

HISTORY

The History curriculum gives pupils a wide appreciation of local, national, and global history spanning from the Medieval to the contemporary. Pupils explore the key historical individuals, events, and movements to develop their analytical skills, which enables them to present informed arguments and judgements. The curriculum is knowledge-rich and progresses over time with opportunities to revisit and recall learning to develop increasingly secure and complex schema. The curriculum is accessible to all pupils, regardless of starting points and individual needs, and is adapted accordingly while maintaining high expectations. History is taught by a team of subject-specialists with extensive experience across all Key Stages, which has enriched the quality of the curriculum and the study of the hinterland – the stories that make up the rich and varied experiences of the past and the broader context.

Wider curricular offers include: visits to the Battlefields, Auschwitz, Subject Leaders and supported study as well as reading for ambition through academic texts. As a result, pupils are successful in securing undergraduate study at prestigious universities, including Russell Group and Oxbridge.

How the curriculum fits in to the College's FABRIC?

Focused

- The History Department is a member of the Historical Association and the Prince's Teaching Institute
- Every year the History Department is part of a rigorous self-evaluation process and sets new targets in its Development Plan, which is both internally and externally validated
- Curriculum changes reflect our on-going aim to provide pupils with the best possible outcomes and experience

Appropriate

- The KS3 curriculum is the 'intellectual powerhouse' – it comprises all the statutory elements of the National Curriculum in terms of the programme of study
- The curriculum is the 'progression model' and units have been sequenced to ensure content is age-appropriate
- Pupils' work is assessed through a portfolio of tasks designed to capture progress and to reveal gaps in knowledge & understanding

Broad and balanced

- Relevant and interesting topics chosen to reflect the latest best practice and thinking in the discipline of History
- Diverse and decolonised curriculum choices to reflect the College community more fully and ensure representation
- Challenging and rigorous historically valid enquiries that provide pupils with the opportunity to think deeply about the past

Rigorous

- **Retrieval Practice** is used to support pupils' learning and retention of key knowledge eg 'History Memory Questions' at the start of lessons
- **Curriculum** is structured to build on prior knowledge by revisiting important concepts in History in increasing depth & complexity eg invasion, empire, protest
- **Mock-examinations** provide opportunities for students to revise & apply previously taught content

Integrated

- **Topics** taught in KS3 lay the foundations for success at GCSE & A Level
- **Substantive concepts** in History are explored and revisited, building on existing schema and strengthening links between topics
- **Second-order concepts** in History eg cause & consequence, change & continuity are developed in increasingly complex and nuanced ways

Coherent

- Core knowledge & vocabulary is identified and mapped out in Core Knowledge Booklets to support students' learning and revision
- Learning Journeys and exam specifications identify key content at each stage
- Resources are shared in the Department to ensure a consistent approach across different teaching groups

<p>How we assess learning</p>	<p>Key Vocabulary</p>
<ul style="list-style-type: none"> • Formative assessment = knowledge recall, comprehension questions, timeline activities, and extended writing • Summative assessment = response to enquiry questions (KS3), extended written responses (KS4 and 5) • End of Yr10 and 12 examinations and Yr11 and Yr13 'mock' examinations 	<ul style="list-style-type: none"> • Mapped out in Core Knowledge Booklets and examination specifications • Pupils exposed to a variety of texts and academic writing and lessons and Prep through guided-reading • Vocabulary explicitly taught in lessons – this includes some foreign language terms, substantive/Tier 3 vocabulary, and disciplinary vocabulary used to talk and write about History
<p>Enrichment</p>	<p>Careers Education prepares our students to make informed choices about their futures</p>
<ul style="list-style-type: none"> • Trips & visits develop and extend pupils' knowledge and experience eg Battlefields (Yrs9 and 10), Burghley House (Yr11) • Academic lectures delivered virtually through Historical Association and Prince's Teaching Institute • Developing links with University of East Anglia to provide further enrichment opportunities including visiting lectures from academic historians • Sixth Form pupils can apply to become a Subject Leader and contribute towards the peer-mentoring programme 	<ul style="list-style-type: none"> • Pupils understand that History prepares them for a broad range of careers and enables them for success in the workplace • They are introduced to the works of a diverse range of historians • Pupils develop their awareness of how History links and interacts with other subjects including English, Politics, Law, and Languages • In Sixth Form, pupils experience the work of a professional historian by researching & writing an independent project using primary & secondary sources of evidence
<p>Our curriculum is underpinned by our values and are expressed through our curriculum</p>	
<p>PRIDE: We encourage ALL pupils to take pride in the presentation and completion of their work, to do their best every lesson</p> <p>PASSION: We aim to foster a strong culture of participation, active enquiry and questioning both in the classroom and independently</p> <p>POSITIVITY: We support pupils to respond to feedback and to embrace challenges with a positive attitude, and aim to make History lessons inclusive to pupils of ALL backgrounds and abilities – we reward pupils for the effort, behaviour, and achievement</p>	

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