

Raedwald Trust KS3 History Curriculum Policy.

Introduction

'Those who fail to learn from history are condemned to repeat it.' (Winston Churchill)

'History is bunk' (Henry Ford)

"The only thing we learn from history is that we learn nothing from history." (Hegel)

The purposes of teaching and learning History as a discrete subject at Key Stage 3 are as follows:

1. To build on what has been learned in Key Stages 1 and 2
2. To address any gaps in learning and skills that have occurred as a result of fragmented education experiences
3. To give a context to modern Britain and the world by understanding more about the events, people and movements that have contributed to creating our present society.
4. To develop, through the study of history, a range of adaptable analytical skills which will prove useful for further learning in all areas and success in later life.
5. To build the foundations for taking the GCSE qualification in History in Key Stage 4.
6. To utilise the wealth of opportunities associated with historical study to expand literacy and appreciate the diverse and evolving nature of our language and culture.
7. To improve the ability of a student to apply critical thinking to a range of information.
8. To model a love of history, from local to supranational, as a lifelong area of interest.

The role of Student and Teacher

Our policy is to encourage all students studying History at Key Stage 3 to start to take a significant measure of responsibility for their learning and development as historians. This requires a questioning, critical attitude towards the subject where young people will need to use their curiosity to actively interrogate the content of the curriculum. This approach derives from our belief that the ability to learn independently and reflect constructively are two of the most important skills for life. Many of our students will have experienced gaps in learning, poor fit educational environments and mental, learning or physical difficulties. We therefore assess and respond to the needs of each student and adapt our support and resources accordingly. We retain the expectation throughout that all students will achieve the best they can.

Accessing History in the Raedwald Setting.

It is important to recognise the context in which History will be taught across the Trust. Raedwald Trust makes a full-time offer to all students. There are occasions when circumstance

requires a bespoke offer which might include a reduced or integration timetable. Our goal remains always to enable all students to access a complete, full-time curriculum.

Students may join us at any point in their Key Stage 3 career. In addition, the placement may only be for 2 or 3 terms. We have therefore designed a modular approach where discrete units are studied over a set period, usually one term. Alternatively, some settings may opt to include a history section in an appropriate Topic or Project Based Learning module. In the latter instance, we will support staff to ensure that there is sufficient rigour in the History element.

Adaptable Skills.

We have identified the acquisition and practice of the following adaptable skills as particularly suited to historical study. (NB, we use the term 'adaptable' as opposed to transferable skills. This is because any skill, when used in a new context will be adapted to suit that different situation).

- Chronological understanding and sequencing
- Identifying cause and effect
- Drawing conclusions from limited or conflicting information
- Writing and speaking coherently and logically
- Researching effectively
- Developing views and opinions and supporting them effectively
- Increasing ability to judge own performance accurately and set realistic next steps.
- Critical thinking providing an ability to assess relative veracity and importance of differing information and sources.

This list is not exhaustive and will be subject to regular review.

Content and Sequencing

The Raedwald Trust Programme of Study is derived in the first instance from the Department for Education (2013) History Programme of Study: Key Stage 3. Our structure demonstrates how the national guidance is translated into a working version. It shows the content and sequence of modular History for Key Stage 3.

Assessment and Outcomes

As part of the course, summative assessments take place at the end of each Unit of Work. In addition, a process of formative assessment provides students with an ongoing understanding

of their progress, success and areas for development. This may take the form of verbal and written feedback, ongoing mini-tests and self and peer assessment. The latter is particularly significant as part of our teaching programme is to support greater independence in managing the quality of work.

History and the Wider Curriculum

Our language is in the process of continuous change. A student transported back to the 16th century would struggle to understand the 'English' spoken. An appreciation of how our language has evolved provides useful insights into the nature of modern, multicultural Britain and the wider world. In addition to the adaptable skills outlined above, students will have the opportunity to develop a broader, richer vocabulary which will be of benefit in all areas of the curriculum and beyond. The high reading, writing and structured speaking content of the course supports students to improve and develop their literacy abilities.

There is obvious Cultural Capital in the study of local national and international History. The town of Ipswich and the County of Suffolk offer significant opportunities from the archaeology of Sutton Hoo and Grimes Graves to the Technological developments of Martlesham Heath and the Port of Felixstowe. We believe that fieldwork is an essential element in making history relevant and therefore useful. Our curriculum includes opportunities to make use of local opportunities such as museums, record offices and historic sites.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

Another element of modern historical study is the increased use of technology for teaching and learning. The internet provides almost unlimited access to historical information and opinion. Students are able to communicate instantly with teachers and historians. The sheer volume of information now available requires the development of effective critical skills which are obviously adaptable elsewhere.

An ability to assess information's relevance and importance is essential in a multitude of roles within the workplace. The skills learned in History are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.