



# Oakwood Academy

A Visual Arts, Technology & Sports College

## Humanities Policy

Inspire - Impact - Independence

### OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

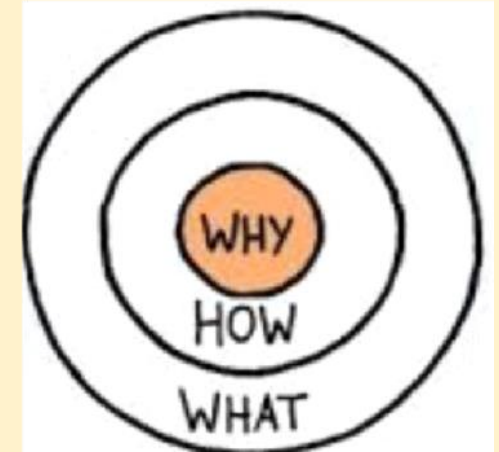
#### Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	D Jones (Assistant Head Teacher), updated September 2023
Policy to be reviewed:	September 2024
Summary of changes	<ul style="list-style-type: none"><li>· Added a range of subject enhancements to support curriculum outcomes</li><li>· Added the Oakwood teaching and learning strategies used to support pupils progress in Humanities</li></ul>

## Aims of Teaching and Learning at Oakwood; Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



### Policy Development (How)

This policy has been developed through:

- Review of Ofsted Research review series: History (2021)
- Review of Ofsted Research review series: Geography (2021)
- Advice from specific subject associations (History Association and Geography Association)
- Curriculum guidance from Place2be
- Review of Humanities policy and subject action plan
- Curriculum Review Autumn 2021 with senior leaders.
- External curriculum review from school consultant

# Contents page

Humanities Policy

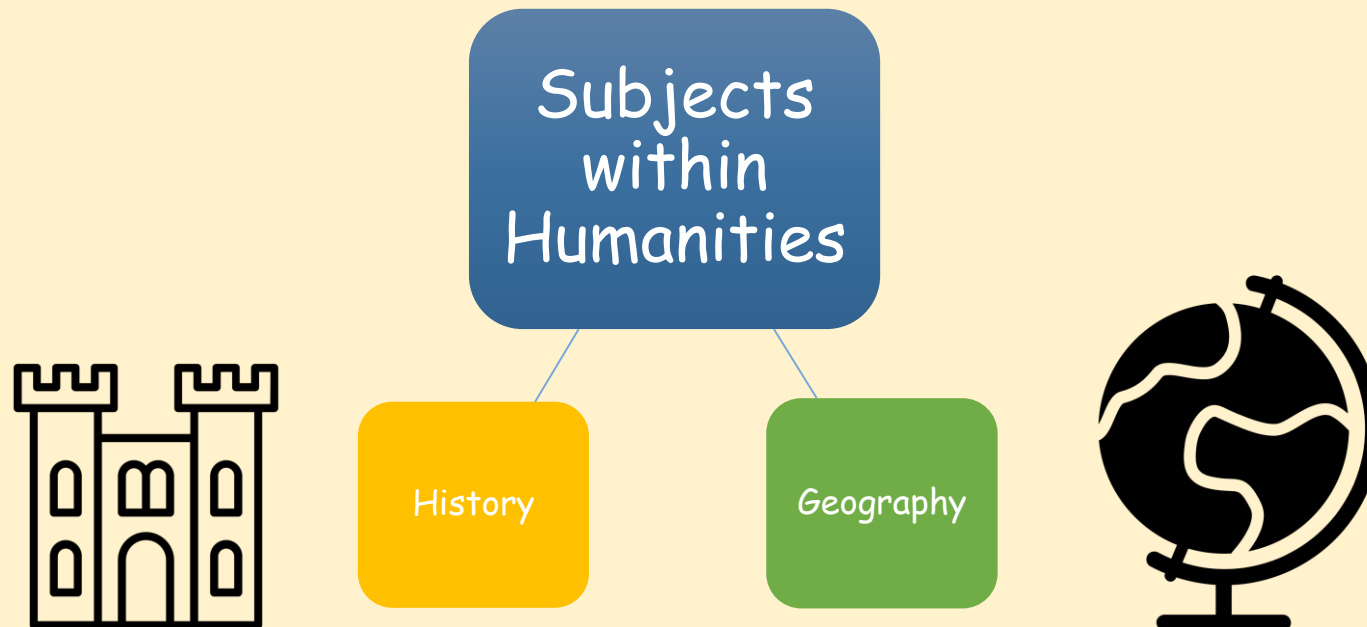
Contents	Slide number
<p><b><u>Subject information:</u></b></p> <ul style="list-style-type: none"><li>· Introduction and aims</li><li>· The Vision of Humanities at Oakwood</li><li>· Professional links</li></ul>	<p><b>1 - 2</b></p>
<p><b><u>Subject design and intent:</u></b></p> <ul style="list-style-type: none"><li>· Rationale</li><li>· Humanities Curriculum Maps (components, concepts and context)</li><li>· Humanities progression models</li><li>· Cross-curricular links (including SMSC and British Values opportunities)</li><li>· Subject enhancements</li><li>· Home Learning</li></ul>	<p><b>2 - 8</b></p>
<p><b><u>Other information</u></b></p> <ul style="list-style-type: none"><li>· Resources</li></ul>	<p><b>9</b></p>

# Subject information

Humanities

## Aims of this policy

- To introduce the **vision** of the Humanities department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in Humanities



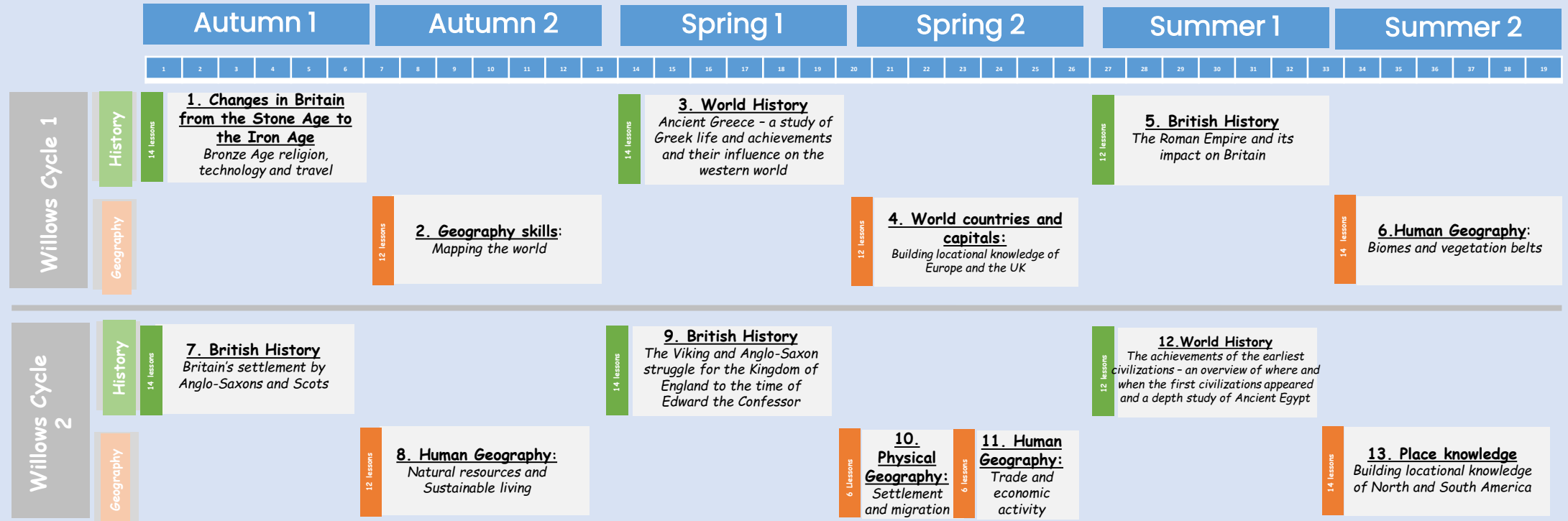
# Our vision for humanities

OAKWOOD ACADEMY



The purpose of Humanities at Oakwood is to foster **curiosity** and **deepening knowledge** about the world, its past and the people within it. Humanities aims to spark a love for learning and exploration later in life, increasing students Cultural Capital and further **opportunities** in adulthood.

