



## History Department Curriculum Statement

### Intent

The History Curriculum empowers 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 intention is that learning is embedded and sequential to contribute to long term memory, with learning becoming progressively more challenging through the Key Stages.

### Implementation

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. 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 three key assessment points (KAP) in each year of KS3 and at least half termly with KS4 and 5 with a focus on testing their long term memory, source analysis skills and to reach substantiated judgments. Regular analysis of these KAPs results will help future planning and assessment.

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 has subject-specific vocabulary 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 KS4 and 5. **Session Three** is run by the whole department to support and challenge learners. All 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 comparison in terms of **both attainment and progress**. Uptake for History at GCSE and Sixth Form is high, with numerous students pursuing higher education studies in the field and related areas. The History Department has sent a number of students to Russell Group and Oxbridge universities, and numerous students have gone on to work in industries where the skill set of assessing interpretations and reaching substantiated judgements is of fundamental importance. Many former students return 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 departments cultural capital.