

Quality of Education- Intent- History- 2024

History is full of exciting stories of adventure, bravery, and discovery. Learning about these stories can be really fun and inspire pupils to be curious and imaginative. So, studying history helps pupils grow into knowledgeable, thoughtful, and curious individuals.

1) Leaders construct a curriculum that is ambitious:

To what extent do you cover the national curriculum?

Pupils study a range of topics from the National Curriculum at KS3 for History and in the current academic year (2024-5) there are plans to refine and enhance the elements required by the National Curriculum so that there is a broader depth of topics. As a two-year key stage 3, the challenge is to make sure that pupils grasp a chronological understanding alongside the disciplinary concepts with a secure grasp of subject knowledge. For example, plans are in place to include more local history, more diverse experiences of different peoples from different periods of time but also more history from the Early Modern and Industrial periods which will provide a better foundation for study at GCSE level.

At GCSE, we follow the Eduqas History specification and teach the following units:

- Elizabethan England 1558-1603
- USA 1910-1929
- Germany 1919-1991
- Medicine c.500-present day

What are the most important concepts in your subject curriculum?

There are six main concepts which are listed in the National Curriculum for History. These are:

- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Use of evidence
- Historical interpretations

Alongside this is the importance of the development of historical empathy and the exploration of the diversity of human experience.

How do you facilitate deep learning in your subject?

To facilitate deep learning in history, we employ a range of strategies and resources. Utilising authentic historical sources, such as primary documents, artefacts and eyewitness accounts, offers pupils the opportunity to engage directly with historical evidence. Incorporating these sources not only fosters critical thinking skills, but also aids in developing a more nuanced understanding of the past.

Moreover, employing effective questioning techniques, such as open-ended and evaluative questions, encourages students to think critically and analytically about historical events and their implications. Additionally, utilising historical artefacts where possible allows pupils to gain a tangible connection to the past, fostering a greater sense of historical empathy and understanding. Using retrieval practice and spaced learning is being introduced more regularly to encourage deeper understanding of core facts.

What knowledge, skills and cultural capital does your subject curriculum equip pupils with?

The history curriculum is designed to equip pupils with a broad range of knowledge, skills and cultural capital.

- In terms of knowledge, students are provided with a comprehensive understanding of key historical events, movements and figures, enabling them to develop a deeper sense of historical context.
- Furthermore, the curriculum imparts essential skills such as critical analysis, the ability to interpret historical evidence and the capacity to construct well-reasoned historical arguments.

- Additionally, the study of history equips pupils with cultural capital, empowering them to engage meaningfully with societal and cultural issues, contributing to a broader and more informed world-view. History links directly to the teaching of Fundamental British Values of democracy, Rule of Law, Respect and tolerance, Individual Liberty.

To what extent does your curriculum address social disadvantage?

Addressing social disadvantage through the history curriculum is a key consideration. Recognising the diverse cultural and historical backgrounds of pupils is essential in ensuring that the curriculum is inclusive. Incorporating diverse historical perspectives, experiences and voices allows pupils to develop a more nuanced understanding of historical events and how they have shaped different communities. Moreover, utilising a range of sources that represent a variety of voices and experiences promotes inclusivity within the history curriculum, acknowledging the rich tapestry of human experience.

Topics like the Civil Rights campaigns, Votes for Women and the Slave Trade are some of the current studies but in the new Year 7 curriculum from 2024 it is important to teach a range of diverse experiences eg BAME troops in WW1, Black people in Tudor England, Voices of the British Empire just to name a few.

How is your subject curriculum designed to support all learners including those who are more able and those with SEND?

Objective	Strategies and Actions
1. Ensure curriculum inclusivity	From 2024: - Audit the current History curriculum for inclusivity. - Use Classcharts to see SEN provision and targets. - Introduce differentiated materials for various learning abilities. - Provide enrichment tasks.
2. Develop critical thinking skills among all learners	- Implement enquiry-based learning strategies. - Use primary and secondary sources for analysis. - Encourage debate and historical argumentation.
3. Embed SEND support throughout the curriculum	- Signpost CPD and support for SEND strategies for History teachers. - Adapt resources for readability and accessibility. - Small group intervention sessions with HLTA.
4. Foster high achievement for more able learners	- Design challenging extension activities. - Introduce independent research projects. - From 2024, offer enrichment reading list.
5. Integrate formative assessment to inform teaching	- Train staff in using formative assessment effectively. - Develop a bank of formative assessment tools. - Regular student self and peer assessment.

2) The school's curriculum is coherently planned and sequenced:

What are the end points your subject curriculum is building towards?

