



History Department Curriculum Vision Statement – Updated Oct 2022

Vision

The History Curriculum empowers **ALL** learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The courses Y7 to 13 are based on content, which helps learners to address fundamental issues in human history. At the heart of the History course is the desire to facilitate learner's ability to focus on historical enquiry, engage with a wide range of written and visual interpretations through an evaluation of sources, understand social and cultural diversity and develop the ability to reach substantiated judgements based on a considered assessment of different arguments. The learning experience of students is at the forefront of planning, therefore materials are regularly reviewed, with planning of lessons building upon previous knowledge and skills gained by students. Our vision is that learning is embedded and sequential to contribute to long term memory, with learning becoming progressively more challenging through the Key Stages.

Action

All students extend their knowledge and understanding of key events, periods and societies through an assessment of local, British and wider world history across the Key Stages. At **KS3**, the History National curriculum is covered in appropriate depth, over a 2 year KS3. This is implemented with thoughtful consideration to the topics chosen e.g Y7 focuses on 'big pictures' of History across 1000 years or so e.g. change in Church, Monarchy, society whereas Year 8 focuses in much greater depth on last the 100 years or so whilst also looking at themes from earlier in their studies and bringing up to present. We also plan carefully by making use of whole school events in careers and activity week in June, e.g. for Y7 to visit Ironbridge to prepare students for the Sept Y8 module on the industrial revolution whilst making excellent use of local history resources. Similarly, Y8 study the Great War and Holocaust in November and January to tie in with the national memorials at that time, respectively. **All planning** focuses on key enquiry questions to draw together series of lessons to develop students as independent learners and as critical and reflective thinkers. Progress is monitored through half termly key assessment points (KAP) in each year of KS3 plus weekly formative assessments to test recall and understanding. KS4 and 5 have more frequent summative assessments (KAPS) with a focus on testing their long-term memory, source analysis skills and to reach substantiated judgments. Half-termly analysis of these KAPs results will help shape future planning and assessment, in particular looking at the performance of student groups e.g. gender, SEND/ DISADV/Pupil Premium etc.

Equally important is the development of learners ability to make valid historical claims by using a range of sources. The ability to analyse and evaluate sources in a critical manner is consistently approached through **KS3 -5** and will be a part of both regular sessions and KAPs. At **KS4** and **KS5** students will further develop analysis and evaluation of historical interpretations, focusing on how and why different interpretations have been constructed.

Each year group/History unit has subject-specific vocabulary (**key terms**) that is taught, embedded and tested through careful session planning. Regular planning will link current learning to past studies and where it fits in the big picture. Modelling of responses and targeted feedback will also be a key feature at **all** Key Stages. **Session Three** is run by the whole department to support and challenge learners at KS4 and 5 and is used for flexible grouping where necessary to ensure all students are accessing the curriculum. These strategies will ensure that students possess a solid grounding on which to support students in their summative Key Stage 4 examinations and beyond into Sixth Form. We envisage students being keenly aware of the purpose of their learning and how it fits into the overall programme of study. The efficacy of the delivery of this will be



evaluated by learning walks, book scrutinies, lesson observations, department meetings and student dialogue.

Impact

Outcomes in the History department are among the best in the school, and are sig+ against national averages in terms of **both attainment and progress** for SEND/DISADV students **and** non SEND/DISADV students. Uptake for History at GCSE and Sixth Form is high, approx. 100 in each of Y9 to 11 and 60 in each of Y12 and 13 with numerous students pursuing higher education studies in the field and related areas. The History Department regularly sends large number of students to Russell Group and Oxbridge universities. It is also a regular annual feature of alumni returning to TTS to train as History teachers and have even been employed at the school. History visits and activities run each year and are a cornerstone of the department's cultural capital.

Impact of Covid-19

The global Covid-19 pandemic presented some unique challenges and the History curriculum had to be adapted to reflect the new circumstances. To this end strategies were quickly implemented to address the initial learning needs of the students. Staff underwent CPD to develop their skills in using pre-recorded and live material for lessons e.g. Zoom and Teams. The uptake of this remote learning by students was very high, averaging 90% plus of students attending remote lessons and completing work in all year groups. The History OLC was updated with all the resources students were using remotely. There was no immediate concern that students were significantly behind on the return to school in **Sept 2020**, but there were a number of students in Y11 and 62 who were still shielding or lacking confidence and attendance was still problematic. These students were supported with continued use of remote learning materials and 1 to 1 support either via Zoom or session.

Upon the full time return of students to school, a programme of regular assessments was conducted to ascertain levels of performance across all year groups and in particular Y11 and 62. The scrutiny of this data showed that few students were way behind where they should be, academically. The exam board's decision to drop the local History study allowed for more time to be spent reviewing the work done remotely for Y11. Catch up was achieved relatively easily and quickly mostly due to the high engagement during lockdown.

The History department also reviewed its curriculum following the George Floyd/ Black Lives matter during the summer of 2020 and lockdown 1 to address matters of race. This was done in both History lessons and in a whole school online assembly. Whilst changes to the KS3 curriculum, to better recognise the diversity both of History and the students at TTS, had already begun a year earlier, we listened to what the students were telling us about their concerns on matters of race and this included introducing the national Black History Month in Oct 2020 with writing competitions and discussion of appropriate film and literature to encourage students to become more engaged. This ran again in Oct 2021 and Oct 2022 and is now a permanent feature of the History curriculum and will be discussed frequently in session when appropriate.

The onset of the **second lockdown in January to March 2021**, coupled with the increasing confidence of staff in using remote technologies, meant all staff were able to make full use of remote learning resources and again student engagement remained very high.

In the longer-term the History department is not unduly concerned at students catch up but we did make full use of the Session 3 and some Saturday program in summer term 2021 to support students in Y10 and 61 and KS3 respectively, that were identified as needing additional support, following their June 2021 mock exams. This continued into the Autumn term 2021 /Spring term 2022 with Session 3 and where necessary Saturday morning classes. **This remains an option for 2022/23**



The History department has continued to use remote learning resources and opportunities particularly with the Y11 and sixth form students as it helped develop independence and responsibility with the students. This is particularly helpful following the omicron surge in December 2021/January 2022

We will reinstate, and expand, school trips as soon as possible (already done Y7 local history visit in July 2021) Unfortunately the summer 2022 Y12 trip to Berlin was cancelled but is now **reinstated for June 2023**. We have 41 students signed up for this. Similarly we hope to run Y8 trip to the battlefields in Oct 2023. In addition trips to Shrewsbury gaol with Y9 is being looked into for Spring 2023. This will help students to develop peer to peer relationships and reinstate a sense of normal, as well as enrich the students' experiences through a varied and engaging curriculum.