# Humanities KS2 Curriculum Map



# Humanities KS3 Curriculum Map

Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Year 7 PM	History	<b>14. Church, state and society in Medieval Britain 1066-1509</b> <i>How did a Norman become king of England? (The Norman Conquest)</i> 14 lessons		<b>16. Church, state and society in Medieval Britain 1066-1509</b> <i>How far did the Black Death change the medieval World? (The Black Death and its social and economic impact)</i> 14 lessons		<b>18. Church, state and society in Britain 1509-1745</b> <i>Why did Henry VIII make the break with Rome? Tudors - the English Reformation and the Counter Reformation, Henry VIII to Mary I)</i> 12 lessons
	Geography		<b>15. Map skills and the UK</b> A focus on Map skills and local field work- reading and making maps. 12 lessons		<b>17. Weather and climate</b> 12 lessons	<b>19. Population</b> 14 lessons
Year 8 PM	History	<b>20. Church, state and society in Britain 1509-1745</b> <i>The Elizabethan religious settlement and conflict with Catholics</i> 14 lessons		<b>22. World history significant societies</b> <i>The Qing dynasty (1644-1911)</i> 14 lessons		<b>24. Britain in 1745-1901: ideas, political power, industry and empire</b> <b>Local History Study</b> <i>The Industrial Revolution - The exploration of Britain's changes over time</i> 12 lessons
	Geography		<b>21. Investigating coasts</b> 12 lessons		<b>23. Rivers</b> 12 lessons	<b>25. The Geography of Africa</b> 14 lessons
Year 9 PM	History	<b>26. Britain in 1745-1901: ideas, political power, industry and empire</b> <i>Britain's transatlantic slave trade: its effects and its eventual abolition</i> 14 lessons		<b>28. Challenges for Britain, Europe and the wider world 1901 to the present day</b> <i>The First World War and the Peace Settlement</i> 14 lessons		<b>30. Challenges for Britain, Europe and the wider world 1901 to the present day</b> <i>The Second World War and the wartime leadership of Winston Churchill</i> 12 lessons
	Geography		<b>27. Extreme Earth</b> <i>The exploration of extreme weather from around the world and what causes this weather</i> 12 lessons		<b>29. Climate change</b> 12 lessons	<b>31. The Geography of Russia</b> 14 lessons

# Humanities KS3 Curriculum Map

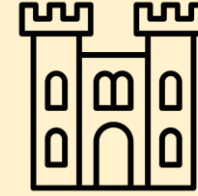
Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Year 7 SF	History	14 lessons	<u>31. Church, state and society in Medieval Britain 1066-1509</u> <i>How did a Norman become king of England? (The Norman Conquest)</i>				14 lessons	<u>33. Church, state and society in Medieval Britain 1066-1509</u> <i>How far did the Black Death change the medieval World? (The Black Death and its social and economic impact)</i>						12 lessons	<u>36. Church, state and society in Britain 1509-1745</u> <i>Why did Henry VIII make the break with Rome? Tudors - the English Reformation and the Counter Reformation, Henry VIII to Mary I)</i>	
	Geography			12 lessons	<u>32. Map skills and the UK</u> <i>A focus on Map skills and local field work- reading and making maps.</i>				6 lessons	34. Weather and climate	6 lessons	35. Development		5 lessons	37. The world of work	9 lessons
Year 8 SF	History	14 lessons	<u>39. Church, state and society in Britain 1509-1745</u> <i>The Elizabethan religious settlement and conflict with Catholics</i>				14 lessons	<u>42. World history significant societies</u> <i>The Qing dynasty (1644-1911)</i>					12 lessons	<u>45. Britain in 1745-1901: ideas, political power, industry and empire</u> <b>Local History Study</b> <i>The Industrial Revolution - The exploration of Britain's changes over time</i>		
	Geography			6 lessons	40. Rivers	6 lessons	41. Population and Urbanisation		8 lessons	43. The Geography of Africa	4 lessons	44. Geology		7 lessons	46. Coasts	7 lessons
Year 9 SF	History	14 lessons	<u>48. Britain in 1745-1901: ideas, political power, industry and empire</u> <i>Britain's transatlantic slave trade: its effects and its eventual abolition</i>				14 lessons	<u>51. Challenges for Britain, Europe and the wider world 1901 to the present day</u> <i>The First World War and the Peace Settlement</i>					12 lessons	<u>54. Challenges for Britain, Europe and the wider world 1901 to the present day</u> <i>The Second World War and the wartime leadership of Winston Churchill</i>		
	Geography			6 lessons	49. Ecosystems	6 lessons	50. Climate change		6 lessons	52. Glaciation	6 lessons	53. Energy		14 lessons	55. The Geography of Russia	



# History at Oakwood

Introduction and aims



## Introduction:

At Oakwood, we believe that history is an essential part of the curriculum; a subject that not only stands alone, but also is woven and should be an integral part of all learning

History has had an impact on the lives and experiences of everyone today. We live in the society that has been shaped by significant events and people of the past.

Interesting, inspiring and challenging events of the past give pupils an enthusiasm and intrigue that will feed into other areas of learning, as these skills are transferrable.

The school focuses on developing the skills necessary for children to be able to engage with the social, political and economic changes of the world around us. We will explore their attitudes towards history and how it has an impact on society in the modern world.

## Professional links:

The humanities department has professional links that support curriculum delivery with: The History Association (Subject Association) and Place 2 Be.

# The guiding principles of our curriculum through History

## Inclusion focus

- We have selected accessible texts / stories / visual resources that supports pupils learning.
- We want history lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success.
- Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could work towards producing substantial pieces of work.
- Our tasks are short and varied. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing
- We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history

## Appropriate content

- Decisions about what to include in the history curriculum are always difficult and must take into account a number of different curricular aims alongside the cognition and learning barriers our pupils present with.
- The curriculum content has been chosen specifically for it's appropriateness for our students, this is driven by rigorous assessments of student starting points.

## Locality

- Where we can, we have identified areas of history, stories and meaningful examples that are linked to our locality. For example sequences of learning focusing on the direct influences of Britain changing over time (transport and housing developments in Manchester)

## Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

## Making connections across subjects

- Schema theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at is core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.

## Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across history (1 - significance, 2 - continuity and change, 3 - cause, effect and legacy and 4 - perspective and evidence). These key concepts are then replicated across a range of contexts to embed key learning.

# Curriculum Design

- We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past and a range of historical periods, fields, places and societies.
- **Organization**
- There is a curriculum map across the whole of KS2 and 3. Each week students have two periods of humanities per week.
- Students will alternate between studying History and Geography, completing one sequence of learning in either history or geography before moving on to the other subject.
- This approach ensures we can offer more breadth and depth within the chosen subjects than we would if we were to cover both at the same time. This also offers the ability to revisit skills and content over time, forging stronger connections between content and skills.
- Students found it difficult to forge these connections whilst studying one lesson a week of both subjects, so the decision was made to spend more time each week looking at a specific subject that we alternate after completion.
- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained over the duration of it.
- **Coherence**
- Our approach to history is organised around **enquiry questions** at both sequences of lessons and individual lesson basis. This approach is used to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering (and, where appropriate, asking) disciplinary appropriate questions.
- The enquiries and proposed sequence of enquiries across the curriculum is organised around the substantive **concepts**. Each enquiry will have a disciplinary focus. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples.
- We recognise that knowledge of **substantive concepts** must be developed through repeated encounters with meaningful examples in familiar contexts. The curriculum is designed to develop the depth and complexity of pupils' disciplinary understanding over time through meaningful examples. Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.
- Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils..
- **Planning**
- In Willows, the children will begin by learning about small snapshots of history by considering changes within living memory to help children to understand how history is always being made. They will also look at local history in order for children to understand how their homes have been affected by people and events around them, giving them a regional identity. They will start to look at history on a global scale by looking at significant people and events from the past.
- After Year 7, children will begin to study specific periods in a chronological order. Children will continue to develop the concepts by beginning to differentiate between primary and secondary sources and make independent evaluations of historical events. They will be able to build up an understanding of chronology from ancient history to modern history.



