

1. Intent

We believe that students deserve a broad and ambitious History curriculum, rich in skills and knowledge, which immerses students in a range of cultures and produces an enquiring and critical outlook on the world. We want to equip students with the knowledge, understanding and skills to interpret contemporary world events. We want students to learn about people from the past that are like them, and about people who are not.

Our History curriculum will give students the opportunity to:

- enjoy vibrant curriculum content, at times driven by events in recent years
- study issues at a local, national and international level in a range of time periods
- understand Britain's far reaching and complex influence on the wider world
- study diverse history and the influence of different peoples and places across time
- know why some interpretations and stories have been told and why traditionally other stories haven't been told
- develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence
- study the discipline of academic history
- develop confidence in orating and debating historical issues and evaluate historical interpretations

2. Implementation and sequencing

What we do

Deliver a broad and balanced curriculum, based around the National Curriculum, whilst considering the local context, giving students facts so that they can then make informed decisions themselves. It is designed to provide them with the knowledge they need to understand, to challenge, and to form their own views. We base our studies and lessons around enquiry questions, answerable by the end of each unit.

Why

We broadly approach our curriculum with an approach that reinforces chronological understanding, blended with thematic units when students are progressing through KS3. The narrative is the key, building the story of the past in student's minds and knitting it together through substantive concepts such as democracy and consolidation as well as procedural knowledge such as source analysis.

How does this support learning?

Units are carefully planned to draw out key themes and links between them (i.e.. focus on Tudor exploration before looking at the origins of Empire building). All enquiries are answerable by the end of the lesson sequence, thus showing the progress made.

What happens day to day?

High quality teaching in every classroom. Mostly taught by specialists, with extra support given to the single non specialist teacher. Students all work to the same curriculum, lesson enquiries, and forms of assessment. There is a culture of academia and a passion for making lessons engaging and memorable.

Philosophy of pedagogy

How do you know?

Open door policy within department, regular curriculum catch-ups with teachers, teacher input an investment in curriculum, book looks, work sampling, student panel feedback, data analysis, lesson observations.