



The Southfield Trust

The Lindfield School

Curriculum Policy for

History

The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful.

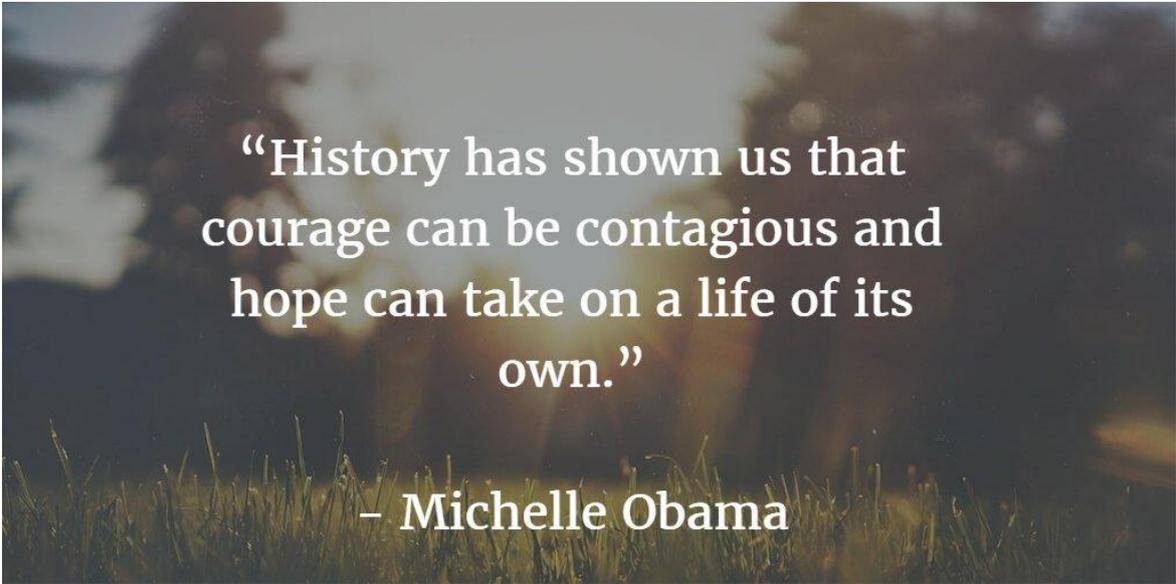
We recognise and respect each student as an individual, celebrate their successes, raise their self esteem and prepare them for their future by building on their strengths.

We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.

'Geography has made us neighbours.

History has made us friends'

John F Kennedy



“History has shown us that
courage can be contagious and
hope can take on a life of its
own.”

– Michelle Obama

Values

Core Values of the Lindfield School

To give students the skills to:

- Pursue a love of learning into adult life
- Communicate confidently and effectively
- Develop their independence in order to succeed in adult life
- Form and maintain appropriate positive relationships
- Promote their own physical and emotional health & well-being

Subject Aims

Learning about history at The Lindfield School should foster in our students an interest in the past and enable them to develop an understanding so that they can enjoy all that history has to offer.

Our students will gain knowledge of some of the significant events in British history and appreciate how things have changed over time. They will develop a sense of chronology.

Our students will come to understand how the British system of democratic government has developed. We aim to help our students understand how Britain is part of the wider world and this will help them to better understand society and their place within it, so that they can develop a sense of their cultural heritage.

To enable our students to access history we aim to develop in them the skills needed. The skills of enquiry, investigation, analysis and evaluation are developed from the beginning of Key Stage 3 and throughout Key Stage 4 and Year 11. Alongside these skills the students develop the skills of self-expression, presentation and group working to present their ideas, research and knowledge.

Outline of Curriculum

Key Stage 3:

In line with the National Curriculum, units aim to cover the chronology of the history of Britain from 1066 to the present day. The timeline of this is divided into key periods of history and each term covers a significant era.

Alongside this study, students are introduced to the concept of sources, investigation, questioning and collaborative working. Working collaboratively is essential to developing discussion and enquiry skills and the development of strong questioning skills is at the heart of these skills.

Key Stage 4:

All students follow a curriculum designed to enable them to access the OCR Schools History Project Course at the end of Year 11 should they wish to. This course can be examined externally by OCR either through sitting the GCSE examination or submitting work to achieve an Entry Level Certificate. The course comprises 5 elements of study:

- a British Thematic study-Crime and Punishment 1250 to the present day
- a British Depth Study-The Elizabethans
- a World Depth Study-Living Under Nazi Rule,
- a Period Study-Viking Expansion 750-1050
- a historical site study-History Around Us



The course of study begins in Year 9 and continues into Year 10. Each element is studied over two terms. Topics have been selected to engage the students and inspire them to enjoy investigating and uncovering the periods they are studying.

Some of the units provide a long term view of a topic in history that can help students make links between the present and the past and change over time. Other units are looking in depth at a shorter period of time.

