



school radio and the National Curriculum in England

History

For a full annotated version of the National Curriculum, which includes over 106 notes on how School Radio can help to achieve a majority of the standards please call 01482 350 700 or email sales@schoolradio.com (School Radio Customers only).

National Curriculum – History

What the curriculum says:

“Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.”

“Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently”

How we can help:

A question and answer session or debate (history) are popular, tired and tested forms of a radio show. Creating this environment for students around the subject of a book report, assessment of a historical event, ethics and morality and other topics that arise from lessons allows students to demonstrate their own understanding of a topic as well as learn from their peer’s assessment.

What the curriculum says:

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.”

How we can help:

In producing a radio history show for an audience the emphasis is primarily on language in all its forms. From writing and reading a history script to talking to co-presenters, School Radio helps to develop language as a student’s primary tool.

What the curriculum says:

“The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.”

How we can help:

A class production of a radio history drama can be an effective way of meeting the aforementioned disciplines. At the script development stage, the story can be directed so that characters appropriately address narrative, explanation, description, comparison, summary and evaluation. An exercise like this also involves all students and ensures that everyone is working on their individual roles to contribute to the completed task.

What the curriculum says:

“Teachers should develop vocabulary actively, building systematically on pupils’ current knowledge. “

How we can help:

School Radio can be an effective review tool as it allows presenters to record their output and subject it to both self and peer review.

It also allows for a group review of the spoken word and provides a lasting reference, so students & teachers can measure the progress being made by referring to previous recordings.

What the curriculum says:

“Teachers should ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.”

How we can help:

The two fundamental skills concerning radio are the spoken language and listening. Whether students follow a structured lesson plan or are allowed to experiment with School Radio, the final product encourages both speech through presentation and listening to their peers.

What the curriculum says:

“It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence

How we can help:

Presenting a radio show of any description to peers helps to build a student's confidence and leads to more fluent and proficient reading. By performing news bulletins it also helps students to gain an understanding of everyday language and the world around them.

Inclusion

What the curriculum says:

"A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving."

How we can help:

School Radio's AR1 is the world's most accessible radio studio and has been developed in conjunction with several special schools from around the UK to increase accessibility for presenters with physical disabilities.

As a tool, radio has a strong track record of empowering people with both SEN and physical disabilities. Using the AR1 helps to reduce the barriers and empower students with disabilities.

