

Key Stage 3&4 History Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the history curriculum is taught following the 2013 National Curriculum.

For pupils at Key Stage 4 who are dual enrolled, we will follow the exam boards being followed by them in their community school. At our Bayswater site, where pupils are sole registered, we follow the AQA GCSE History syllabus.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in History to the level and pace specific to each learner. For all areas of the History curriculum, we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire pupil's curiosity to know more about the past and its impact on their lives today.
- To help pupils gain knowledge and understanding of Britain's past and that of the wider world.
- To help pupils develop historical skills and concepts which are transferable to whatever period of history being studied.
- To equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.
- To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- To help pupils understand historical concepts and understand the methods of historical enquiry
- To provide opportunities for consolidation, challenge and variety to ensure interest and progress in history.

Implementation

- The history curriculum is planned in half termly topics designed to meet the requirements of the National Curriculum and to engage the pupils quest for learning.
- Delivery of the history curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils.
- Teaching staff are aware of the progression of the history curriculum (see History Curriculum Progression Map) and take note of this when preparing lessons.
- Where possible prior learning is considered and opportunities for revision of facts and historical understanding are built into lessons.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Children are engaged, curious and resilient in History lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Children are analytical in their thinking, making informed and balanced judgements based on their evaluation of historical sources and on their knowledge of the past.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In History we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In History, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).