



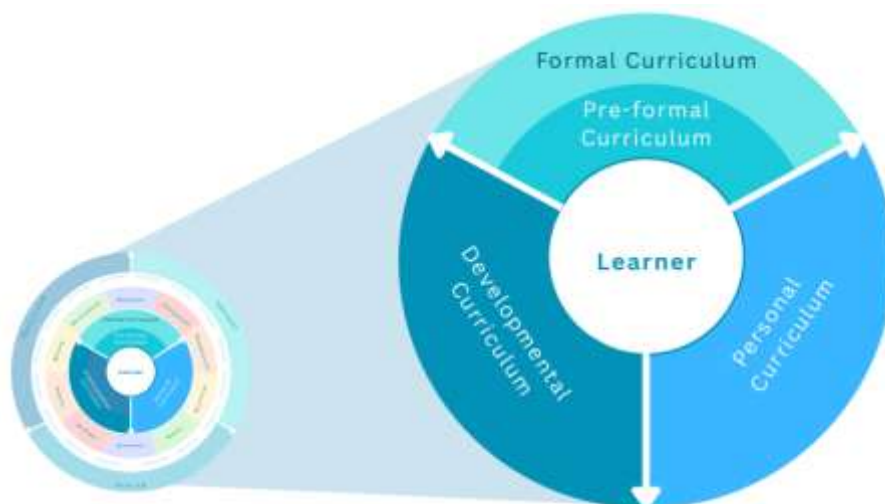
Tuition, Medical and Behaviour Support Service

Curriculum Policy History

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Contents	Page
Aims and Objectives	3
Key Stage 4	4
Methodology	4
Assessment	4
Resources	5

History is one strand of the broader Humanities offer at TMBSS, and the integrated, largely oracy- and discussion-based approach reflects the complex and bespoke needs of the students we support academically. This is shown in most concise form through the diagrammatic representation below.



Despite the variable degrees of readiness to learn which are acknowledged and factored into the support we offer each individual student at TMBSS, it is hoped that every student will have the opportunity to engage with elements of learning about History throughout both KS3 and KS4.

History helps to develop an understanding of society and is a key factor in providing every student with an increased awareness of their rights and responsibilities, their role within society and the broader context in which they are living.

Many students enjoy History and can relate recent history to events in the lives of family members. The opportunity to participate in researching local history may also contribute to the students' understanding of their local environment.

The study of History can support the development of transferable skills including those related to research and literacy, many of which are relevant to a range of Further Education options and job opportunities. While not always delivered as a discrete subject, History is nonetheless considered a key subject area for all students in terms of increasing their understanding of their own communities, connections and context, developing their awareness and increasing their 'world readiness' as they contemplate next steps.

Aims and Objectives

Despite adopting a predominantly oracy-based program of study, TMBSS continues to work towards meeting the requirements of the National Curriculum Key Stage 3 History Programme of Study as outlined below:

Purpose of study

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.'

'Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed'.

KS3 History is delivered as part of a Humanities thematic programme, where a significant proportion of the work covered reflects both an integrated approach and an emphasis of oracy skills.

KEY STAGE 4

At KS4 the aim is to create independent learners, critical thinkers and decision-makers – providing, in some instances, progression to higher education and/or the workplace through access to examination specifications. The objective is to foster an enthusiasm and passion for learning about the past which in turn can inform an understanding of our present and our future.

History is not offered as a standard GCSE subject at TMBSS, due to the complexity of different examination boards and their requirements. That said, those students arriving in the Service in the latter stages of KS4 who have already completed a significant amount of their GCSE History course can, on an individual and discretionary basis and if allocated a longer-term placement, continue to work towards sitting their final exam. This decision is always made alongside the student themselves and their parent or guardian and is subject to positive feedback in terms of coverage, aptitude, and engagement from their previous setting. In this instance, teachers in centres would refer to the relevant examination specification and consult the Humanities Co-ordinator for further information and advice.

Methodology

History is delivered as part of the integrated Humanities programme at KS3 and is taught both on an individual basis and in small groups. Work covered reflects the department's emphasis on oracy skills, with staff adopting a largely discussion- and response-based approach.

The programme may be linked to other subjects, including English language and literacy, Mathematics (use of data), Geography and Art. The role that History can play in enhancing Literacy across the curriculum is acknowledged. Where possible, students will be encouraged to make positive use of the cross-curricular links to enhance their understanding. History also makes a significant contribution to SMSC and the teaching and contextualisation of British values.

Assessment

Students at every Key Stage are encouraged to make their own decisions, plan, investigate, record and review their own work. At Key Stage 3 written work is minimised to encourage an active and engaged participation in discussion and project work, removing the barrier that pen and paper can sometimes represent. Assessment focuses on key skills and values which reflect SMSC targets and the principles governing British Values and Discussion Records, and collaborative recording of discussions are used to evidence participation and progress.

Students who are in a position where it is anticipated that they will sit a GCSE examination in History will be assessed, as appropriate, at the end of each completed Unit of Work.

Resources

Current affairs materials are shared daily through the departmental subscription to The Day, while textbooks, past papers and other relevant materials are available through the Humanities Lead according to the needs of individual students across all centres.

Focus and Connect programs

Alongside Humanities teaching, students are exposed to the whole-Service Focus reading intervention program, which consciously incorporates both fiction and non-fiction texts from a broad range of eras, and the Connect oracy initiative, where staff support students in learning about and discussing current affairs issues, often placing them within their historical and socio-economic context.