



HISTORY: Curriculum Intent

Subject vision

We aim to develop a broad knowledge of the history of Britain and the wider world. We are committed to encouraging students to think critically, develop both substantive and disciplinary knowledge, and use a wide range of evidence to reach measured judgements about past events and their impact. We foster an environment centred on mutual respect and understanding of others in which open-mindedness and tolerance are explicitly promoted. We intend through learning about the complexity and diversity of the past, students will be equipped to better understand the world around them and their place within it.

We deliver our curriculum intent on a subject level by:

At *KS3* we develop a chronological framework of the British Isles from earliest times to the twenty-first century. We balance this approach by also considering history from the thematic perspective of global, national and local history. Students are introduced to a wide range of contemporary sources and interpretations, and all learning is underpinned by the substantive concepts needed to understand historical events beyond the school curriculum.

At *KS4* we provide students with the opportunity to revisit and build on prior learning, whilst balancing these topic choices with new areas of study. The History Department considered student voice when selecting topics. The themes studied also provide a solid foundation for further Advanced Level study in History.

At *KS5* students have the opportunity to build on prior knowledge from *KS4* as well as being introduced to new areas of study. Topics complement the Advanced Level Politics course which is also delivered by the department.

Enrichment

The History and Politics Department has a strong tradition of organising extra-curricular activities including hearing visiting speakers, participating in revision conferences delivered by subject experts and enjoying cultural excursions both at home and abroad. Students have access to a wide range of scholarship reading both for the Non-Examined Assessment (NEA) and for personal reading.

In *History*, students '**Achieve success**' by:

<p>Encouraging high aspiration and a love of learning</p>	<p>The learning environment is purposeful with high quality resources. Staff are passionate about the subject and experts in their field. They ensure that lessons are delivered confidently and that scholarship is a highly valued quality. Key vocabulary is integral to learning and plays a key role in regular assessments.</p>
<p>Maximising progress and potential</p>	<p>Students follow a clearly progressive assessment schedule which builds on skills and develops knowledge. Skills and topics are carefully sequenced to provide opportunities for revisiting knowledge and making links across topics. High quality writing is modelled at all key stages and students are exposed to scholarship writing from Year 7. Careers, and the work of academics and historians are regularly referenced.</p>
<p>Providing rewarding learning experiences</p>	<p>The department aims to understand how to create lesson experiences which foster a love of learning and a curiosity about the past. Activities are varied and resources are tailored to the age and ability of groups. Current events are regularly referenced where appropriate to enable students to bring their own knowledge to the classroom. Local and family history is referenced and students carry out their own piece of social family research in Year 9.</p>
<p>Offering diverse opportunities</p>	<p>In class students participate in activities which revolve around diverse skills, including understanding scholarship, factual recall, imagination and creativity, collaborative learning and independent reflection. Topic content is aimed at covering a diverse curriculum including Britain's multicultural heritage, LGBTQ+ rights and women's rights.</p>

Recognising and celebrating all achievement	Effort is highly praised at all Key Stages. At KS4 students are encouraged to reflect on their achievement as much as their attainment, and regular conversations about progress trajectory are central to this.
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In *History*, students '**Value Others**' by:

Contributing to a safe school environment	Students are welcomed into lessons and have clear boundaries and expectations for conducting themselves in the classroom.
Showing tolerance, respect and fairness	Students at all key stages are exposed to a range of interpretations about the past and are encouraged to offer their own judgements based on informed knowledge. Students are able to reflect on the diverse experiences of people throughout history and develop an awareness of the importance of toleration and respect.
Listening to and respecting others' views	Students regularly debate and share ideas on a range of topics, some of which may be considered controversial. Students are provided with modelled language for debating sensitive issues and clear parameters are explicitly set out.
Appreciating and embracing diversity	The History curriculum encourages students to engage with a range of life experiences, many of which have common areas with their own lives. Students may consider the multicultural nature of the British Royal Family in Year 7, they will look at the positive contributions made by migrants to Britain through the ages in Years 8 and 9. They will tackle more challenging issues of Civil Rights from the perspective of the USA.
Being an active member of our school and local community	The History Department has a strong tradition of working with the wider community on a range of projects which have included sharing stories of World War 2 with local senior citizens and creating art projects with feeder primary schools for Remembrance Week.

Co-operating with others

Students have the opportunity to participate in collaborative learning both within and beyond the classroom. Home Learning activities offer opportunities for wider group study and group work within the classroom is a common feature of History lessons.