

INTENT

1. To deliver the History National Curriculum.
2. To deliver a knowledge led History curriculum, where knowledge and skills are revisited.
3. To deliver a broad History curriculum that includes different time periods, cultures and perspectives, and will develop well-rounded historians.
4. To promote high aspirations and achievements and a culture of enquiry.
5. To deliver an engaging and enjoyable History curriculum so that students are enthused and keen learners, who seek answers to historical questions and are able to understand how the world we live in today has been shaped by the past.

IMPLEMENTATION

Curriculum Delivery

1. At the Primary Phase, History is delivered through topics detailed in the programmes of study and progression for KS1 and KS2. In EYFS, however, History is part of knowledge and understanding of the world and is threaded through class interests and themes. Topics throughout each Key Stage are taught either half-termly or termly and are sometimes combined with Geography, particularly if it is a local study. Topics are chosen that are age appropriate, build on the student's prior knowledge and skills and follow the National Curriculum. Chronological understanding is revisited with each topic. Each student has an individual timeline that is added to with each topic. As each pupil goes through the school, they are able to build on prior knowledge and put periods of history into context.
2. Pupils in KS3 have 3 lessons per fortnight delivered by either of the two specialist teachers or a supported non-specialist from the Humanities Department and follow a knowledge-led History National Curriculum. At KS4, History is an option subject and students have 5 lessons over each fortnight. All classes are mixed ability.
3. AT KS3, the History Curriculum, like KS1 and 2, is delivered chronologically. This enables students to acquire an understanding of the broader concepts and developments in different periods of History and to examine the links and differences between each period. The order of units of study within each year, have deliberately been chosen in order for students to use their knowledge to be able to make comparisons between and across different time periods, drawing parallels and making deeper connections across a wider historical context.
4. A variety of teaching strategies are implemented within each lesson to engage all learners and abilities. These strategies are used to cater for whole class and the individual. Classwork, therefore, is based on individual, pair, group and whole-class activities. Time for questioning, discussion and debate is planned into every lesson thus enabling a culture of enquiry in each lesson and beyond, allowing students to understand how the world we live in today has been shaped by the past.
5. Knowledge is revisited in every lesson through starters, entry activities and also embedded within the lesson. Formative assessment is used continuously in each lesson through written and verbal monitoring in order to check key knowledge. Twice in each unit of work, students undertake key knowledge tests. Links between knowledge of different time periods are made explicit to give students a concept, for example: link between monarchy and power in Tudor England and Mughal India. Second order concepts such as cause and consequence, significance and interpretations as well as source skills, which are introduced initially in KS1 onwards, but from KS3 are built on through successive enquiries. Consequently, students from all Key Stages are better prepared for the demands of GCSE questions.
6. British History is studied in depth, as well as key events in European History such as Nazi Germany and the two world wars. Non-European history is also offered through depth studies of Mughal India and the American West in KS3 and KS4 respectively. This broadens students' knowledge of period and global history.
7. Lessons are based around enquiry questions. The aim of answering these questions drives each lesson, allowing students to develop as historians. Schemes of work are also based on key enquiry questions, promoting self-assessment of progress (Have I got a range of evidence in order to answer this question fully? Have I looked at different perspectives, evidence types? Have I pursued my line of enquiry fully?) within units of study.
8. Literacy is promoted through the identification of keywords in every lesson and the promotion of their use in oral and written activities. Reading material is carefully selected to become increasingly challenging and writing skills are promoted chiefly by the use of PEEL paragraphs in all extended writing from Yr7 onwards. However, a wide range of extended writing styles are taught from KS2.
9. A love of History is nurtured through each Key Stage, from EYFS to KS4, in a range of ways. Specific details within History hook each student and leads them to a more developed line of enquiry, seeking answers to the questions

this initial specific detail can raise. This encourages our learners to be more independent, inquisitive and enthusiastic. These specific details may take the form of visual or written sources, an individual's story related to the class via multimedia or the teacher's telling. Homework projects throughout KS3 promote empathy, with students being asked to see historical events from an individual's point of view.

Teaching and Learning (including pedagogical approach and research)

At the Primary Phase, a variety of teaching approaches are used including whole class discussion, individual, paired and group work. Teachers may make use of the following sources: books, videos, photographs, eye-witness accounts and artefacts. By KS2, pupils are taught to understand that the past can be interpreted in different ways and to evaluate the quality of the evidence. Students may communicate their ideas and understanding through talking, writing, drawing, role play, diagrams and using ICT. By the end of KS2, pupils are expected to plan and present a self-directed project or piece of research on the period studied. This may be set as homework. Students may produce different genres of writing such as diary entries, information and storytelling linked to work in English.

History, in all key stages, uses a range of pedagogical strategies within the planning and delivery of each lesson. Knowledge, retrieval and metacognition are key factors within all planning. The overall strategies employed enable students to embed learning and knowledge, move understanding from the working memory to long term with the skills needed to access knowledge more readily and easily, and to understand the concept of learning for understanding and not for learning's sake.

Extra-Curricular

The Primary Phase organise trips to museums, galleries and historic buildings to enhance teaching of History. Sometimes experts are invited in to talk or run sessions on a period of History. This also happens in KS3 and 4. History offers a trips to the Castle in Year 7 and Duxford in Year 9. Students are actively encouraged to read around their subject.

IMPACT

The overall impact of delivering the curriculum in this way enables our students to not only build on previous knowledge but to develop this knowledge in more detail across the key stages. History is the biggest option subject in the school and has the largest uptake at GCSE. At the Primary Phase, each topic begins with a pre-assessment. Children are given the opportunity to demonstrate what they already know about the topic. At the end of the topic, children are asked to show what they have learned. Each topic has a set of objectives that we want the children to meet and these are RAG rated at the end of each lesson. This allows teachers to revisit or spend more time on aspects of study that the children have found more difficult. Each year, the subject leader carries out a book scrutiny to monitor coverage and progression and asks a sample of pupils about their experiences of History. Feedback is then given to staff.

Formal assessments take place once every half term in each key stage. Students are given clear targets and success criteria and are instructed on how to achieve them. Clear feedback is given with measurable, realistic challenges for improvement. Differentiated Target Driven Learning is used to measure students understanding of achievement, to direct students to success and progress and to enable students to self/peer assess and offer next step suggestions. Over the course of KS3 and KS4, our teaching and planning is crafted by the use of retrieval and metacognition strategies, therefore enabling our students to build on previous knowledge and access learning from across each phase – from EYFS to KS4. At the end of each year and Key Stage, students show a secure understanding of subjects covered and how these fit with previous learning. Key Stage 4 results are in line with the National results. Students who are at risk of not achieving their potential are identified and interventions are put in place. These may include seating changes, extra directive within lessons, more scaffolding within tasks, contact with parents and extra tuition if warranted. Postcards home are an effective way to show students they are doing well in the subject.