*Accessibility and  
inclusivity*

We are committed to ensuring that all students have equal access to high-quality humanities education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed. This section of our humanities policy outlines our approach to inclusivity and the provision of adapted equipment to support students with disabilities or special education needs.

### **1. Inclusive Teaching Strategies:**

- a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- b. Modifications to instructional methods, assessments, and resources will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

### **2. Adapted Equipment:**

- a. Oakwood is equipped with a range of adapted equipment to facilitate the participation and learning of students with disabilities or special education needs.
- b. Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- c. For students with mobility impairments adjustable-height tables are available to ensure they can comfortably participate in hands-on experiments.
- d. Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.
- e. Additional supports, such as magnifiers, colored overlays, or specialized seating, will be provided based on individual student needs.

f. We have a range of adapted subject specific equipment including:

Range of different globes sizes and visual aids across history and geography

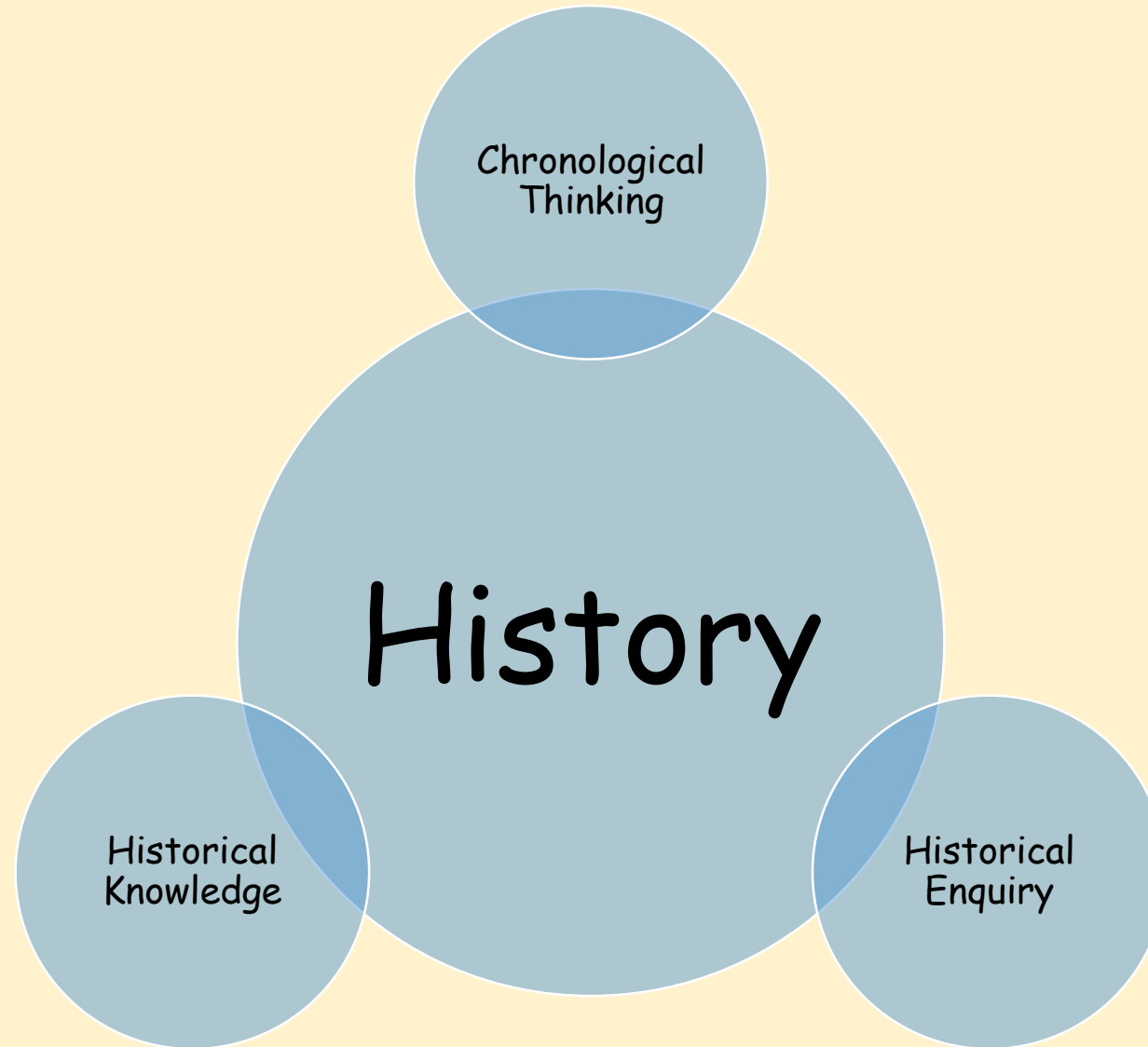
## **5. Accessibility of Facilities:**

a. Classrooms are designed and organized to provide easy accessibility for students with disabilities or special education needs.

b. Clear pathways, wheelchair ramps, and appropriate signage will be in place to ensure students can navigate the facilities independently.

c. Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.

The components of knowledge identified in History are:



# The History Curriculum

## Knowledge

### Substantative Knowledge

#### 1. Chronological Thinking

- Create timelines that show personal events.
- Place historical events along a mental timeline.
- Explore time specific vocabulary e.g. decade, century etc.
- Explore the changes in society from one period of time to another and highlight the differences.

#### 2. Historical Knowledge of Substantive Concepts

- Significance, Cause and effect, Empire, Power, Invasion, Monarchy, Religion, Civilisation, Expansion, Trade

### Disciplinary Knowledge

#### 3. Historical Enquiry

- Building knowledge towards answering carefully designed enquiry questions that reflect the kinds of questions historians ask and introduce pupils to disciplinary traditions.
- How historians investigate the past
- How they construct historical claims, arguments and accounts
- Specific, meaningful examples that represent academic history accurately
- Primary and Secondary Sources
- Types of sources, physical, kinetic, visual etc.
- Analysis of information bias.
- Propaganda

## Concepts

Significance (people, events and developments)			Continuity and change (chronology)			Cause, effect and legacy			Perspective and evidence		
1	2	<del>3</del>	<del>1</del>	2	3	<del>1</del>	2	<del>3</del>	<del>1</del>	2	3
<p>Some events, ideas or people have had such a long-lasting impact on the world that they could be significant.</p> <p>Significant events include those that resulted in great change over long periods of time for large numbers of people.</p> <p>A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something important for us today.</p>			<p>Chronology is the study of the big picture of events across time. This means that pupils gradually build up a sense of how periods and events fit together in sequence</p> <p>We evaluate change over time using the ideas of progress and decline.</p> <p>Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past, such as before and after.</p>			<p>This concept considers the 'how and why' of history. These questions start the search for cause</p> <p>The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these</p> <p>People, as individuals and as groups, play a part in promoting, shaping, and resisting change.</p>			<p>The litter of history – letters, documents, records, diaries, drawings, newspaper accounts and other bits and pieces left behind by those who have passed on – are treasures to the historian. These are primary sources that can give up the secrets of life in the past. Historians learn to read these sources.</p> <p>Primary sources must be read differently. To use them well, we set them in their historical contexts and make inferences from them to help us understand more about what was going on when they were created.</p> <p>Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.</p>		

## Historical contexts

Changes in Britain from the Stone Age to the Iron Age	Ancient Greece - a study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
Church, state and society in Medieval Britain 1066-1509	Church, state and society in Britain 1509-1745	World history significant societies The Qing dynasty (1644-1911)	Britain in 1745-1901: ideas, political power, industry and empire Local History Study	Church, state and society in Medieval Britain 1066-1509	Challenges for Britain, Europe and the wider world 1901 to the present day



## Progress in History

- Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments.
- Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts. These layers of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units. With secure knowledge of the past, students are also able to learn about the discipline of history.