By the end of KS3 we would like pupils to be able to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

(Ref: National Curriculum)

At KS4 we would like our pupils to have achieved:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- develop and extend their knowledge and understanding of specific historical events, periods and societies
- acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity
- build on their understanding of the past and the diversity of human experience through experiencing a broad and balanced course of study
- improve as effective, independent and resilient learners and as critical and reflective thinkers through a process of historical enquiry
- develop the ability to ask relevant and considered questions about the past and to investigate historical issues critically
- acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others
- develop their use and understanding of historical terms, concepts and skills develop the ability to construct valid and realistic historical claims by using a range of sources in context
- develop a critical appreciation of the concept of historical significance and why some people, events and developments are seen as historically significant
- develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements
- create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives
- create their own balanced, reasoned and well substantiated extended responses.

(REF: Eduqas History)

In what way does your subject curriculum build on what has been taught before?

The KS3 history curriculum builds upon the foundation laid in KS2 history by delving deeper into the rich tapestry of British history. The KS2 curriculum covers significant periods such as Changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, and Britain's settlement by Anglo-Saxons and Scots. Building on this, the KS3 curriculum extends the scope to cover British history from 1066 to the present day.

In KS3, students will explore pivotal events such as the Battle of Hastings, the Tudor period, the Industrial Revolution, both World Wars, and beyond. This provides a comprehensive understanding of the key developments and turning points that have shaped the nation over the centuries.

Moreover, the KS3 curriculum (from Sept 2024) incorporates a world study (which will be India and America), enabling students to gain insight into major global events and their repercussions. This broader perspective encourages students to appreciate the interconnectedness of world history and its impact on Britain. Additionally, a local study into Cornish History allows students to delve into the history of their own locality, fostering a sense of connection with their immediate surroundings.

Furthermore, the chronological unit of study extends beyond 1066, consolidating and reinforcing the knowledge and understanding gained in KS2. By reaching back into earlier periods, students develop a holistic understanding of the continuity and evolution of British history.

In this academic year, we have reached out to our feeder primaries to find out about their curriculum provision for History so that we can look at the transition from year 6 into 7.

How does your subject curriculum reflect the school's local context by addressing gaps in pupils' knowledge and skills?

Our history curriculum at our school in Wadebridge is specifically tailored to address any gaps in our pupils' knowledge and skills by incorporating local context. To ensure this, we have introduced various exciting initiatives. For instance, we will have new introductory lessons on the history of Wadebridge in 2024 specifically designed for our Year 7 students. Additionally, we organise visits to Cornish castles for our Year 7 students, as well as dedicated sessions on the Cornish rebellion and the experiences of Cornish residents during the Industrial Revolution.

In Year 8, our pupils learn about the Cornish evacuees, and we also organise trips to the WW1 battlefields (where possible), allowing them to gain a deeper understanding of the impact of world events on our local community. By integrating these modules into our history curriculum, we aim to provide our students with a comprehensive understanding of not just broader historical events, but also how these events influenced and shaped our local area.

How does your subject curriculum utilise interleaving of material to help pupils remember long term the content they have been taught and integrate new ideas?

Our history curriculum is designed to support long-term retention and integration of new ideas through the use of interleaving of material. Knowledge overviews provide a comprehensive understanding of key topics, while Revise and Recap activities reinforce learning and aid memory retention. Additionally, we provide Revision Guides for all core GCSE topics, enabling students to revisit and reinforce their understanding of historical concepts.

To facilitate recall of earlier topics and keywords, our curriculum incorporates Do Now activities and Sum it Ups, encouraging students to revisit and reinforce their learning. Furthermore, KS3 some material is revisited in KS4, such as the Elizabethan Age, to build on prior knowledge and deepen understanding.

With a 3-year GCSE programme, students are encouraged to recall and recap year 9/10 material in year 11, fostering deep learning and long-term retention of historical knowledge. Our curriculum aims to provide a solid foundation for students to engage with history and develop a thorough understanding of key concepts.

3) Leaders use assessment well:

How do you assess learning in your subject?

Assessing learning in history is a crucial part of our educational practice at our school, and at Key Stage 3 we focus on regular knowledge and chronology testing to gauge students' understanding of historical concepts.

We utilise assessment booklets designed to evaluate the key skills in history, including knowledge and chronology. Additionally, we assess the students' grasp of concepts such as cause and consequence, change and continuity, similarity and difference, significance, use of evidence, and historical interpretations. The assessment process incorporates a mixture of verbal, peer, and written feedback, to ensure that students receive a comprehensive understanding of their progress and areas for improvement.

Moving on to Key Stage 4 our assessment approaches align with the requirements of the Eduqas GCSE exam papers. We have developed assessment booklets for each GCSE topic area to thoroughly evaluate students' understanding and application of historical knowledge. Pupils complete 1 of each type of exam question for each paper. Furthermore, to enhance learning, we encourage Directed Improvement and Reflection Time (DIRT), where students revisit key skills and work on improving them in different topics. Yearly Mock Trial Exams take place at KS4 and these are using past papers from the exam board.

