

# History Progression Model (April 2022)

## Engagement Curriculum

**Phase 5** History is experienced as part of a project or themed based learning that allows learners to acquire functional skills needed to successfully transition into their next pathway. It is not taught as a discrete subject. Learners build upon previous skills through everyday practical situations and role play e.g. community awareness and volunteering. The learning environment focusses around stimulus, exploration and experimentation to develop social communication and emotional regulation incorporating transitional support (SCERTS).

**Phase Engagement 2,3 4**  
**Engagement Profile**  
A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). The SCERTS based approach focuses on learning improving a child's communication and independent living skills, whilst developing emotional regulation strategies allowing them optimum access to learning. Skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem solving.

### Launchpad to Literacy

Launchpad for Literacy is an approach to literacy readiness. It also gives practitioners a tool to clarify what children can do, and identify developmental skill gaps by bridging the gap between spoken language and literacy through focusing on incremental sequences of skills (that may not be at the child's chronological age.)

**Phase 1 Engagement Profile**  
**Cherry Garden**  
Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff, this allows an initial judgement, on which pathway a learner should progress on, to be made. PLIM targets influence the classroom environment and the expectations that are placed on individual learners. Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning.

## Core Curriculum

**Phase 5** History is experienced as part of a project or themed based learning that allows learners to acquire functional skills needed to successfully transition into their next pathway. Learners consolidate and develop skills in everyday practical contexts. History is not taught as a discrete subject. The learning environment focusses around stimulus, exploration and experimentation to develop social communication and emotional regulation incorporating transitional support (SCERTS).

**Phase iASEND (E) 2,3,4**  
**iASEND**  
As detailed in 'Project Based Learning' History is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Concepts from the S curriculum are built upon. Learners access formal learning, but many activities are practical based enquiry where skills are progressed through the use of stimuli, exploration and experimentation.

### iASEND (S)

As detailed in 'Project Based Learning' History is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Learners begin to access formal learning, but many activities are play based where skills are progressed through the use of stimuli, exploration and experimentation. The use of rewards, visual and integrated therapies are imperative. The use of Colourful Semantics to support communication, understanding and vocabulary.

### Launchpad to Literacy

Launchpad for Literacy is an approach to literacy readiness. It also gives practitioners a tool to clarify what children can do, and identify developmental skill gaps by bridging the gap between spoken language and literacy through focusing on incremental sequences of skills (that may not be at the child's chronological age.)

**Phase 1 Cherry Garden**  
Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff, this allows an initial judgement, on which pathway a learner should progress on, to be made. PLIM targets influence the classroom environment and the expectations that are placed on individual learners. Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning.

## Extended Curriculum

**Phase 5 Entry Level**  
**OCR Entry Level**  
History is taught as a discrete subject, for pupils who chose this option. Skills are consolidated and developed in a formal learning environment. Pupils follow an accreditation/ qualification preparing for an on-demand standardized test.

**Phase 4 iASEND (D)**  
**iASEND**  
We do not have any pupils currently working on this curriculum.

**Phase iASEND (N) 3, 4**  
**iASEND**  
History is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Concepts from the E curriculum are built upon. Learners access formal learning, but many activities are practical based enquiry where skills are progressed through the use of stimuli, exploration and experimentation.

**Phase iASEND (E) 2,3, 4**  
**iASEND**  
History is taught within the themes identified at the beginning of term. This allows for overlay and transference of skills across context and activities. Learners access formal learning, but many activities are practical based enquiry where skills are progressed through the use of stimuli, exploration and experimentation.

## History Progression Model (April 2022)

**CPD:** iASEND Training (PFH), Qualifications training (DE, ES), Target setting training (PFH), Early Years Moderation (SO, AT), Phase Development (SO, HAp, HMCI, JM, ES), Launchpad to Literacy (AMC), SCERTS Training (RH, SO, ES), Blanks Levels and Colourful Semantics (RH, JW).

**Content (Intent):** Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. Targets are set to reflect this and pupils are set using a stage not age approach so they can access a curriculum that is specific and appropriate to their needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and PLIM. Teachers plan systematic repetition of the most crucial content to make sure it can be used functionally across different contexts. Teaching and learning takes place within a range of contexts in order to improve historical aspects of learning across all situations and environments.

**Activities, Expectation and Challenge (Implementation):** Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs. Reward systems and visual aids are used to motivate learning where appropriate. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. For pupils working in the engagement pathway, the following strategies are used to develop shared attention: Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories.

**Assessment and Progression (Impact):** Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Ongoing assessment identifies pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications/accreditations for pupils to access in order to plan for future pathway opportunities, allowing challenging targets to be set in line with life goals. Some pupils (Engagement Pathway) make smaller steps of progress and this is accounted for and monitored through the specific assessment system (MAPP). National standard assessment strategies (Engagement Model, GCSE, Functional Skills) are used to aid staff to choose the most appropriate assessment method to capture the achievements of all pupils at Cleaswell Hill.

