

RMA Curriculum statements 2025 – 2026

Subject	History
Key Stages /Years	KS3 and KS4

Intent	Implementation	Impact
The History curriculum is designed to develop curious, reflective, and resilient pupils who can understand how the past has shaped the world they live in today. For SEMH pupils, History also provides a safe space to explore identity, belonging, conflict, and change—concepts that often resonate deeply with their own lived experiences. The curriculum aims to: • Build a secure sense of chronology and an appreciation of diversity, continuity, and change over time • Equip pupils with the ability to question evidence, analyse interpretations, and	The curriculum is carefully sequenced from KS3 to KS4 to ensure that pupils build secure foundations before progressing to more complex historical concepts and enquiries. Learning is broken into manageable steps, with explicit teaching of key vocabulary, concepts, and skills. Curriculum Structure • KS3 introduces core themes such as power, conflict, migration, empire, and social change, using accessible content and clear narratives to support understanding. • KS4 deepens this knowledge through focused study of specific periods and exam-based skills, with additional scaffolding and emotional support where needed. Pedagogy for SEMH Pupils	By the end of KS3 and KS4, pupils: • Demonstrate a secure understanding of key historical events, themes, and concepts • Can explain how and why change happens over time, using appropriate historical vocabulary • Analyse a range of sources with increasing confidence and recognise different interpretations of the past • Construct well-supported arguments, orally and in

form balanced, well-reasoned judgements • Develop empathy, cultural awareness, and an understanding of how historical narratives influence modern society • Strengthen emotional literacy by exploring human experiences, motivations, and consequences in a structured, supported way We recognise that SEMH pupils may face barriers linked to emotional regulation, confidence, communication, and engagement. The curriculum therefore prioritises: • Predictable routines and a safe, calm learning environment • Strong relationships and trust between staff and pupils • Learning that is accessible, relevant, and connected to pupils' own contexts	• Lessons follow predictable routines with clear expectations to reduce anxiety and support emotional regulation. • Teaching combines explicit instruction with enquiry-based learning, allowing pupils to investigate historical questions at a pace that suits them. • Modelling, scaffolding, retrieval practice, and structured discussion support long-term retention and high-quality reasoning. • Tasks are chunked and differentiated, with opportunities for movement, sensory breaks, and flexible seating to maintain engagement. Multisensory and Accessible Learning • Pupils engage with a wide range of historical sources, including written accounts, artefacts, visual materials, film clips, and where possible, local history and site visits. • Dual coding, timelines, storyboards, and graphic organisers help pupils access complex ideas. • Key vocabulary is explicitly taught and reinforced through visuals, repetition, and practical activities. Emotional and Behavioural Support • Staff use trauma-informed approaches, restorative conversations, and relational practice to maintain engagement and support emotional needs.	writing, with scaffolding where needed Beyond academic outcomes, pupils also show: • Improved critical thinking, communication, and problem-solving skills • Greater emotional literacy through exploring human motivations, conflict, and consequence • Increased confidence, resilience, and independence in their learning • A stronger sense of identity and cultural awareness • The ability to engage respectfully with different viewpoints Pupils leave KS4 equipped with the historical knowledge, literacy skills, and analytical abilities needed for further study, employment, and
--	--	--

• Opportunities for success that build self-esteem and resilience By the end of KS4, pupils will have the knowledge, disciplinary skills, and confidence to engage thoughtfully with historical issues, preparing them for further study, employment, and active citizenship.	• Sensitive topics are introduced carefully, with clear boundaries and opportunities for reflection. Assessment • Assessment is ongoing and varied, using low-stakes quizzes, oral responses, extended writing, and project work to monitor progress and address misconceptions. • At KS4, pupils receive targeted support in exam skills such as source analysis, essay structure, and evaluation. • Content is revisited and interleaved to strengthen understanding and prepare pupils for accreditation where appropriate.	informed participation in society. They understand that history is not just a record of the past, but a vital tool for understanding the present and shaping the future.
Enrichment	Library books e.g. horrible histories, SMSC/special day foci e.g. Black History Month, Remembrance/Armistice Day etc.	