

History Department – Curriculum Statement

In the History Department we seek to ensure each and every one of our students achieves the highest personal outcomes in order to fulfil their God-given potential. We offer a broad diet of History in terms of periods studied, themes and concepts ranging from medieval to the present day. We deliver a course which allows students to explore British history in depth as well as World history, allowing students to understand their place in the world by adopting a more tolerant social and political awareness. Whilst key historical skills are developed throughout, a range of life skills are also equally focused upon which are then transferable to the outside world. As part of our balanced curriculum, students visit numerous historical sites of interest in the hope of promoting an active cultural involvement within Britain. Our success within the department is underpinned by the firm belief that high quality and imaginative lesson delivery is the key to student engagement and consequential success.

Intent – What we are trying to achieve?

- Now more than ever, students in Years 7 & 8 (Key Stage 3) will experience a broad and balanced curriculum, which covers a range of time periods from medieval to modern day. These will be taught by highly-qualified staff who will support students to develop mastery of concepts and inspire enthusiasm and interest.
- At KS4, unit decisions were made in order that students received a range of histories thematically, as well as in terms of topic. Political history is taught alongside scientific, economic, social and cultural history and ranges over a thousand years. Unit choices were also made to allow a smooth transition into KS5 with the Tudors and Soviet Russia.
- All students will have access to an enriched curriculum. For example, opportunities will exist for students of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting places they may not normally consider such as places of historical interest. A very popular history club is also offered weekly where students have the opportunity to study topics not directly covered in the curriculum.
- Students will be in classes with peers of similar abilities in order for teachers to meet their individual needs.
- At KS5, both British and World history is delivered and students have the opportunity to choose their own personal study in Y13. We try to deliver lessons that are engaging and are a good preparation for post-18 study. We try to incorporate a university-style learning experience including tutorials, assessed and independent work.
- The history curriculum across the key stages is progressive, reflective of the context of our students and encapsulates fundamental British Values. The vast majority of lessons taught in history addresses themes of tolerance, respect and diversity.

Implementation – How do we translate our vision into practice?

- In order to fully meet students' needs, lessons are regularly amended and adapted in order that the needs of students are met. Assessments are also produced each term to reflect the needs of students and GCSE expectations, there is also consistency in terms of topic delivery between groups, regardless of their ability.
- We ensure personalised delivery is offered to targeted students in intervention sessions delivered both inside and outside of the classroom.
- We ensure a fair access to high quality revision resources both externally bought as well as internally produced.
- Use is made of staff subject specialism when selecting any new topics to be delivered in the classroom.
- Carefully designed schemes of learning ensure consistency and progress of all learners.
- Success criteria in every lesson are set in order to guide student performance. This ensures work is demanding and matches the aims of the curriculum.
- Fortnightly assessed work with follow-up tasks further develops students' knowledge and understanding.
- High quality teaching responds to the needs of students. Teachers act on the findings from assessments to secure the best possible outcomes.
- Spiral learning is embedded in both lessons and assessments with teachers actively marking work in lessons in order to identify misconceptions early. This also reduces staff workload in terms of marking in their own time.
- High quality resources complement the delivery of specialist learning admirably.

Impact – What is the impact of our curriculum on the students?

- Students of all abilities and in all categories achieve well, reflected in the proven track record of examination success. Students' work across the curriculum is outstanding.
- Outcomes focus and guide all development plans and drive improvement.
- Students are ready for the next stage in their journey with an education and qualifications that match their destinations.
- Students are confident, resilient and actively engaged in the wider society.