## History Progression Models

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the History curriculum is laid out in the History Concept progression models. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.



Our approach to teaching  
History

# Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



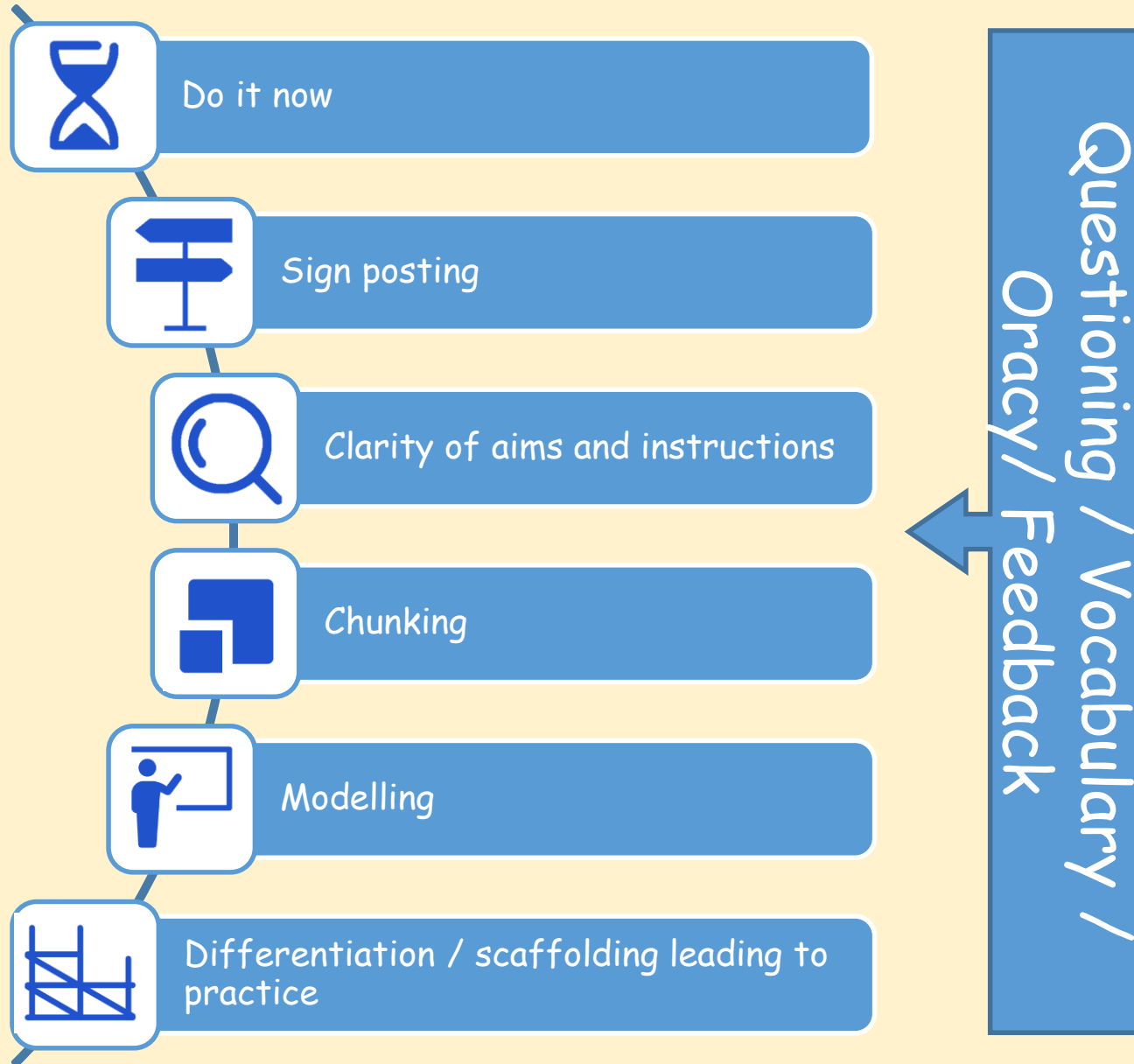
Lesson structure



# Foundations

<p>Classroom environment</p>		<p>Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment</p>
<p>Knowing students and developing relationships</p>		<p>Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.</p>
<p>High expectations</p>		<p>'The higher the expectations of teachers, the better students perform' - (Rosenthal &amp; Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.</p>

# Lesson structure



## How the Oakwood teaching and learning strategies are used to improve pupils learning in History

Do It Now	<ul style="list-style-type: none"> <li>Memory review activities are strategically planned to recall key knowledge and address misconceptions</li> <li>This helps pupils by building up knowledge of the past to make it increasing secure.</li> <li>Pupils study and revisit particular periods, events and people in the past and develop a rich understanding of these places and times. We also use recall activities to develop chronological knowledge.</li> <li>Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts</li> </ul>
Signposting	<ul style="list-style-type: none"> <li>Signposting cues students in to what they can expect from each stage of their lesson.</li> <li>If provides them with structure and clarity.</li> </ul>
Chunking	<ul style="list-style-type: none"> <li>Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.</li> </ul>
Modelling	<ul style="list-style-type: none"> <li>Teachers provide worked examples for pupils to build up knowledge of the past to make it increasing secure.</li> <li>Teachers model the key steps of particular periods, events and people in the past and develop a rich understanding of these places and times.</li> <li>Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts</li> </ul>
Scaffolding	<ul style="list-style-type: none"> <li>Involves using a range of strategies to provide temporary support for pupils</li> <li>Sentence starters</li> <li>Key word mats</li> </ul>
Adaptive teaching	<ul style="list-style-type: none"> <li>Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include, writing frames, partially completed examples and hinge questions</li> <li>Stretch and challenge - teachers use the history progression framework to identify the outcomes across schemes of work. This helps to provide appropriate stretch and challenge for all learners</li> </ul>

