

HISTORY DEPARTMENT CURRICULUM STATEMENT – 2019-20

INTENT:

Providing students with a high-quality history education equips them to ask questions, think critically, develop skills of inference, 'weigh up' evidence and evaluate source material, ensuring they are better able to develop perspectives, reach judgements and to solve problems. Above all, the study of History helps young people to know who they are and why they are the way they are.

Our teaching provides an understanding for young people of their place in an increasingly diverse, confusing and changing local, national and global society. They will be able to understand the complexity of people's lives, the relationships between and within different groups and the challenges facing their generation.

We are passionate in our support of the school's overarching vision; for students to be ACE. We focus on Attainment, supporting students to make rapid progress from each starting point; on Care, encouraging students to lead happy, safe and successful lives – particularly through their understanding of the challenges faced in the modern world as a result of historical events; and on Excellence, supporting students to be truly aspirational and to achieve more than they first thought possible.

Key Stage 3

Our Key Stage 3 provision is allied to the National Curriculum in England and blends depth/thematic study with understanding of key historical concepts to ensure all students leave with a clear awareness of the key chronological narrative of the British Isles alongside significant aspects of the history of the wider world.

This means that they will be able to:

- 1) Demonstrate a knowledge of key events and dates.
- 2) Demonstrate an understanding of the chronology of Britain.
- 3) Describe key features of the periods studied.
- 4) Describe a narrative of events.
- 5) Describe and explain causes of events.
- 6) Explain the significance of events.
- 7) Describe what can be learnt from sources.
- 8) Explain the provenance of sources and analyse sources for value and use.
- 9) Identify and explain examples of change and continuity.
- 10) Identify different interpretations and be able to give reasons for differences.
- 11) Be able to recall knowledge on what has been studied.
- 12) Develop supported judgements
- 13) Construct supported judgements and balanced arguments in extended writing

We seek to create Historians. KS4 and KS5 Assessment objectives seek the same goals and we aim also to prepare students for success at GCSE and beyond. As such, students are challenged to respond to GCSE style questions and skills from the very beginning of KS3 and will receive advice and guidance about how to improve their written answers in line with GCSE success criteria. Through the focus on GCSE criteria all students will be adapt at the essential skills all Historians possess; in short students will be able to structure an academic argument, apply historical knowledge, understand how to evaluate sources of information and write like a historian. So that regardless of progression onto KS4 all students have a strong grounding in history and its associated skills.

In addition, the History department is committed to supporting whole school Enterprise Skills. We have planned into our schemes of learning explicit teaching of 'Skillsbuilder' steps across years 7-11 in all six skills – Teamwork, Leadership, Creativity, Problem Solving, Listening and Presenting.

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork			X – Unit	X – Unit 1	
Leadership				X- Unit 1	
Creativity			X- Unit 2		X – Unit 1

Problem Solving	X – Unit 2 &3				X – Unit 1
Listening					X – Unit 1
Presenting		X – Unit 2		X – Unit 1	

Key Stage 4

Key stage 4 will follow the Edexcel GCSE Syllabus;

- Medicine Through time C.1000AD The British sector of the Western Front: injuries, treatment and the trenches.
- Germany 1918-1939.
- Early Elizabethan England, 1558–88.
- British America 1713–83: empire and revolution.

KS4 provides new content alongside a revisiting and deepening of knowledge of content and skills studied previously. The GCSE provides clear progression to A Level through provision of similar approaches to assessment to better ensure a clear, coherent approach from KS3 to KS5 using Edexcel specifications.

In Key stage 4 students will specifically be able to:

- Describe key features of the topics studied
- Explain reasons for events and changes
- Create supported judgments and balanced arguments in extended answers
- Identify and explain the difference in historical interpretations
- Write a historical narrative of events
- Explain the significance of historical events
- Explain source use

Where necessary, the implementation of the curriculum may involve extra bespoke intervention sessions for students who are not making expected progress.

Key Stage 5

Studies at KS5 are through the Pearson Edexcel History A Level. This programme of study challenges students to develop interest in and enthusiasm for history and an understanding of its intrinsic value and significance.

Route D: Challenges to Authority

- Unit 1 Britain, c1785–c1870: democracy, protest and reform
- Unit 2: The unification of Italy, c1830–70
- Unit 3: The witch craze in Britain, Europe and North America, c1580–c1750
- Unit 4: Coursework; students will be given a free choice of topics to suit their own specific interests

Students will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity as they build on their awareness of the past through experiencing a broad and balanced course of study.

As a result, they will improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds. They will develop the ability to ask relevant and significant questions about the past and to research them so that they are able to make links and draw comparisons within and/or across different periods and aspects of the past and organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

IMPLEMENTATION:

Schemes of learning are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage.

Our schemes of learning include:

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the History Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

INTERNAL EXAMINATION RESULTS

Students undertake three key assessments against GCSE success criteria in each year 7-9. At KS4 and 5, assessments are termly. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

ENTERPRISE SKILLS

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

IMPACT

WORK REVIEWS

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

STUDENT SURVEYS

The History department survey's students in all year groups annually, seeking student feedback on the effectiveness of the taught units form a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

MODERATION

Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought. Y

DESTINATIONS

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

Read the department annual Curriculum Impact Report for more information