In our daily practice, we continuously assess learning in history within lessons. We employ various techniques, including questioning, activities, starters, plenaries, and DNAs. This ongoing assessment informs our lesson planning, enabling us to address any gaps in understanding and tailor our teaching to meet the needs of our students effectively.

How do you know pupils are making progress?

In history lessons, we keep a close eye on how well our pupils are doing in their learning journey. We use flight paths which helps us to carefully track and monitor their progress. Flight paths are used to plot the assessments pupils undertake and are linked to expected national outcomes for students at different starting points.

Our pupils' confidence to contribute in class is a key indicator of progress. We encourage them to take ownership of their flight paths by using colour codes to mark their progress towards their expected grades.

Teachers also engage in learning conversations with the students to understand their perceptions of progress, allowing us to intervene and support as necessary. Additionally, performance in class-based tests on knowledge and chronology are used to gauge progress.

The flight path system and assessments enable us to plan interventions for students who might need extra support, ensuring that all our pupils have the opportunity to thrive and succeed in history.

How do you use assessment to check pupils' understanding and inform teaching?

Assessment is a vital tool to check pupils' understanding and inform our teaching. We use a variety of assessment techniques to ensure we have a clear understanding of each child's progress and to provide targeted support and challenge. At KS3, we now assess a larger proportion of subject and chronology skills which offers students with lower prior attainment the opportunity to access the assessment as questions are worth 1 mark each. We also test the broad range of concepts in a variety of question styles to allow all learners to access the assessments. At KS4, from 2023, assessment has been reduced in quantity so that pupils complete at least 1 of each type of exam question for the GCSE unit (5 in total) with the opportunity to develop their skills on two DIRT activities.

We frequently use formative assessment methods, such as questioning, peer-assessment, and self-assessment to gauge pupils' understanding and address any misconceptions. This allows us to identify areas where pupils need additional support or extension. We also use regular quizzes and short tests to monitor progress and identify any gaps in understanding.

After assessing pupils' work, we implement DIRT (Directed Improvement and Reflection Time) sessions. During DIRT, pupils review and respond to feedback on their work, addressing any misconceptions and making improvements. This process helps to consolidate learning and reinforces key skills and knowledge.

In addition to this, we use summative assessment to evaluate pupils' progress over time, enabling us to track their development and identify any trends or patterns in their learning.

To what extent do you ensure that assessment does not place unnecessary burdens on pupils and teachers?

As a school we try to ensure that marking should be meaningful, motivating and manageable.

At KS3, we complete 5 assessments over the course of the year. The assessments are thoughtfully crafted, comprising a mix of 1-mark knowledge and chronology questions, alongside short skills based questions but also an extended questions that hones in on a key skill. Pupils can peer mark the first section of the assessment before it passes to their teacher to mark the extended writing.

When it comes to GCSE, we make sure that our assessment aligns with the expectations of exams and the assessments in other E-bacc subjects within our school. We've adopted a marking approach that mirrors the exam methodology used by Eduqas, which helps to ease the marking load. We focus on key skills of factual knowledge and application, using highlighting techniques, along with grade and subject specific comments.

Additionally, we've implemented Directed Improvement and Reflection Time (DIRT) activities, where the emphasis is on checking rather than re-marking by the teacher. This strategy not only helps us maintain a fair and balanced assessment process but also allows us to support our pupils and teachers effectively. Our aim is to ensure that assessment remains a valuable tool for learning and growth, without unnecessarily burdening anyone involved.

4) The curriculum has been designed and taught so that pupils read at an age appropriate level:

How does your subject curriculum contribute to the school's wider curriculum?

The history curriculum at our school is a vital component of our wider curriculum, with a significant focus as one of the main E-bacc subjects and its contributions to teaching Fundamental British Values and Citizenship at KS3 and KS4. The curriculum is designed to offer a plethora of experiences that extend beyond the classroom, including trips to battlefields for Year 8, Berlin for Year 10, and London for Year 11. These trips provide students with immersive learning experiences that complement their in-class studies.

In line with the school's broader literacy objectives, the history curriculum places a strong emphasis on developing students' reading, SPAG (spelling, punctuation, and grammar) skills, as well as introducing specialist historical vocabulary. History lends itself well to incorporating the whole school literacy objectives of reciprocal reading and disciplinary literacy. Furthermore, the curriculum is carefully designed to foster resilience through activities that stretch students' capabilities, such as DNA tasks, extension activities, and thought-provoking discussions.