# Links to wider learning

History

## English

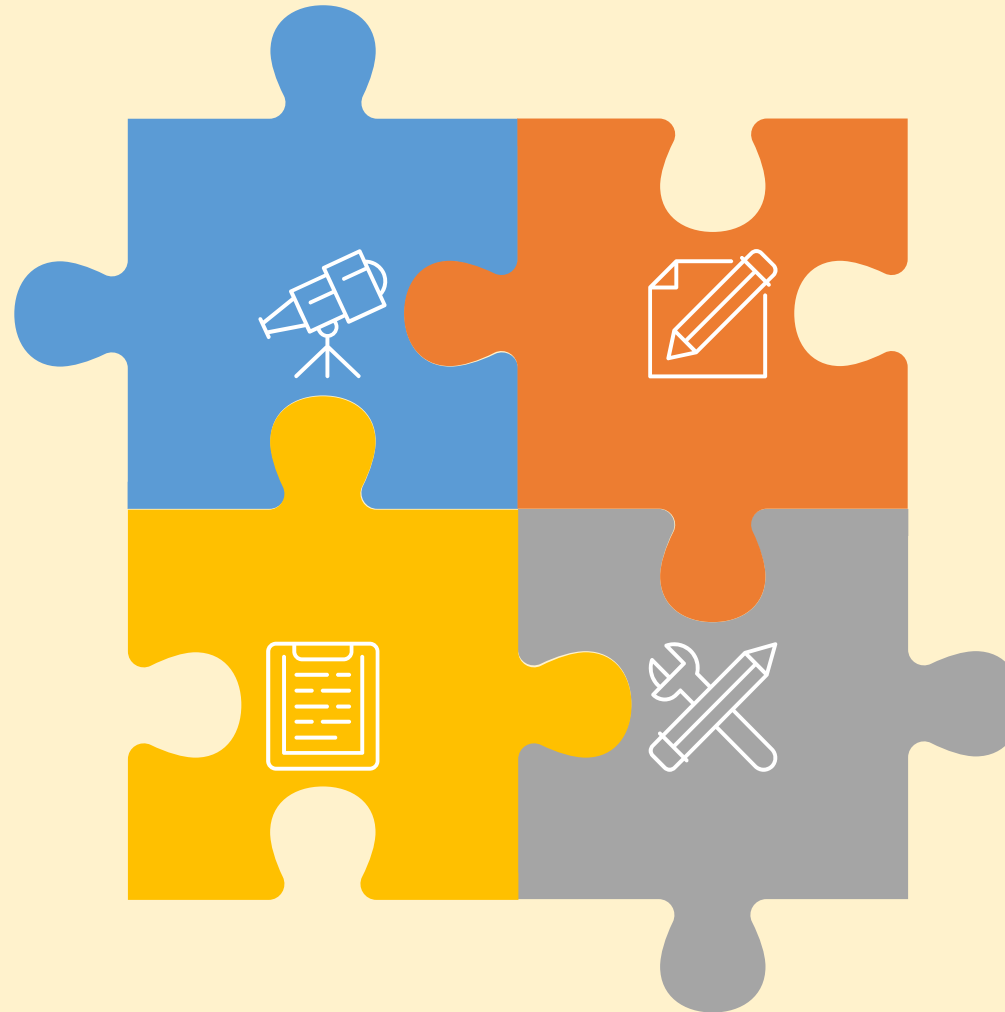
Exploring time specific vocabulary  
(chronological thinking)

Reading and interpreting primary and  
secondary sources

Writing to describe historical  
significance and cause/effect and legacy

## Science

Exploring extreme weather from  
around the world and the causes,  
affects of this.



## Maths

Creating and placing historical  
events on timelines (chronological  
thinking)

## Personal Development

Links to Living in the Wider world  
curriculum:

- British values
- Multi cultural societies
- Slavery

## Subject enhancements

At Oakwood, we believe in providing a comprehensive curriculum that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous role models throughout the curriculum. These enhancements aim to deepen students' understanding of key knowledge, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

**Trips:** Trips offer students the opportunity to apply their knowledge in real-life situations and develop practical skills. The following table highlights the trips organized by year group and their focus:

<u>Year</u>	<u>Trip</u>	<u>Focus</u>
Year 8	Trip to Bridgewater canal	Local history study (how Salford developed during the industrial revolution)
Year 9	Trip to Imperial War Museum	WW1 and WW2

## Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific humanities concepts and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

Year	Theme Day / Project	Focus
All years	Black History Month	Themed assembly
All years	Holocaust Memorial Day	Themed assembly
All years	World refugee day	Themed assembly
All years	LGBT History Month	Themed assembly

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of significant historical people throughout the curriculum. The following are examples interwoven into our lessons:

Year	Significant historical people	Historical period
Primary	The ancient greek gods	World History, Ancient Greece - a study of Greek life and achievements and their influence on the western world
Primary	Julius Caesar	British History - The Roman Empire and its impact on Britain
Year 7	William I	How did a Norman become King of England? (The Norman Conquest - Church, state and society in Medieval Britain 1066-1509)
Year 7	Henry VIII	Church, state and society in Medieval Britain 1066-1509. Why did Henry VIII make the break with Rome? (Tudors - the English Reformation and the Counter Reformation, Henry VIII to Mary I)
Year 8	Elizabeth I	Church, state and society in Britain 1509-1745. The Elizabethan religious settlement and conflict with Catholics
Year 9	Harriet Tubman	Britain in 1745-1901: ideas, political power, industry and empire. Britain's transatlantic slave trade: its effects and its eventual abolition
Year 9	Adolf Hitler	Challenges for Britain, Europe and the wider world 1901 to the present day. The Second World War and the wartime leadership of Winston Churchill
Year 9	Winston Churchill	Challenges for Britain, Europe and the wider world 1901 to the present day. The Second World War and the wartime leadership of Winston Churchill



## Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous historian who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	History link
Willows Cycle 1	Temple Grandin (1947-2022)
Willows Cycle 2	Jacques Lusseyran (1924-1971)
Year 7	Leroy F. Moore Jr. (b. 1967)
Year 8	Stephen Hawking (1942-2018)
Year 9	Janice L. Thompson (1953-2019)

# British Values

## British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in History we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our History curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

# History curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

## Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

## Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

## Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

## Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit history curriculum opportunities



See History curriculum - SMSC overview



See History curriculum - SMSC overview



See History curriculum - SMSC overview



See History curriculum - SMSC overview

Black History Month assemblies



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Holocaust memorial day assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

LGBT History Month assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

World Refugee Day assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Homework tasks



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils

# History curriculum - SMSC overview

Oakwood Academy

	Willows Curriculum	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum	
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.</p>	<ul style="list-style-type: none"> <li>Explore the changes in society from one period of time to another and highlight their differences.</li> <li>Participate in discussions with others about 'my local area' and what makes it unique</li> </ul>	<ul style="list-style-type: none"> <li>Explore the changes in society from one period of time to another and highlight their differences (bronze age to iron age)</li> <li>Appreciate diverse viewpoints when exploring 'what was roman society like?' and what did the ancient romans believe in?</li> <li>Reflect on conflict during 'why did William have a hard time as king?'</li> </ul>	<ul style="list-style-type: none"> <li>Explore the changes in society from one period of time to another and highlight their differences (Britain changing over time)</li> <li>Appreciate diverse viewpoints and moral issues within Henry VIII and his many wife's</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate diverse viewpoints and moral issues within the slave trade</li> <li>Investigate moral issues and the affect of WW1 and WW2</li> </ul>
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p>	<ul style="list-style-type: none"> <li>Appreciate moral and ethical issues when exploring the changes in society from one period of time to another and highlight their differences.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate moral and ethical issues when exploring the changes in society from one period of time to another and highlight their differences.</li> <li>Recognize right and wrong in relation to conflict (who were the contenders to the throne?)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize right and wrong in relation to moral issues within Henry VIII's reign</li> <li>Comparing historical law to present law</li> <li>Appreciating consequences relating to</li> </ul>	<ul style="list-style-type: none"> <li>Recognize right and wrong in relation to moral issues of WW1 and WW2</li> <li>Comparing historical law to present law</li> <li>Appreciating consequences relating to actions (Atlantic slave trade)</li> </ul>
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<ul style="list-style-type: none"> <li>Respecting multi cultural faiths and what affects where people live</li> <li>Enjoying learning about the surrounding world and different historical eras</li> <li>Reflect on</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions with others about 'my local area' and what makes it unique (i.e. a multicultural society)</li> <li>Appreciate diverse feelings and values around why people live in volcanic areas</li> <li>Enjoying learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different countries in Europe and their differences</li> <li>Enjoying learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different India compared to the UK</li> <li>Enjoying learning about different places around the world</li> </ul>
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> <li>Investigating moral issues and diverse viewpoints when discussing what affects where people live</li> <li>Investigating cultural influences when discussing what affects where people live</li> <li>Identifying and discussing cultural landmarks in key cities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate cultural influences in 'my local area' and what makes it unique</li> <li>Appreciate diverse viewpoints within their local community</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating diverse viewpoints and rules/law when exploring different countries in Europe and their differences</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different India compared to the UK</li> <li>Appreciate diverse viewpoints within their local community</li> </ul>

# Geography at Oakwood

## Introduction

At Oakwood, we aim to provide a high quality geography curriculum to inspire, challenge and engage children to understand more about the world around them.

