

The Curriculum Vision within Beachcroft lies at the heart of the academy. When working alongside learners who display a range of social, emotional and mental health needs, we must ensure that our curriculum model is providing learners with the chance to succeed, despite any barriers they have experienced along the way. The values of the Trust are Resilience, Compassion and Innovation. Our values are built on the principle of Achieving More Together. With these values and principles in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

Beachcroft Programme of Education (History and Religious Education)

Intent

Our curriculum intent in Humanities is to embed an understanding of the world in which the students live in and how it has changed over time. We want 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 consider their own identity and the challenges of their time. In Religious Education, it is paramount to provide an understanding of beliefs other than their own to broaden their understanding and tolerance of others.

We aim to provide opportunities that allows all learners to develop holistically, with a focus on building their empathy and, at times limited, cultural capital. With the aim of reintegration for our students, it is therefore essential for them to be equipped with the skills to thrive in Westminster mainstream schools with heavy focus on History in their curriculum.

The opportunities arising from this is to further their studies in this realm of Humanities while developing skills such as inquiry based learning, interpretation, critical thinking and analysis. Classroom discussions are also used regularly in both class to develop learner's communication skills.

Implementation

At Key Stage 3, we particularly focus on curriculum which will be accessible to students to engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination.

In addition, the curriculum also accommodates students by exposing them to Industrial Revolution and WWII which gives invaluable context for texts in GCSE English Literature. In Religious Education, it is imperative to focus on pertinent topics such as poverty and wealth, crime and punishment, family life and other social justice issues. At Key Stage 4, the content has been chosen that will be the most accessible as it is anticipated some of the learners' have missed part of their education. Lessons are introduced as an inquiry question, and it is delivered a variety of ways including written accounts, short videos, images, data and graphs.

Impact

The anticipated impact is evident in the learners' progress in academic performance in formative and summative assessments, as well as a broader and balanced perspective of the world around them.

Assessment in Humanities

We formally assess in terms 2, 4 and 6.

Key Stage 3 are assessed using the analysis and evaluation of significant events. The reason for this is to provide the opportunity for success for all our learners. It measures both their understanding of content which has been delivered and the application of skills essential in GCSE History.

Key Stage 4 are assessed using a combination of short answers and extended responses. The reason for this is to ensure it is consistent with the GCSE exams and has a variety questions that ask to define, summarise, compare and evaluate. This is done to assess both lower and higher order thinking skills.

We moderate assessment by collaborating with other schools within the TBAP network, to ensure grades are fair, reliable and valid.

Curriculum Map/Programme of Study

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Stage 3	The British Empire: how and why did Britain grow an empire between 1600 and 1900? Keys skills: Causation. Analyse primary and secondary sources.	The First World War: Why did Christopher Clark argue that Europe 'sleepwalked' into war in 1914? Keys skills: Causation. Understanding different historical perspectives.	The Russian Revolution: how significant was the Russian Revolution of 1917? Keys skills: Causation. Evaluate significance of events and people.	World War Two: Did Britain save Europe from the Nazis? Why does this question split historians? Keys skills: Analyse short- and long-term causes and effects.	The Holocaust: How and why did the Holocaust take place during World War Two? Keys skills: Causation. Written responses and discussions.	Islamic Revolution: What is the importance of the Islamic Revolution on geopolitics and international relations? Keys skills: Causation. Comparing and contrasting differences over time.
Year 10	USA 1920-1973 Key skills: Use prior knowledge to make inferences about historical events, evidence and people.	USA 1920-1973 Keys skills: Understanding different historical perspectives.	Conflict and Tension 1918 - 1939 Keys skills: Analysing primary and secondary sources.	Conflict and Tension 1918 - 1939 Keys skills: Analyse short- and long-term causes and effects.	Migration, Empires and the People Keys skills: Using different pieces of evidence in written responses.	Elizabethan England Keys skills: Evaluate significance of events and people.
Year 11	USA 1920-1973 Key skills: Use prior knowledge to make inferences about historical events, evidence and people.	Conflict and Tension 1918 - 1939 Keys skills: Analysing primary and secondary sources.	Elizabethan England Keys skills: Evaluate significance of events and people.	Migration, Empires and the People Keys skills: Analyse short- and long-term causes and effects.	Migration, Empires and the People Keys skills: Analyse short- and long-term causes and effects	

Qualifications offered

Level	Exam Board	Specification Code	Qualification title
GCSE History	AQA	8145	AQA GCSE in History