

Eden Park High School

Cross Curricular Provision



History

Literacy

History is a written subject and from the outset aims to develop students extended written skills. Within the subject, Key Stage 3 students are expected from outset to make use of full sentence answers, making use of the proper noun rather than substitute pro-nouns- considering the variable starting points of students when making specific requirements.

Students develop skills in substantiating their comments with specific and detailed evidence and become accustomed with selecting specific text and making use of quotation in order to do so. Students become accustomed to making use of Point Evidence Explain Link (PEEL) paragraphs in guidance towards short essay style answers by the end of Key Stage 3. These answers mirror and are aligned with the demands of the Key Stage 4 GCSE papers- specifically the 12 Mark and 16 Mark answers. Similarly, all formal assessments across all year groups shall make similar demands. The logical progression meets the specification of AS and A Level examination where all formal assessment involves 'essay style' answers.

Students are incrementally introduced to a range of historical key words. Where new words are introduced students are encouraged to create easily accessible glossaries for future reference. Class discussion and teacher talk places emphasis on use of academic language and formal conversation in order to build the students oracy skills alongside literacy. A range of teaching methods are employed through tasks to challenge students to extend and make use of new vocabulary within their written work and oral answers.

History specific key words, sentences starters and links have visual representation within classrooms and are further reinforced through additional learning materials. Where provision is possible the department will seek to obtain dictionaries and Thesaurus for students use within all classrooms to encourage students to work independently in extending their vocabulary.

All work is diagnostically marked and makes use of whole school literacy corrections in line with the EPHS Marking Policy.

As a department we work to promote literacy within the department. It is important for us to showcase to the students that we are passionate about improving our own literacy through reading and there for setting a good example for others.

The ethos of the department is that we are an academic department and we challenge all students to push themselves in all their responses as such.

Numeracy

From the outset students make use of two main fields of study- breadth study and depth study. Breadth studies, for example, may take into account change and continuity, cause and consequence over a 1000 year period. Depth studies may look very closely in a far shorter range. This allows students to develop formal understanding of chronology across periods, alongside become accustomed to usage of concepts such as BC/AD and units of measurement such as Century, Decade etc.

Class teachers utilise a range of activities within class to challenge numeracy relevant to the students starting points.

Personal Development

SMSC (Spiritual, Moral, Social and Cultural)

Each year groups SOL is specifically designed to encompass a range of values and to promote students as good citizens. The word 'British' is removed by the department for fear of alienating non-British students and/or creating a false sense of British moral values in opposition to those of other backgrounds. Students are encouraged to look at the histories of a variety of nations and human behaviours, much of it both morally good and bad- the department believes creating a false sense of 'British' ideals may be misleading when it is often apparent these values can indeed be lacking through British History.

However, we use values within a universal sense and take the promotion very seriously. History, academically speaking, is an amoral endeavour; objective History does not pass moral judgement. This is applied to the lessons to some degree, letting the acts speak for themselves without the necessity for teachers to impinge their values upon others. It remains of utmost importance for the department to offer a skills-based approach that ensures our students become rational and critical thinkers who are able in using a range of evidence analytically to form their own conclusions.

Some key concepts which History explores in depth which link to the aforementioned principles include the development of the political system and rule of governance, the development of the legal system, criminal apprehension and punishment; the factors that contribute and are responsible for war and conflict; the civilian, social, economic toll of conflict; the development and effect of competing ideologies; the development of democracy and dictatorship; the nature of protest and civil insurrection and revolution.

Special attention is paid to develop students understanding of the Holocaust in line with statutory requirements. This provision is made across all year groups at specific times of the year alongside annual reflection with Holocaust Memorial Assemblies.

Further enrichment opportunities are made through the annual Mock Trial Competition and a range of other excursions offered in conjunction with the Citizenship Foundation. An annual tour of Parliament is run and when offers of workshops are presented, we remain vigilant to ensure our students may make use of the opportunity.

Independent Learning

Research skills

The department endeavours to present the subject as a subject of 'enquirers' we encourage students continually to ask the right and relevant questions about the past. We encourage all students, of all abilities, to build their confidence in thinking and enquiring critically.

We offer a range of platforms by which students may work and research both with support and without. We work closely with the Library staff in recommending reading and creating displays and reading lists for calendared and historical events. We offer a range of recommend readings, both fiction and non-fiction, to accompany all our SOL.

Students are encouraged to be responsible and critical digital citizens, making a positive use of the internet in their enquiries.

We aim to ensure all students, regardless of background, have equal opportunity and provision to develop their independent research skills.

We teach source work and analysis- encouraging and teaching students to use evidence critically and analytically. We encourage cross referencing of both contemporary evidence and historical interpretation.

Metacognition

As independent learners the subject offers a range of continually accessible resources to help students reflect upon their learning. As with school protocol, within class, REC activities are used to consistently re-visit prior learning and 'Schemers' are used, where possible, to make links between units taught.

Students discuss, prior to starting a unit, the relevance of the unit to their daily lives and the reasons behind its inclusion within their SOL. Students are encouraged to take ownership of their schemes and are welcome to suggest areas of study at any point.

Independent Learning offers students opportunities to revise from a wealth of resources offered.

Links with other subject areas

As a subject we share obvious parallels with English, who seek to build similar extended written skills. Alongside this the English Department encourage students to explore the past to become accustomed with the background of the authors of their key text. History remains supportive in this endeavour and a desirable degree of overlap occurs, without unnecessary repetition.

Through looking at the development of certain technologies we consider human endeavour for progress, some content of which coincides with the Science Department. In looking at conflict we explore the development of medicines and vaccines alongside issues of public health and sanitation.

Within the Humanities, Geography and History share a desirable overlap in exploring the development of urban areas and spaces, the economies of various systems and the gross disproportion between rich and poor. Students gain numerous opportunities to discuss geographical and human settlement.

We share aspects with the Arts as we explore and develop an enlightened cultural sense of the language, aesthetics and sounds of other periods within depth social histories.

Where History celebrates calendared events, such as Black History Month, International Women's Day and Holocaust Memorial Day we liaise with all departments to build a whole school programme of events. Collaboration with other departments to create a whole school celebration or memorial is often valuable. We also work to ensure that these histories are recognised all year-round and that we display a wide range of histories within the department.