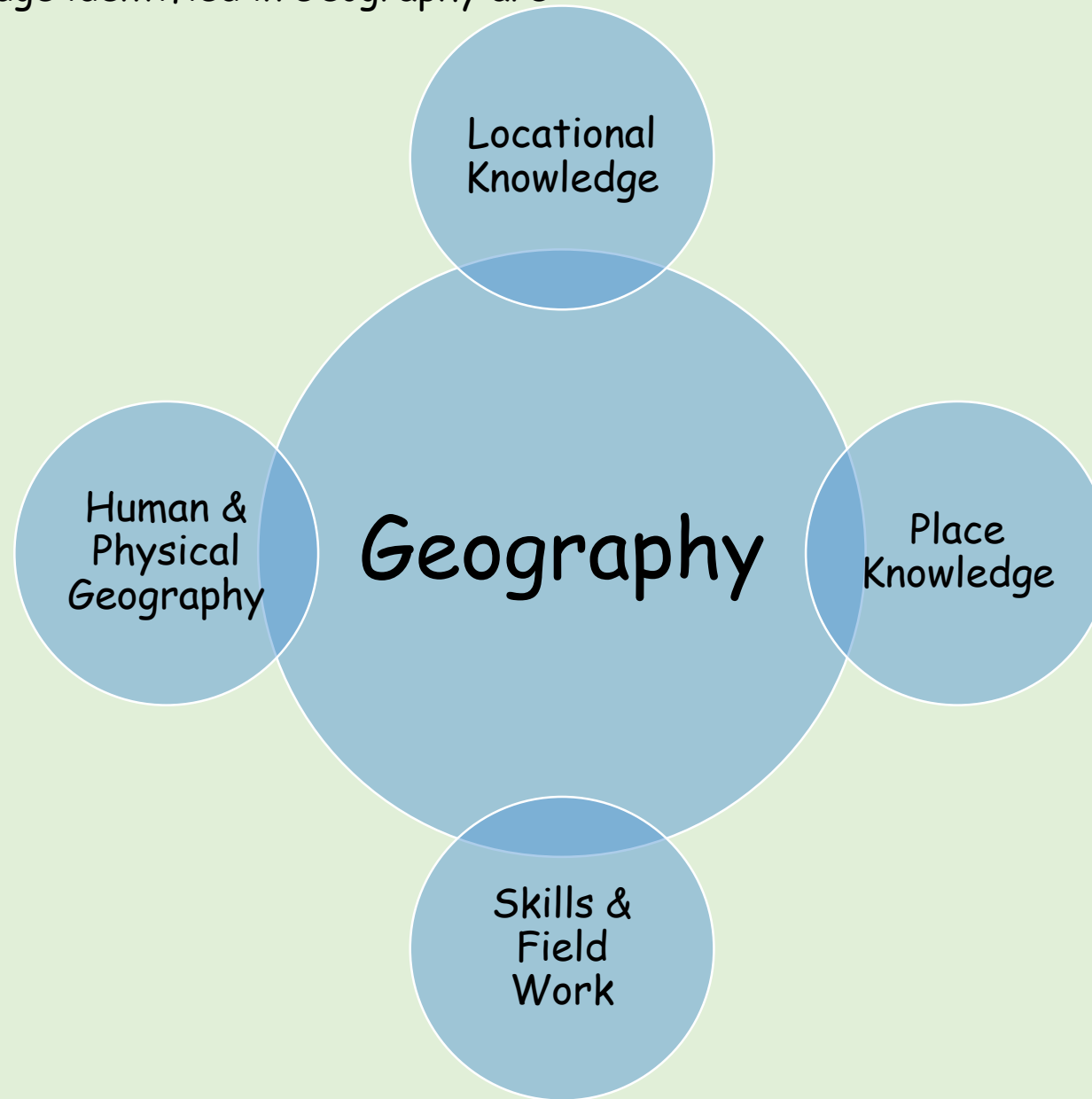
Teaching key concepts such as place, space, scale, environment, interconnections and physical and human processes will help to provide children opportunities for field work and developing key geographical skills to inspire a love of learning

An engaging and active geography curriculum can help to raise cultural capital and develop connections through people and events in different places and cultures.

### Professional links:

The humanities department has professional links that support curriculum delivery with: The History Association (Subject Association) and Place 2 Be.

The components of knowledge identified in Geography are:



# The guiding principles of our curriculum through Geography

## Inclusion focus

- We have selected texts / stories / visual resources that are representative of our school community.
- We want geography lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success.
- Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could work towards producing substantial pieces of work.
- Our tasks are short and varied. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing
- We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world
- All students should see representations of themselves or people like themselves in the resources that we expose them to. Current affairs topics are chosen because they are meaningful for our school population.

## Appropriate content

- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points.
- We have designed pathways to allow us to ensure that the curriculum is appropriately tailored to those who it is delivered to. Teachers have flexibility to choose the pathway best suited to their learners.

## Locality

- Where we can, we have identified areas of geography, stories and meaningful examples that are linked to our locality. For example sequences of learning focusing on the local area of Salford.

## Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

## Making connections across subjects

- Schema theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.

## Knowledge (Components and Concepts)

- Prototype theory - it is clear to see how key concepts have been replicated across a range of contexts in the geography curriculum (for example the concept 'place' which is key to developing locational knowledge is learned across schemes of work on continents, oceans, 'the UK and Europe

## Sequencing

- Components and composites - each sequence of learning is organized so that clear composites are identified.

## Subject design in Geography

- **Coherence**

- Our approach to geography is organised through thematic enquiry. This approach is used to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question
- As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?).

- **Organization**

- The topics and proposed sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. place, scale, environment etc).
- The enquiries and proposed sequence of enquiries across the curriculum is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts.
- Each enquiry will have a disciplinary focus. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples.



## Curriculum Design in Geography

- Teachers break down curriculum content into component parts and draw from the breadth of **concepts** to give pupils the knowledge they need to appreciate the wider subject
- Teachers recognise that building pupils' knowledge of locations helps them build their own identity and sense of place. Pupils develop an appreciation of distance and scale.
- Pupils gain the knowledge they need to develop an increasingly complex understanding of place. This helps them make a connection between location and geographical processes and personal experience. For example, looking at their own route to school, town or city may lead to more conceptual understanding that they can draw on when looking at regional, national and global scales.
- In Willows, the children will begin by learning about their local environment and how place and space is used. They will be able to name and locate continents and oceans of the world as well as identifying the countries that make up the United Kingdom and their capital cities. Children in key stage one will also begin to identify human and physical locations by looking at natural and man-made items in their local area.
- In KS3, children will develop locational and place knowledge by using maps, atlases and digital media such as google earth to name and locate counties, countries and cities around the world. They will use fieldwork and skills to collect and analyse data as well as looking closely at physical and human processes such as urbanisation, volcanoes, earthquakes and global warming.

