

History Curriculum

Intent

'where are we going' or 'what sort of curriculum did we want to create'?

A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...

Where skills are taught, spiralled and *deliberately* practised ...

Where skills can be applied to a number of different situations

Where students can retrieve and apply knowledge to a given question

'What sort of History curriculum did we want to create'

- Mastery at KS3 that ignites students curiosity of their past and fosters a love for learning
- A curriculum that allows students to gain an understanding of chronology, diversity and significance of major events in world History
- A KS3 that gives students coherent knowledge and understanding of not only Britain's past but the wider world as set out in the National Curriculum, to include studies of events both in overview and depth
- An instruction/ deliberate practice/ review model for learning in all areas of History. Allowing students to gain the key tier 3 (as identified by the National Curriculum) vocabulary that they can apply throughout the different themes in History
- A curriculum throughout all the 3 key stages which explores the key themes of continuity and change, causation and consequence, similarity and difference, short and long term causes.
- A spiralling of all key skills from Year 7 onwards so that students become more competent and confident in applying them to any time period
- A curriculum at all key stages which teaches and empowers students to think critically, weigh up evidence, sift through arguments and make judgements
- A differentiated curriculum where students are given the skills and opportunities to exceed their target grades
- Ensuring high prior attainers are relentlessly challenged with their History studies with opportunity for demanding and enriching additional studies
- A curriculum that allows students at all key stages to examine methods of enquiry, evaluate evidence and form opinions in the value of that evidence for an historical enquiry
- A formative curriculum that gives students a historical perspective on their contemporary world allowing them to make connections with the past

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implemented of Curriculum	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
HISTORICAL SKILLS- the curriculum will allow Students build their chronological skills so that they can write narrative accounts	X	X	X	X	X		
Students can describe a source using specific examples which can be applied to the questions How useful	X	X	X	X	X		
Students can make supported inferences from sources	X	X	X	X	X		
Students can use own knowledge to support or oppose the source	X	X	X	X	X	X	
Students can use nature, origin and purpose of the source to comment on its usefulness	X	X	X	X	X	X	
Students can make a judgement on the usefulness of the source	X	X	X	X	X	X	
Students can decide if this is typical of that time period		X	X	X	X		
Students can cross reference sources			X	X	X	X	
Students can see how interpretations of events are different		X	X	X	X	X	X
Students can explain why interpretations of events are different		X	X	X	X	X	X
Students can apply own knowledge about the accuracy of those interpretations			X	X	X	X	X
Students can ask relevant historical questions about a source			X	X	X		
Students understand where to find relevant historical sources			X	X	X		
Students can practice the explain why skills towards writing PEEL paragraphs	X	X	X	X	X	X	

Students can apply knowledge to evaluate a statement and make a two sided argument and then form a judgement	X	X	X	X	X		
Key concepts Cause and consequence - students will study through specific events in History (eg Battle of Hastings - Year 7) why things happen and what the impact of these events are for people's lives	X	X	X	X	X	X	X
Short and long term - students can identify both short and long term causes and consequences of an event and decide on their relative importance	X	X	X	X	X	X	X
Similarity and Difference - students are able to identify how things in different time periods can be the same or completely changed			X	X	X		
Significance - students can weigh the relative importance of certain events to see how it caused a major impact on then and now (Atom Bomb Year 8)		X	X	X	X	X	X
Continuity and change Students will look at changes over time and how these developments came about (Crime and Punishment - Years 9-11)			X	X	X		
KS4 students will follow the Edexcel 9-11 History course studying the Modules of Crime and Punishment, Cold war, Henry and his Ministers and Germany 1919-39			X	X	X		
KS5 students will follow OCR B course covering the modules of Early Tudors, Germany 1919-63, Russia 1855-1964 and Vietnam. Students are encouraged to develop a wider understanding by reading around the subject						X	X
General Teaching groups are modified where possible following triangulation of assessment data, students feedback and pastoral oversight	X	X	X				
Students in all lessons are exposed to high quality modelling from teachers ensuring that they have the necessary skills to decode the question	X	X	X	X	X	X	X
Students are given timely and regular feedback on key pieces of writing and exam style questions. DIRT activities are planned to redress the misconceptions	X	X	X	X	X	X	X

All students retain knowledge through the use of low stakes quizzing in every lesson which retests students at timely intervals to support long term memory	X	X	X	X	X	X	X
All students in Years 7-11 are supported to revisit key subject knowledge through self quizzing homeworks. Students are made aware of the knowledge that must be learnt and are given the strategies and resources to do so	X	X	X	X	X		
Students at KS4 and 5 are supported with independent work through the google classroom				X	X	X	X
Success is celebrated and communicated to parents via the Department postcard	X	X	X	X	X		
All lessons are planned and executed using the six teaching principles	X	X	X	X	X	X	X
Students are given the opportunity to develop behavior for learning habits through the integration of the six teaching principles in lessons	X	X	X	X	X		

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have high levels of confidence in History
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts. Individual teachers will 'tweak' schemes of learning to meet the needs of their classes
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning for the next cycle
- Leaders set and meet targets which are realistic and ensure progress for all groups of students