Year 11 review, revise and consolidate their knowledge of the elements they have studied, and prepare to sit the GCSE examination, or complete tasks to submit to achieve an Entry Level Certificate.

Teaching & Learning

The lessons that our students experience are planned carefully to enable all to be engaged, motivated, learn and have fun. The history topics can become challenging and it is important to create a learning environment that encourages and allows students to learn at a pace that they can manage. The learning that can occur in a positive environment is self-directed and builds confidence, skills and knowledge.

Assessment

All students are assessed on entry to Key Stage 3, so that the level that is achieved can be used as a baseline. Their subsequent years of study can be assessed against this to enable monitoring of their progress in history throughout their time at The Lindfield School.

At Key Stage 4 students are assessed against the objectives that are required to achieve externally assessed qualifications along with social and communication objectives.

All students are assessed using different types of formative assessment within lessons and these assessments provide information for target setting with the students on a regular basis. Each student has an end of year target set and reviewed each year.

Marking & Feedback

Learning objectives are printed on a learning log sheet, with expected learning outcomes colour coded to match the classroom monitor level colours. These are shared with students who then tick the learning outcomes they have achieved. Achievements are annotated on the student's work.

The targets are agreed in discussion with the student to ensure understanding. This enables them to move from their current attainment to the next colour learning outcome e.g. amber to green. The target is transferred on to the learning log by the student or staff.

When a student meets the target set their learning log and piece of evidence is stamped with the green star of progress.

The outcomes highlighted through marking are input on to the classroom monitor page relating to those objectives for each teaching group at the end of each term.

The learning log acts as a summary of the previous lessons and learning activities that relate to the learning objective typed onto the log. The work that has been completed is described on the learning log and stored in the student's folder.



Students receive formative feedback from teachers whilst learning, after finishing a task and at the end of work towards an objective.

The History department will continue to use the school's SPIRALS marking code and will continue to use the good practice set out in the School's 'Planning, Marking, Recording and Feedback Policy.'

Progress over time is recorded using a combination of folders, Learning Logs and Classroom monitor. Evidence may include written work, video and audio recordings as well as photographs.

Equality & Diversity within the subject

In History all students are provided with equal opportunities to access the curriculum. The mode of delivery of the curriculum is modified to enable all students to learn. We aim to develop increasingly independent learners and provide opportunities for students to extend their skills, experience and knowledge outside their immediate world experience. Students' progress is carefully monitored so that access to the curriculum is appropriately supported.

The History curriculum aims to encourage a climate in which all students can learn to the best of their ability and where all students can feel comfortable.

Links to SMCS

Spiritual:

Students will Investigate and discuss spiritual practises across time and in different contexts.

Moral:

Students carry out investigations into events, crimes and laws that have a moral response from us today and discussions of why that is the case. All students are encouraged to reflect upon the contextual aspect of historical study and the moral questions that arise from it.

Social:

All students are expected to make progress towards their social targets during their time studying history. This is enabled by encouraging open and extended group discussion and projects. The students will all have time out of the classroom and on educational visits in the community.

Cultural:

The study of British history includes study of the cultural history of Britain and its links to politics and religion. Along with this the history of the wider world includes essential study of the cultures of other countries.

Links to Children's Rights

The history curriculum provides plenty of opportunities for students to use sources enabling them to access information from the media with a thorough grounding in how to keep them safe and use reliable information they can interrogate.

Article 17: the right to access to information from the media.

Every child has the right to reliable information from a variety of sources and governments should encourage the media to provide information that children can understand.

The understanding, analysis and judgement of historical sources is a fundamental skill in history and students begin to learn to do this in Key Stage 3 and continue and deepen their understanding into Key Stage 4.

Links to investors in Careers

The students will at regular intervals throughout their study of history at The Lindfield School, be introduced to work carried out by others in the field of history and associated areas. This is achieved through research and educational visits.



Within the curriculum students in key Stage 4 look closely at the requirements for maintaining a historical site to engage the public and preserve the site for future generations. As preparation for this Key Stage 3 students visit 2 historically important locations and the role of the staff at these locations and the important work of preservation of historical sources are introduced.

Links to LOTC

In Key Stage 3 all students are invited to take part in a minimum of 2 educational visits to important historical sites that are linked to their curriculum topics. In addition to this students spend time in locations away from the classroom whenever it befits the lessons. Students may, for example, move around the school site or local area to explore evidence of the past or attend short visits to sites in the local community that reflect architecture or events from the past.

Links to other school initiatives/quality marks

The history curriculum is delivered using opportunities to make links to other subjects and disciplines in a variety of ways particularly the arts. The students use the skills of drawing, reading visual images, producing visual and dramatic representations of their understanding of the topics.

The history topics the students study link to the contextual element of the English curriculum. This supports and deepens their understanding of the context of the literature studied throughout their time at The Lindfield School.