**English, Literacy and Communication Interventions:** Feedback is given dependent on the needs of individuals, this models how content should be organized. Pupils use appropriate texts and/or stimuli to enable exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. Pupils widen their vocabulary at an appropriate level with support from the integrated therapy team. Literacy and communication is focused upon further through small group literacy support from an academic mentor, ELS, sight reading, handwriting formation, Early Talk Boost, Talk Boost KS1, Talk Boost KS2, Nuffield Early Language Intervention (NELI), Colourful semantics, VOCA group, Communication book group, Lego based therapy. The use blank model, colourful semantics and SCERTS enables pupils opportunities to ask and

**Cultural Capital:** Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. When beginning their Cleaswell Hill journey many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant communication skills and vocabulary needed throughout their education and the opportunity to reflect on historical events. The use of various literature allows for the exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. It is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society and their future pathway.

**Integrated Therapies:** There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills as well as historical skills. Occupational therapist (OT) works closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) and the use of a range of software to ensure that pupils can record their learning and at a level commensurate to their ability.

**Pupil Premium:** Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.

## History Action Plan (April 2022)

Area	Deep Dive	Action	Time (aim)	Who	Impact
<b>Early Years</b>	<ul style="list-style-type: none"> <li>Emphasis on attending to stimulus with an adult and lots of progress made within Intensive Interaction.</li> <li>Launchpad for Literacy framework allowing pupils to further develop their communication skills.</li> <li>Communication &amp; Interaction targets are tracked through tapestry and EY curriculum tracked through Cherry Garden.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Launchpad to Literacy and integrate through a variety of approaches.</li> <li>iASEND and Cherry Garden objectives to be linked where appropriate.</li> </ul>	April 2023	SO, AMc	<ul style="list-style-type: none"> <li>LTL is integrated into the curriculum for every child build on prior learning and address any gaps using various sensory approaches.</li> <li>Learners within the early years will develop functional communication methods to develop their self-help skills and independence.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>Pupils are working towards PLIM targets with Cognition and Learning being their key link with history outcomes.</li> <li>Pupils follow a functional, multi sensory approach to learning with therapies integrated throughout the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Develop Launchpad to Literacy and integrate through a variety of approaches.</li> </ul>	April 2023	Class teachers overseen by Phase Leaders.	<ul style="list-style-type: none"> <li>Launchpad to Literacy programme is embedded and staff are appropriately trained to deliver the content to develop communication and join attention.</li> </ul>
<b>Core</b>	<ul style="list-style-type: none"> <li>iASEND statements used to inform planning.</li> <li>Some themes and topic areas were being repeatedly covered.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all pupils are baselined on iASEND when they move into Phase 2.</li> </ul>	October 2022	HAp	<ul style="list-style-type: none"> <li>Progression model and sequenced learning enhanced by accurate data.</li> <li>Clear progression and offer to a broad and balanced curriculum that enables the development of skills.</li> </ul>
<b>Extended</b>	<ul style="list-style-type: none"> <li>Staff could describe some content.</li> <li>iASEND statements used to inform planning.</li> <li>Some themes and topic areas were being repeatedly covered.</li> <li>Ensure that learners are suitable prepared for future qualifications they are cognitively able to access.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that learners are suitability prepared for future qualifications they are cognitively able to access.</li> <li>Develop a system/overview to track and monitor coverage of topics.</li> <li>Pupils transitioning into Phase 4 and 5 will have the opportunity to study for a qualification (if relevant).</li> </ul>	April 2023	HAp	<ul style="list-style-type: none"> <li>All staff will have a secure knowledge of; where learners are, where they have been and where they are going.</li> <li>Clear progression and offer to a broad and balanced curriculum that enables the development of knowledge and skills.</li> <li>Qualification is robust and up-to-date with pupil accessing courses appropriate to their needs and future goals. Learners will be given the opportunity to partake in qualifications based on their interests.</li> </ul>
<b>Post 16</b>	<ul style="list-style-type: none"> <li>Practical learning tasks to support engagement and scaffold understanding.</li> <li>Continue to ensure that learners are suitable prepared for future qualifications they are cognitively able to access.</li> </ul>	<ul style="list-style-type: none"> <li>Phase staff to share best practise around preparation for adulthood.</li> <li>Classroom leads to access specific training around preparation for adulthood.</li> <li>Pupils in Phase 5 will have the opportunity to study for a qualification (if relevant).</li> </ul>		JB, ES, DE, AJ	<ul style="list-style-type: none"> <li>Within Post 16 education history teaching will be explicitly linked to the four areas of preparing for adulthood and staff will have a secure knowledge of how they are supporting pupils in their future pathway.</li> <li>All pathways will include aspects of practical learning tasks in post 16 education to support engagement and scaffold understanding.</li> <li>Qualification is robust and up-to-date with pupil accessing courses appropriate to their needs and future goals. Learners will be given the opportunity to partake in qualifications based on their interests.</li> </ul>
<b>Whole School</b>	<ul style="list-style-type: none"> <li>To audit all history resources in school and create a shared central area where resources can be collect</li> </ul>	<ul style="list-style-type: none"> <li>Create area to store and organise history resources.</li> <li>Audit all history resources in school.</li> <li>Purchase any extra history resources needed.</li> </ul>	July 2022  April 2023	HAp	<ul style="list-style-type: none"> <li>All staff will be aware of where to find suitable history resources to ensure that all history lessons and activities are appropriately resourced. Practical and functional history activities will be promoted due to quality resources being available.</li> </ul>