

Subject	Geography
Intent	<p>At Chalk Hill we want our students to develop a natural curiosity and fascination for the world that we live in, and develop a greater understanding of their place in it, and its interconnectedness. We aim to promote students understanding and knowledge of the world, and interest in diverse places, people, resources and natural and human environments, alongside the earths physical and human processes.</p> <p>Our aim is that as our students gain knowledge about the world they live in and develop respect for their local, national and international environment. They start to understand the interaction between physical and human processes, and how our actions affect global situations such as climate change, energy resources and changing environments.</p>
Implementation	<p>Students join Chalk Hill throughout the school year and are in mixed age mixed ability groups with various gaps in their knowledge, understanding and skills in Geography. Our Geography curriculum is taught through topics throughout a two year cycle: Home region, developing country (Africa) , developed country (Japan), Our changing world (coasts climates and different environments) Energy and the environment and settlements including local study field work and rivers. By doing this we cover the four areas- physical and human Geography, locational and place knowledge, and Geography skills and fieldwork.</p> <p>We aim to revisit different skills as we progress through the curriculum topics so that students who join us can plug and consolidate the gaps in their knowledge and understanding of the world we live in. For example, map skills will run throughout all topics.</p>
Skills and Knowledge	<p>Students should</p> <ul style="list-style-type: none"> • Develop a curiosity and fascination about the world and its people. • Interpret a range of sources of geographical information eg: maps and globes • Develop knowledge of the location of globally significant places • Know about diverse places, people, resources and natural and human environments. • Develop a deep understanding of the Earth’s key physical and human processes. • Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Explain how the Earth’s features are shaped, interconnected and change over time • Understand how towns and cities develop, and the impacts human development has on the environment, ecosystems and our lives. <p>Know how planning and future growth can be designed to be sustainable.</p>

<p>Social Moral spiritual cultural</p>	<p>Geography encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives. It inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet. The children will:</p> <ul style="list-style-type: none"> • Exploring different countries be able to reflect on their own beliefs and others, and the impacts a global world has on these. • Debate; allowing students to understand different roles in decision making processes, which help develop empathy and appreciate the opinions of others. Furthermore, they are able co-operate and learn how to resolve conflicts. • Listening and engaging in conversation helps children to listen to other opinions on matters such as sustainability, thus improving their social skills. • Study different cultures and their influences across the world as well as more local studies, developing their cultural awareness. • Learn how to empathize with populations who have suffered natural disasters such as volcanoes or tsunamis. <p>Human Geography, in particular, lend itself to exploration of their own identities and others.</p>
<p>British Values</p>	<p>All children:</p> <ul style="list-style-type: none"> • Are encouraged everyone to feel confident in expressing their ideas and opinions in class discussions. • Can experience the importance of decision making such as discussing outcomes in natural disasters. • Can explore and consider different opinions and how voices are heard, particularly during our Rainforest topic. • Develop our understanding and respect for different cultures • Learn to understand and respect the traditions of other cultures • are taught to respect and understand diversity in life in other countries • Have opportunity to understand our responsibilities to conserve resources and play our part in sustainable development. <p>Are taught to respect people's lives and empathise with those affected by disasters and conflict.</p>
<p>ASDAN Links</p>	<p><u>Environment</u> Natural disasters Challenge 5, 6 <u>International</u> Global citizenship To understand how we are all citizens of the world 3rd world and developing countries Challenge 15, 16</p>

Subject	History
Intent	<p>The History curriculum at Chalk Hill aims to develop in our students an interest and curiosity into past societies and cultures, an understanding of how past historical events have shaped the world that we live in today and appreciate the depth of human experience. Our curriculum has been designed to ensure all pupils, regardless of their special educational needs or disabilities, social disadvantage or academic ability, are equipped with knowledge about current issues facing the world around us, while also ensuring all students are taught the Historical Skills they need for the future.</p> <p>We recognize the importance of building on the cultural capital of all of our students and our curriculum supports this. It is our aim that our students develop a fascination about the origins of the world they live in and people that they will interact with.</p> <p>Our curriculum equips students with the knowledge and development of Britain from the Anglo Saxons, through to the Industrial revolution and World Wars to present day, and consider the Religion in Medieval England and the impact it had on society so that they have an understanding of Britain's place in the world. The study of ancient civilizations enables pupils to gain an understanding of past beliefs and history in different countries around the world.</p> <p>It is our intention that our History curriculum develops confident learners who can reflect and adapt their thinking.</p>
Implementation	<p>All of our students regardless of age, SEN and ability are taught the same curriculum. Each area is taught through a topic based approach with as many opportunities as possible for pupils to make connections with literature, religion, art and science of the period being studied. The teaching and learning of History is based on a student centred approach with skills being taught progressively to individual students.</p> <p>We use a range of different teaching styles to ensure students enjoy and participate fully in lessons. These include clips from documentaries, classroom debates, hot-seating and visits to local places of interest such as Sutton Hoo, the war museum, Mountfitchet castle and local studies of Sudbury and Lavenham.</p>
Skills and Knowledge	<p>Our History curriculum aims to:</p> <ul style="list-style-type: none"> • Equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgments. • How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies

	<ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
<p>Social Moral spiritual cultural</p>	<p>History helps students 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. The children will:</p> <ul style="list-style-type: none"> • Reflective about their beliefs, religious or otherwise when looking at different eras. • Empathy tasks figure highly in the curriculum, whether that is a soldier in World War II or a Roman experiencing the sights, sounds and thrills of Ancient Rome. • Moral and ethical issues can be debated throughout each topic. • The idea of right and wrong and consequences is also a theme throughout, in particular, our WWII topic. Obvious examples are students discussing and attempting to come to a consensus on who was more to blame for the Holocaust; Hitler, the Nazi Party or the German people. • Cooperation and resolving conflict is a continuous theme throughout each year. • Our History topics help students to explore British values, their role in Britain and the impacts of multiculturalism and how it has helped to enhance the country. <p>Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, including artistic forms and the design of artefacts, Roman Shields, portrait propaganda and WWII Recruitment to name a few.</p>
<p>British Values</p>	<p>History provides us with a collective memory; it gives us a sense of connection to place, time and community, and to the shared values which have been introduced and adopted which we hold dear in the UK.</p> <ul style="list-style-type: none"> • Our history has allowed us to develop an attitude of fair play and tolerance as we encountered other beliefs and cultures. • Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

	Links clearly evident to British History and Students should analyse events in UK and world history where British values have been tested such as World War and significant historical events.
ASDAN Links	History and the skills learnt can be utilised to complete sections within the ASDAN course, under the Citizenship section. The children will research various challenges concerning discrimination and how this affects different cultural groups through their gender, ethnicity or age.