# Breadth and Depth of the Geography Curriculum

Geographical Knowledge																
Substantative Knowledge							Disciplinary Knowledge									
<p>Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:</p> <ol style="list-style-type: none"> <li><b>Locational knowledge</b> - pupils learn about the orientation of the world and how to navigate. For example: name and locate locations and positioning systems (place and space)</li> <li><b>Place knowledge</b> - the connection of location and physical and/or human geography processes with personal experience (place, space and interconnections)</li> <li><b>Human and physical geography</b> - for example migration, glaciation and climate change (environment, interconnections and physical/human processes)</li> </ol>							<p>Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers.</p> <ol style="list-style-type: none"> <li><b>Geography skills and fieldwork</b> - for example using maps and globes, collecting first hand evidence (place, space and scale)</li> </ol>									
Concepts																
Locational knowledge			Place knowledge				Human and physical geography			Geography skills and fieldwork						
Pupils learn about the orientation of the world and how to navigate. For example: name and locate locations and positioning systems.			The connection of location and physical and/or human geography processes with personal experience				For example, migration, glaciation and climate change			Using maps and globes, collecting first hand evidence						
Contexts																
<u>Willows</u>	Mapping the world	World countries and capitals	Biomes and vegetation belts	Natural resources and sustainable living	Settlement and migration	Trade and economic activity	North and South America									
<u>PM pathway</u>	Map skills and the UK	Weather and climate	Population	Investigating coasts	Rivers	The Geography of Africa	Extreme Earth	Climate change	The Geography of Russia							
<u>SF pathway</u>	Map skills and the UK	Weather and climate	Development	The world of work	The Geography of the Middle East	Rivers	Population and urbanisation	The Geography of Africa	Geology	Coasts	Tectonics	Ecosystems	Climate change	Glaciation	Energy	The geography of Russia



## Curriculum Implementation

- Enquiry-based learning in geography can support the development of pupils' disciplinary knowledge. Through careful content selection and teacher guidance, it can increase pupils' capacity to recognise and ask geographical questions, to critique sources and reflect on what they have learned, as well as the methods used.
- When using contemporary media coverage to engage and motivate pupils, teachers ensure that the geographical knowledge to be learned is always at the forefront of their teaching.
- Teachers check that any media content is geographically accurate
- The school focuses on developing the skills necessary for children to understand the changes of the world around them and the impact that they have on the world. Taught as an independent subject, we will deliver a progressive curriculum that builds up key knowledge and skills as they move through the primary curriculum.

## Progress in Geography

- In Willows, the children will begin by learning about their local environment and how place and space is used. They will be able to name and locate continents and oceans of the world as well as identifying the countries that make up the United Kingdom and their capital cities. Children in key stage one will also begin to identify human and physical locations by looking at natural and man-made items in their local area.
- In KS3, children will develop locational and place knowledge by using maps, atlases and digital media such as google earth to name and locate counties, countries and cities around the world. They will use fieldwork and skills to collect and analyse data as well as looking closely at physical and human processes such as urbanisation, volcanoes, earthquakes and global warming

## Geography Progression Models

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the Geography curriculum is laid out in the Geography Concept progression models. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.

# British Values

## British Values

- **Extremism and radicalization** - All subject teachers in the Humanities department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness. This equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our curriculum and have pre-planned the coverage of the British values through the topics that we have selected. Examples include:

# British values overview in the Geography curriculum

At Oakwood Academy, we recognise the multicultural, multi-faith nature of the local area and the United Kingdom. These values are reflected in the school's ethos and embedded in school life.

	<b>Democracy</b> A state of society characterised by equality of rights and privileges	<b>The Rule of Law</b> All people and institutions are subject to and accountable to law that is fairly applied and enforced.	<b>Individual Liberty</b> Individual liberty suggests the free exercise of rights generally seen as outside Government control.	<b>Mutual Respect and Tolerance</b> The proper regard for an individual's dignity, which is reciprocated.	<b>Overview</b> Some examples include:
<b>My local area (Year 8)</b>	✓	✓	✓	✓	The sequence of learning called 'my local area' explores key themes such as exploring the local area (people, diversity, local services and tourist information) and (b) 'Europe' that explores Europe, the countries within it and their differences
<b>Europe (Year 8)</b>	✓	✓	✓	✓	The sequence of learning called 'Europe' explores Europe, the countries within it and their differences
<b>Earning a living (Year 8)</b>	✓	✓	✓	✓	The exploration of how people earn, both within the UK and outside of it, and the factors that can influence this.
<b>Homework</b>	✓	✓	✓	✓	Themed homework opportunities available to all on British Values outcomes
<b>Assemblies</b>	✓	✓		✓	Planned assembly on 'World Environment Day' and links to democracy and the rule of law.
<b>School Council</b>	✓	✓	✓	✓	We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

## Home Learning Policy

- Students have Home Learning packs whereby they can choose a selection of work to complete from a list of given topics. For each year group there a range of tasks to choose from that they will complete over the course of a half term, as part of the Home Learning pack. These are opportunities to extend knowledge, skills or recap and retain prior learning.

# Geography curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

## Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

## Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

## Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

## Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit curriculum opportunities



See Geography curriculum - SMSC overview



See Geography curriculum - SMSC overview



See Geography curriculum - SMSC overview



See Geography curriculum - SMSC overview

Geography field trip



Exploring the local area and building map reading skills.



Exploring the local area and building map reading skills.



Exploring the local area and building map reading skills.



Exploring the local area and building map reading skills.

World Environment Day assembly



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Homework tasks



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



# Geography curriculum - SMSC overview

Oakwood Academy

	Willows Curriculum	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p> <ul style="list-style-type: none"> <li>Investigating moral issues and diverse viewpoints when discussing what affects where people live</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions with others about 'my local area' and what makes it unique</li> <li>Appreciate diverse viewpoints within their local community</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating diverse viewpoints when exploring different countries in Europe and their differences</li> <li>Participate with others to develop map skills and local fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate diverse viewpoints when learning about the affects of extreme earth</li> <li>Appreciate diverse viewpoints when learning about India culture</li> <li>Investigate conflict that occurs when discussing key themes such as extreme weather and climate control</li> </ul>
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p> <ul style="list-style-type: none"> <li>Understanding moral issues relating to what affects where people live</li> <li>Identifying what makes a city through law</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions with others about 'my local area' and what makes it unique</li> <li>Appreciate moral and ethical issues when discussing their local community</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating diverse viewpoints and rules/law when exploring different countries in Europe and their differences</li> </ul>	<ul style="list-style-type: none"> <li>Identify some rules of law when learning about the affects of extreme earth</li> <li>Identify different rules of law when learning about Indian culture</li> <li>Explicit links to law breaking by groups demonstrating for climate change</li> </ul>
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <ul style="list-style-type: none"> <li>Respecting multi cultural faiths and what affects where people live</li> <li>Comparing faiths and values between people in our local area and Alaska</li> <li>Enjoying learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions with others about 'my local area' and what makes it unique (i.e. a multicultural society)</li> <li>Appreciate diverse feelings and values around why people live in volcanic areas</li> <li>Enjoying learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different countries in Europe and their differences</li> <li>Enjoying learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different India compared to the UK</li> <li>Enjoying learning about different places around the world</li> </ul>
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p> <ul style="list-style-type: none"> <li>Investigating moral issues and diverse viewpoints when discussing what affects where people live</li> <li>Investigating cultural influences when discussing what affects where people live</li> <li>Identifying and discussing cultural landmarks in key cities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate cultural influences in 'my local area' and what makes it unique</li> <li>Appreciate diverse viewpoints within their local community</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating diverse viewpoints and rules/law when exploring different countries in Europe and their differences</li> </ul>	<ul style="list-style-type: none"> <li>Exploring beliefs and respecting faiths when exploring different India compared to the UK</li> <li>Appreciate diverse viewpoints within their local community</li> </ul>