Another significant aspect of the history curriculum is the development of students' independence through meticulously planned revision strategies. This not only equips them with essential historical knowledge but also enhances their study skills across other subjects. Moreover, the curriculum is interlinked with other subjects, such as EPR (Ethics, Philosophy, and Religion), through units like War and Peace, as well as with English providing historical context to novels and poems studied across different key stages. This is an area which will be explored further in 2024 through curriculum collaboration with English.

In terms of Spiritual, Moral, Social, and Cultural Development, the history curriculum incorporates a range of activities and studies, such as the use of artefacts to understand historical contexts, the study of 19th-century living and working conditions, the exploration of influential individuals like Florence Nightingale, and the examination of diverse cultural beliefs and values. Furthermore, critical issues such as the nature of slavery, the fight for abolition, the experiences of women in British society, and the treatment of minorities in Hitler's Germany are explored with sensitivity and depth.

How do you ensure that basic skills of literacy, oracy, development of vocabulary, numeracy are promoted through your subject curriculum?

When it comes to promoting basic literacy, oracy, vocabulary development, and numeracy through the history curriculum, there are several key strategies that we employ. At KS3-4, we place a strong focus on extended literacy-based sources to help students develop their reading and comprehension skills. This involves using a variety of historical texts, articles, and primary sources to enhance their understanding of historical events and figures.

In addition, we incorporate decision corners and lessons that are based on interpretations of historical events to stimulate debate among the students. This not only enhances their oracy skills but also encourages critical thinking and the ability to construct and present well-reasoned arguments.

To address numeracy, we integrate some data-based sources into the GCSE and KS3 history curriculum. This enables students to analyse historical data and use it to draw informed conclusions, thereby strengthening their numeracy skills within a historical context.

As for vocabulary development, we incorporate tier 3 vocabularies at KS3 and KS4, exposing students to subject-specific terminology that is essential for grasping complex historical concepts and enhancing their ability to effectively communicate historical ideas and arguments.

Moreover, structured planning of extended answers at KS3 and 4 is fundamental in nurturing students' literacy skills, allowing them to effectively structure and articulate their thoughts in a coherent and logical manner. This approach not only supports their writing skills but also encourages them to communicate their historical knowledge effectively.

Is reading prioritised in your subject curriculum?

In the history curriculum, reading is absolutely crucial. So yes, reading is prioritised big time! It's not just about flipping through pages; it's about diving into evidence, absorbing historical knowledge, and decoding information to uncover the past.

From the get-go, students are delving into all sorts of texts – from extracts in books and articles to primary sources straight from the historical horse's mouth. They're not just passively skimming; they're actively searching for nuggets of info to piece together the puzzle of the past.

But it doesn't stop there. We do Drop and Read for KS3 which is like a reading pit-stop. Kids get to park up and get lost in a book, giving their brains a little breather from the historical hustle and bustle.

Now, when they hit KS4, it's a whole new level. They've got their own revision which involves a whole load of reading and learning. And the best part? We've got different versions making sure every student gets the support they need to conquer those exams.

What would we see?

In our History lessons, you can expect a well-planned, engaging approach that aims to spark curiosity and encourage deep thinking. Our lessons are structured with a clear objective or key question for students to explore. We incorporate dynamic tasks that include retrieval practice or captivating ways to introduce new topics, ensuring that students are actively involved in their learning. Lessons have recently been adapted to really drive chronology, keywords and opportunity to assess progress at different parts of the lesson.

Our teaching strategies are designed for spaced learning and interleaving, making use of differentiated resources for targeted students. We also focus on adaptive teaching to cater to the specific needs of individual students, ensuring that everyone has the support they require to thrive in History.

Our teachers are not just passionate about History but also possess excellent subject knowledge. They use targeted questioning appropriate to the ability of each student, actively encouraging them to ask questions, share opinions, and engage in discussions. You will also see evidence of students' thinking, thoughts, and ideas in their exercise books. Teachers use the 3 T&L strategies of cold calling, say it again better and show me boards to assess pupils learning in the lesson and adapt where necessary.

We believe in providing clear pathways for progress, with assessment booklets featuring flight paths, teacher-assessed work with feedback, and dedicated improvement and reflection time (DIRT) tasks. Furthermore, our assessment booklets include extended writing tasks that focus on using a range of evidence and knowledge.

The classroom environment reflects our commitment to inclusive learning practices, with seating arrangements justified by the teacher based on students' abilities, special educational needs, pupil premium status, gifted and talented provision, and behaviour.

Our teaching and learning activities are versatile and varied, encompassing teacher-led instruction, paired learning, and independent study. Our History rooms boast vibrant displays that are directly linked to GCSE topics, offering valuable visual aids to aid learning.

Ultimately, our aim is to foster a genuine enjoyment of the subject and cultivate a thirst for knowledge. We want to inspire our students to eagerly delve deeper into historical events and understand their significance in shaping our world.

