

# History at Rigby Hall School



## Intent

- To design and provide a curriculum to meet the needs and interests of pupils.
- To help pupils make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.
- To build up pupils' knowledge of substantive concepts, such as empire, tax, trade and invasion.
- To develop pupils' chronological knowledge and timeline of significant periods of history in the British Isles and globally.
- To secure historical knowledge as coherent narratives.
- To include the teaching of disciplinary knowledge, i.e. knowledge of how historians study the past and construct accounts.
- To offer learners careful individual and/or group support to secure the knowledge they need to continue to access content in History.
- To make cross-curricular links with History wherever possible, both planned and incidental.

## Implementation

- **Baselining & Target Setting:** Children's pupil profiles take into account all the obstacles, barriers or interventions that could have an impact on the child's ability to learn. We review this profile against progress in History and make adjustments on a (minimum) termly basis.
- **Accessibility:** At Rigby Hall accessibility to learning (regardless of learning difficulty) is key to our practice. We try to be as practical as possible in our teaching of History and deliver challenging concepts into tangible learning experiences that are accessible to all.
- **Communication:** We provide an environment which actively encourages students to share their thoughts, feelings and experiences at a level appropriate to the individual. In doing so, pupils are able to draw meaningful comparisons and relate their learning experiences to their own lives and / or the lives of those from the past.
- **Teaching Approaches:** Each of our learners is an individual who faces their own unique set of challenges on a daily basis. In response to this teaching of History at Rigby Hall includes a wide range of approaches including sensory experience, enrichment days and visits.
- **Pupil Challenge:** Having a solid grasp of History enables societies to contextualize their own present day actions and potential impact on the future. By responding to our pupil's voices and putting well-being at the heart of all we do, we enable students to be ambitious and motivated, in turn enabling them to be productive and conscientious members of society.
- **Peer & Self-Assessment:** In the teaching of History, we enable learners to develop resilience and confidence whilst improving their own metacognitive skills. Pupils are encouraged to reflect on their own learning (and that of peers) so that they are able to recognize 'how' they learn best.

## Impact

- Pupils progress is continuously monitored and levels of attainment will be assessed at intervals throughout each Key Stage using SOLAR.
- KPIs for each Key Stage and for each pathway ensure our pupils have the necessary tools to enable them to progress.
- All students have the opportunity to work towards accredited qualifications in Humanities.