



# History Curriculum Intent

## Curriculum Vision

Students will be inspired with a deep fascination of History and furnished with the talents that great historians possess to help them succeed in life. An understanding of our history is essential. Through knowing and understanding our past and how our past has been (or can be) interpreted, our students:

- develop a sense of identity and respect for our place in the world
- defend against misinformation and prejudice in a changing and diverse world
- develop knowledge and understanding of different historical periods and the arcs of historical change, and the complexities of historical debates
- connect learning across subjects enabling them to remember more and accomplish more in all aspects of their curriculum

Students are led through a curriculum that develops skills and knowledge suitable both within and beyond the History discipline, enabling them to:

- explore and understand the development of the relationship between state, monarchy and religion in Britain as well as develop a coherent understanding of chronology and the plurality of History
- develop a sense of identity within our current multicultural society through the lens of local and national issues
- develop an understanding of different political ideologies, methods of rule as well as create a foundation for understanding the current geo-political climate
- become passionate historians, capable of thinking about the past like experts of the discipline
- hone their analytical skills, source analysis and their understanding of the ever-changing interpretations of historical events
- prepare for either further academia or employment where their full range of finely-tuned historical skills will provide them with the essential skill set necessary to access a variety of opportunities.

## Concepts and Skills

The overarching concepts students explore are:

- **Significance** - How important are key historical events/individuals?
- **Change and Continuity** – How have societies and attitudes changed or stayed the same?
- **Cause and consequence**– How events lead to an event or an individual's actions.
- **Similarity and difference** – How people or events are similar/different.
- **Diversity** – Build a respect for cultures and opinions.

The overarching skills students develop are:

- **A command of a substantial body of detailed historical knowledge:** the ability to recall accurate information that is context specific, with a sound understanding of chronology and with an appreciation for the complexity and diversity of situations, events and mentalities of the past.
- **Historical critical thinking and problem-solving skills:** the ability to deploy explanation and evaluation to analyse the past, engaging in the debates surrounding History through the lens of political, social, economic, military and religious themes, showing empathy and innovative insight relating to the connections between local, national, and global communities, race, gender, class, urban and rural themes.
- **Communication skills:** the ability to communicate ideas coherently, accurately and succinctly in both an oral and written format with clarity and fluency, using the historical critical thinking skills to form an argument that concludes with a substantiated judgement that is appropriate to the discipline of History.
- **Handling contemporary sources and historical interpretations within an academic context:** the ability to infer from and analyse sources and interpretations to determine the weight that can be attributed to it. This is done through critically assessing the content and provenance, applying their own knowledge and alternative contemporary sources to substantiate their conclusions.
- **Independent historical research:** the ability to read around the subject, reflect critically and empathetically on materials and understand the dynamic nature and theoretical underpinnings of the discipline, exercising self-discipline, self-direction and initiative to enhance the communication of History.

## Vocabulary

Each unit at every Key Stage will have a vocabulary list – this will be given at the start of the unit and referred to throughout the work. Students will be expected to develop their vocabulary by using the key words whenever possible and highlighting their use in work. As well as key terms relating to historical events, students will also explore the disciplinary language used by historians so that they can better understand the skills that great historians possess.

## Homework

Curriculum-aligned homework helps our students achieve mastery in History by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

In Key Stage 3, students have Knowledge Organisers as part of their homework in History. Knowledge Organisers are sequenced in line with the curriculum. Students use retrieval self-quizzing, via online platforms, to help embed knowledge in long-term memory so that they know more and remember more. Low-stakes Do Nows at the beginning of each lesson strengthen long-term memory by testing cumulative knowledge of previous learning, relevant to the lesson. This is supplemented by our cumulative multiple choice Knowledge Organisation tests at regular points of the year.

At Key Stage 4, the History homework runs alongside taught lessons and aims to help the students to broaden and deepen their knowledge on particular subjects and develop their skills in order to achieve mastery in History. Students are given a variety of homework tasks throughout Key Stage 4 including, the creation of revision materials, quizzes, online tasks and worksheets.

This helps our students achieve mastery in History. Students who need extra support to achieve mastery are supported by our 10:10 programme in History and all have access to our daily Homework Club and our 10:10 revision sessions.

# Implementation

## Overview Statement

The curriculum in History is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. This includes (but is not limited to) the students' study of the Holocaust in History which aids the students' work in Religious Studies. Homework, daily retrieval-based 'Do Nows' and termly low stakes Knowledge Organiser quizzes strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in History through the Frayer Model and students are taught to read, write and speak like a historian. Technology is employed through laptop apps and interactive whiteboards in class to strengthen learning. Away from the classroom students are encouraged to use technology to engage with their homework tasks. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

At Key Stage 3 students benefit from studying chronologically to allow them to gain the foundation of knowledge and a sense of period, which is then supplemented with thematic historical enquiries that help foster an understanding of long-term arcs of historical change. This understanding can then be built upon in their further years of study either as part of their History lessons or to add a contextual understanding to their work in other subjects. Coherent and collaborative planning within the department enables staff in the department to effectively differentiate, include both individual and collaborative work, mark and give feedback in a timely manner and engage students with a variety of activities.

## Impact

### Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to use sources and interpretations within their work in order to communicate their ideas effectively. They will have developed a deep knowledge of the chronology of British, European and World History from the Norman Conquest to the collapse of the Soviet Union, and be able to apply this knowledge, connecting it to second order concepts such as judging significance, and measuring change and continuity over time. Students develop all the LApps but especially their awareness and empathy through developing their understanding of historical events and their impact on society today. Students have an introduction to the disciplinary literacy required to be able to communicate like an expert historian, and all opportunities to develop numeracy are fully exploited in context, including gaining meaningful insight from statistics. Cognitive theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

### Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of change and continuity, similarity and difference, cause and consequence and significance. Through developing their knowledge of Crime and Punishment in Britain from 1000 to the present, British and European History during the reigns of King Richard I and King John, and world and International History considering American Civil Rights and the Vietnam War, and the Cold War in the 20th century, they are able to independently describe, explain and evaluate the relative success of key individuals and events across the time periods studied and draw relevant analytical connections between them. Students also develop an understanding of the entwined nature of their studies, through explicit cross-curricular links and inter-disciplinary study. Their progress in History is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.