1-1 support with specialist T.A.• Use of specialist History teacher to oversee curriculum delivery and provide support and training to non- specialist teachers.	
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