

History Curriculum intent

What the curriculum is designed to do

The aim of our curriculum is to prepare students to analyse and evaluate the world they live in through the study of local, national and international history alongside core 'golden threads.' The substantive concepts we study help students to connect their own lives to those of people around the world in the past, to create well-rounded citizens of a globalised world. By teaching to the top we promote a culture of challenge and instil excitement and passion through showcasing diverse perspectives. By the end of KS3, students have the opportunity to be exposed to a grounded understanding of the story of the nation and the concepts which form the foundations of the wider story of the world. Through reviewing a shared core knowledge which promotes positivity and resilience, students are ready to engage in debate in modern British society, appreciating their shared heritage.

How we deliver the curriculum

We will deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise.

Every lesson:

- Framed around an enquiry question using formal exam terminology and 'big questions'
- Strong teacher dialogue using metacognitive strategies to signpost students to question their ideas in the frame of their existing knowledge and reflect on their learning
- Group or paired activity included to encourage collaborative and active learning.
- Includes at least one oracy strategy.
- Explicit links to literacy and numeracy skills.
- Use of bold font, icons and visual prompts where possible to support SEND needs around vocabulary
- 'Golden threads'- explicit links to 'empire and migration,' 'protest and reform', 'power and control' and 'people's lives and health' in every lesson to allow students to understand their active citizenship in the world but also the GCSE spec.

How we assess students

Key Stage 3

- Regular opportunities for peer and self-assessment.
- One teacher assessment every half term.
- Historical assessment skill lessons are embedded into the scheme of learning,
- Model answers are provided to allow students to understand good practice.
- Assessment scaffolding is provided to enable students to access the highest levels.
- Literacy focus in schemes of learning and 'Tibshelf Twenty' displays.

Key Stage 4

- Assessment at KS4 will be regular and timely and will include a range of teacher assessment, self-assessment and peer-assessment.
- Exam practice questions set for GCSE students every 2 weeks to ensure regular practice of assessment skills and knowledge retrieval of topics across the programme of study.
- Exam practice questions set for Y11 homework every 1-2 weeks to ensure regular practice of assessment skills and knowledge retrieval of topics across the programme of study.

How it benefits students' learning and personal development

Students will acquire cultural capital through the acquisition of knowledge and skills and will develop critical thinking skills, confidence in the use of academic language and the ability to formulate and confidently communicate their own opinions and judgements.

British values underpin the history curriculum: tolerance, diversity, democracy & the rule of law. Students develop an understanding of how these values have become integral to British society through the study of changes in attitudes, government & political structure, and laws over time.

The KS3 programme provides students with the necessary knowledge and skills to access the OCR GCSE history course but also supports students in laying the foundations for further study and future careers. The OCR GCSE History B specification has been designed to fire learners' enthusiasm for study. It encourages learners to be curious, to develop their own opinions based on a respect for evidence and to build a deeper understanding of the present by engaging with and questioning the past.