Our approach to teaching  
Geography

# Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



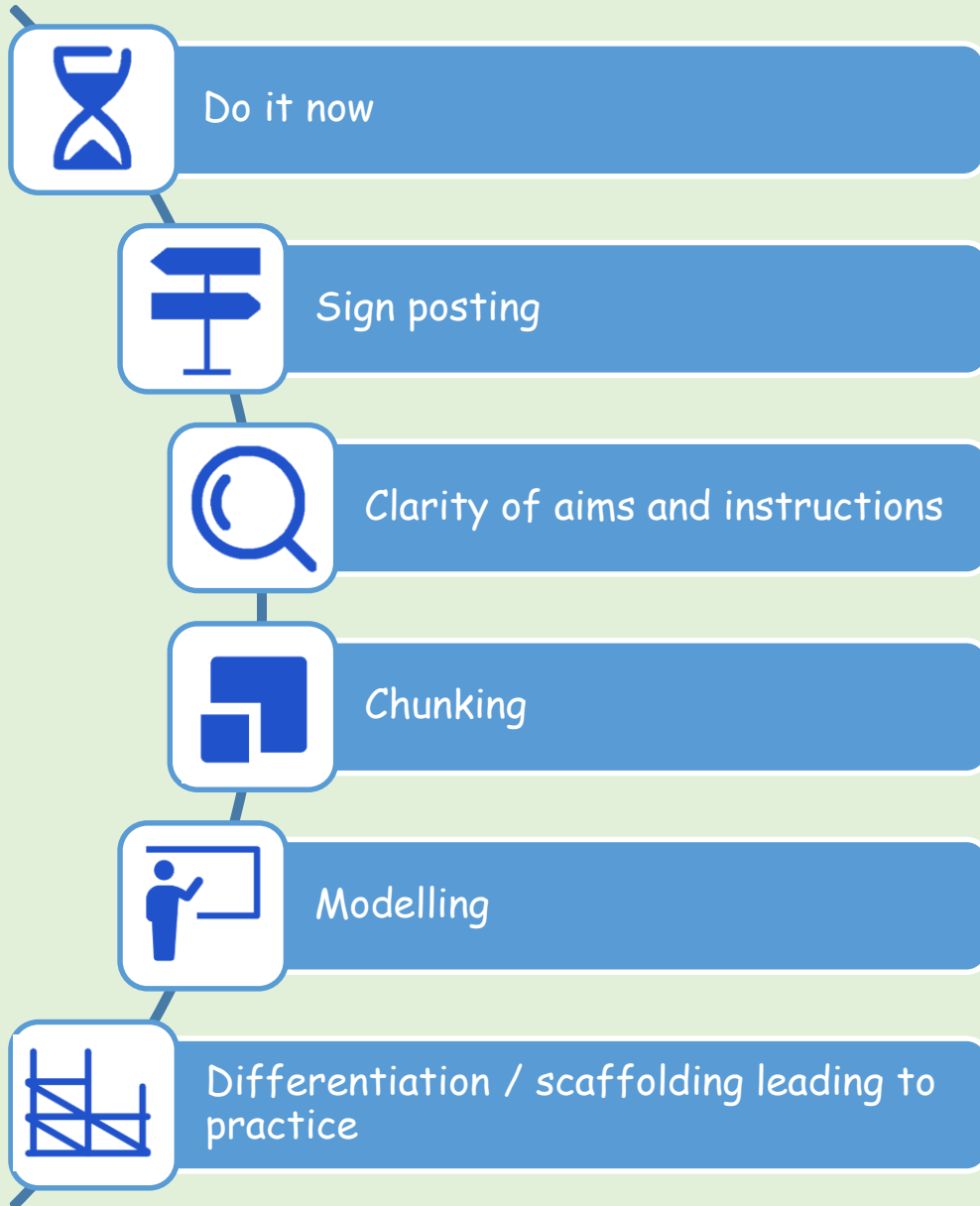
Lesson structure



# Foundations

<p>Classroom environment</p>		<p>Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment</p>
<p>Knowing students and developing relationships</p>		<p>Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.</p>
<p>High expectations</p>		<p>'The higher the expectations of teachers, the better students perform' - (Rosenthal &amp; Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.</p>

# Lesson structure



Questioning / Vocabulary / Oracy / Feedback

## How the Oakwood teaching and learning strategies are used to improve pupils learning in History

Do It Now	<ul style="list-style-type: none"> <li>• Memory review activities are strategically planned to recall key knowledge and address misconceptions</li> <li>• This helps pupils by building up knowledge of the past to make it increasing secure. It is hard for pupils to learn abstract ideas - we need to identify the key knowledge that pupils need to learn</li> <li>• Pupils study and revisit particular periods, events and people in the past and develop a rich understanding of these places and times.</li> <li>• We also use recall activities to develop chronological knowledge.</li> <li>• Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts</li> </ul>
Signposting	<ul style="list-style-type: none"> <li>• Signposting cues students in to what they can expect from each stage of their lesson. If provides them with structure and clarity.</li> </ul>
Chunking	<ul style="list-style-type: none"> <li>• Teachers use chunking to break down information and tasks into smaller manageable chunks or sections.</li> <li>• This is important considering the low working memory demands of learners.</li> <li>• Examples include:               <ul style="list-style-type: none"> <li>• Key events</li> <li>• Significant people</li> <li>• Timelines</li> <li>• Subject specific terminology - use vocab board for substantive concepts (Power, Invasion, Civilisation, Religion and Trade)</li> <li>• Use knowledge organisers or pupils can make their own (Clicker 7)</li> <li>• Use stories/narratives for pupils to help their understanding</li> </ul> </li> </ul>
Modelling	<ul style="list-style-type: none"> <li>• Teachers provide worked examples for pupils to build up knowledge of the past to make it increasing secure.</li> <li>• Teachers model the key steps of particular periods, events and people in the past and develop a rich understanding of these places and times.</li> <li>• Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts</li> </ul>
Scaffolding	<ul style="list-style-type: none"> <li>• Involves using a range of strategies to provide temporary support for pupils</li> <li>• Sentence starters</li> <li>• Key word mats</li> </ul>
Adaptive teaching	<ul style="list-style-type: none"> <li>• Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include, writing frames, partially completed examples and hinge questions</li> <li>• Stretch and challenge - teachers use the history progression framework to identify the outcomes across schemes of work. This helps to provide appropriate stretch and challenge for all learners</li> </ul>

# Links to wider learning

Geography

## English

Exploring geographical vocabulary  
(locational and place knowledge).

## Science

Learning about the orientation of  
the world and how to navigate.  
(locational knowledge)

Exploring extreme weather from  
around the world and the causes,  
affects of this (Environmental and  
Human geography).



## Technology

Natural and man made materials  
(place knowledge)

## Physical Education

Links with problem solving skills  
through map reading / orienteering  
(geography skills and fieldwork)

## Maths

Creating and placing historical  
events on timelines (chronological  
thinking)

Using maps and globes (geography  
skills and fieldwork)

## Personal Development

Links to Living in the wider world curriculum  
through:

- Appreciate cultural influences in 'my local area' and what makes it unique
- Appreciating diverse viewpoints and rules/law when exploring different countries in Europe and their differences.
- Exploring beliefs and respecting faiths when exploring different India compared to the UK
- Preparation for work and careers education through exploring how people earn.

## Subject enhancements

At Oakwood, we believe in providing a comprehensive curriculum that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous role models throughout the curriculum. These enhancements aim to deepen students' understanding of key knowledge, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

**Trips:** Trips offer students the opportunity to apply their knowledge in real-life situations and develop practical skills. The following table highlights the trips organized by year group and their focus:

<u>Year</u>	<u>Trip</u>	<u>Focus</u>
Year 7	Geography field work	Planned Local Learning area project linked to collecting and analysing data
Year 8	Potential trip to St Anne's beach or Blackpool beach	Links with the Geography scheme of work on 'investigating coasts' and Geology
Year 8	Potential trip to River Irwell	Links to the scheme of work on 'Rivers'.

## Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific humanities concepts and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

Year	Theme Day / Project	Focus
All years	World environment day	Themed assembly



## Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous historian who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

<b>Year</b>	<b>Geography link</b>
Willows Cycle 1	Temple Grandin (1947-2022)
Willows Cycle 2	Jacques Lusseyran (1924-1971)
Year 7	Leroy F. Moore Jr. (b. 1967)
Year 8	Stephen Hawking (1942-2018)
Year 9	Janice L. Thompson (1953-2019)