



History Department Curriculum Vision Statement – June 2026

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 in 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 teaching is knowledge-rich and 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 Key Stage 3, the History National curriculum is covered in appropriate depth, over a 2-year Key Stage 3. This is implemented with thoughtful consideration to the topics chosen, for example Y7 focuses on 'big pictures' of History across 1000 years or so covering change in Church, Monarchy, society whereas Y8 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, for example our Y7 to visit Ironbridge to prepare students for the module on the industrial revolution whilst making excellent use of local history resources. Similarly, in Y8 study of 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.

The History Online Curriculum is updated with all the resources students will use in class and enables absent student to stay on top of work or catch up before they return.

Progress is monitored through half termly key assessment points (KAP) in each year of Key Stage 3 plus weekly formative assessments to test recall and understanding e.g. multiple-choice quizzes. Key Stage 4 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 KAP results will help shape future planning and assessment, looking at the performance of student groups, such as gender, SEND/ DISADV/Pupil Premium. Equally important is the development of learners' ability to make valid historical claims by using a range of primary source and contemporary material. The ability to analyse and evaluate sources in a critical manner is consistently approached through Key Stage 3 to 5 and will be a part of both regular sessions and

KAPs. At Key Stage 4 and 5 students will further develop analysis and evaluation of historical interpretations, focusing on how and why different interpretations have been constructed.

Each year group and History unit has subject specific vocabulary identified as 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 3 is run by the whole department to support and challenge learners at all Key Stages and is used for flexible grouping where necessary to ensure all students are accessing the curriculum. In particular, the department makes use of Session 3 across Y10 and Y11, to support GCSE learners, and Y13 to support those studying A Level History and Politics. 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 significantly above when compared 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, approximately 100 in each of Y9 to Y11 and 50 in each of Y12 and Y13 with numerous students pursuing higher education studies in the field and related areas. More recently, the department has experienced recent increase in uptake at GCSE, with 150 and 182 students electing to study History across the last two years. The History Department regularly sends large number of students to Russell Group and Oxbridge universities. It is also a regular annual feature of alumni retuning 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. In addition, we run an annual Black History Month Key Stage 3 competition.

Subject contact Assistant Head, Mr Jamie Wrenshall Jones - jwrenshalljones@ttsonline.net