



CURRICULUM INTENT

History

- **Challenge** lies at the heart of our curriculum. It goes beyond what is statutory or typical; students are encouraged to deepen their understanding of the fundamentals of their learning at every opportunity.
- Our curriculum is fully **inclusive**. All students have access to a broad range of experiences for as long as possible, regardless of prior attainment or additional needs.
- Our curriculum is **knowledge rich**, with subject curricula designed to ensure that any 'powerful' knowledge and skills that are critical to future success are regularly re-visited.
- Our curriculum is **expertly planned** and is therefore sequenced to enable students to build their knowledge and skills towards ambitious agreed end points.
- Wherever appropriate our curriculum gives students the opportunity to **personalise** their experience, thereby facilitating enjoyment and success for all.
- The importance of reading and wider **literacy** skills is a key thread that runs through our curriculum. As well as broadening students' vocabulary, all subjects will develop students' subject-specific literacy, so they can speak, read and write as, for example, a Historian, an Artist, or a Physicist.
- A carefully considered and inclusive **extra-curricular** programme supports broader and deeper understanding of the taught curriculum, as well as developing the cultural capital our young people need to be global citizens.
- Students' **personal development**, including careers education, is central to our curriculum, through all subject areas, as well as PSHE lessons, tutor time, assemblies, and off-timetable activities.
- Homework and summative **assessment** tasks are strategically designed to promote the concepts of regular review and spaced practice, therefore contributing to a long-term retention of knowledge and skills.

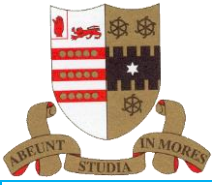
The History Department is aiming to create independent thinking, reasoning and knowledgeable students who are willing to participate in lessons and engage in the subject matter at all levels of age and ability. The challenge for students comes from the variety of skills we are seeking to acquire for them. The core aspects of challenge come from: reaching an evaluated judgement on events, researching information, debating, and listening to others' views, Promotion of literacy to all key stages and developing an understanding of chronological order.

To do this there is expert planning in terms of the schemes of work. This enables the diversity of peoples' backgrounds and the relevance of history to them to identify and understand others' views. This is particularly shown in Key Stage Three where each year starts with a global focus to help put an understanding of what is happening in Britain in context for the rest of the world. This also helps in the inclusivity of the subject, where seeing the rise and decline of other cultures of the world, but also helps to identify the British Values that have come through others' experiences.

There is also a belief in the department of creating the depth of learning, but also adding the personal touch to this. To help develop this learning, the homework tasks, such as the Meanwhile Elsewhere, help to deepen understanding of concepts in other examples, such as learning about women's experiences of the American Revolution. This is then developed still further at GCSE and A-Level where the topics such as The Middle East at A-Level can refer to the first unit in Year 7 of the Silk Roads knowledge.

In terms of challenge, assessment is a key aspect to develop. That is why the key skills are regularly assessed each term from Key Stage Three through to A-Level, building on the previous experience to help hone the skills still further. The feedback from this is also used to help challenge and focus students still further. This then helps to inform them of decisions of their futures too, where in lessons examples are given of possible careers and the continued relevance of historians to this day.

History is also a very literate subject, and this is addressed continuously from Year 7 onwards. This is in the form of article reviews, progressing to extended reading books around the topics at GCSE and A-Level, such as Blood and Guts being read at the same time as teaching the Medicine Through Time unit at GCSE. It is also addressed through presentations and discussions where the understanding of key words of terminology is important to help expression and judgement. However,



literacy must go beyond this into contextualising events, which is why the department has run trips to the Battlefields of World War One to help put the poetry into context for students to gain a richer understanding of the past.

In terms of inclusivity, the department uses curriculum design and homework to address diverse cultures and genders, as well as other aspects of diversity. This comes through all the key stages, from the role of women as leaders in the Mediaeval period to representation of minority groups in the Middle East 1908-2011 at A-Level. There is also seeing the effects when this is not considered in history where in Year 9, we cover Divided Communities to look at different peoples' perspectives on difficult periods of History.