



## **History Curriculum**

### **Statement of Intent, Implementation, Impact**

Our vision for History at Broughton is to inspire and excite pupils through stimulating, coherently planned and challenging lessons. We want pupils to be curious and knowledgeable about the past to enable them to ask relevant questions. This is in line with the school's aim to encourage high aspirations in order to maximize progress and enable all pupils to experience the joy of success. Our Key Stage 3 curriculum aims to help pupils understand how our modern, multicultural and democratic nation has been shaped by its history, as well as how international events have informed our relationship with the rest of the world. This is vital in enabling pupils to not only make sense of current events, but also in ensuring they respect and uphold shared values of tolerance, mutual respect and the rule of law. We want our young people to be inquisitive and emboldened by knowledge, as well as sharing our genuine passion for history as subject which is not "dead", but very much alive through encouraging pupils to engage with genuine historical debate.

All pupils should, at the end of the KS3:

- 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.

*(National Curriculum attainment targets).*

We have a clear vision for history at Broughton and a clear plan for what all pupils should know and be able to do at the end of KS3. Pupils will be expected to have a coherent knowledge of topics covered and be able to confidently place their knowledge within a chronological framework. They should be able to communicate this knowledge and their understanding of it via second order concepts, including analysis of change and continuity,

causation, assessing significance and interrogating sources and interpretations. We follow the National Curriculum for history. Our curriculum aims to ensure all pupils understand substantive concepts such as monarchy, democracy (see curriculum plan). This is explicit in our planning and is shared within the History and wider Humanities department. Non-specialists are supported in their delivery of History through fully resourced lessons.

History is a highly academic subject and part of the EBacc. All pupils have the opportunity to study history to KS4 at Broughton and it is a popular options subject. In 2019 28% of Year 11 and 27% of Year 10 cohort study History. History lessons are adapted to meet the needs of all pupils and disadvantaged children have access to every aspect of the 11-16 curriculum.

History is well placed to contribute to pupil cultural capital through the use of rich sources including artwork, music, both contemporary and recent literature and scholarship. For example, Year 7 pupils are introduced to academic literature at the start of the year when they read extracts from Marc Morris' Norman Conquest. Pupils analyse The Tennis Court Oath painting by Jacques-Louis David and 'La Marseillaise' as part of study of the French Revolution in Year 8. In year 9, pupils read extracts from historian Anna Funda's 'Stasiland' as part of their enquiry into life in East Germany after the Second World War.

We are looking for opportunities to introduce more extra-curricular trips at KS3, for example a visit to Quarry Bank Mill as part of the Year 8 local history study on Lancashire during the Industrial Revolution. In 2018 Year 9 pupils visited the Imperial War Museum North as a cross curricular trip with the English department.

Enquiries into women's suffrage, the Holocaust and slavery support teaching shared values of respect, tolerance and freedom of speech/expression. We have decided to introduce the 'meanwhile elsewhere' homework tasks in order to give pupils a broader understanding of the wider context of the topics studied and this appears to be popular amongst pupils.

## **Implementation**

History is taught explicitly in KS3 by subject specialists. In Year 7, pupils have two hours of History teaching per week. Pupils in Year 8 and 9 have one hour of History every week, plus an additional lesson every third week.

History is optional at GCSE, we usually have two classes and all pupils are taught by History specialists at KS4. Pupils in Year 10 have two lessons per week, three in Year 11 (or vice versa depending on timetable). Therefore, the GCSE course meets the minimum requirements as set by the exam board in order to teach the specification.

The department has links with the professional body for History education, the Historical Association. Staff therefore have access to the most current educational research and guidance for History. Any non-specialists are well supported through guidance on delivering the History curriculum and fully resourced lessons which are shared throughout the department.

The History curriculum is implemented through a range of high-quality teaching and learning resources. Lessons typically involve a range of activities such as regular knowledge retrieval practice, use of mini whiteboards and interactive whiteboards, varied visual sources and artefacts, clips and music. There are regular opportunities for paired and class discussion in every lesson; it is expected that all pupils contribute. Reading is vital for the study of history and there is time devoted to reading in most lessons, with pupils being expected to read aloud and discuss the text. There is a positive and purposeful climate for learning in History lessons and high expectations are shared by all staff.

The History curriculum at KS3 is taught chronologically because this is integral to building pupils' chronological framework of the past and their sense of period. Planning is based on scholarship. Four key questions underpin the KS3 curriculum and are echoed at KS4. They are revisited regularly:

1. How were people in the past ruled?
2. How did people in the past live?
3. What did people in the past believe?
4. How do we know about the past?

There is a focus on the acquisition of knowledge and an understanding of what history *is*; we seek to successfully blend substance and disciplinary knowledge. In rewriting our KS3 curriculum and in light of recent CDP and current advice from the HA, we have replaced several units with more rigorous enquiry questions which offer "better history". For example, "why did William win the Battle of Hastings" has been replaced with a study of the impact of the Norman invasion on life in Britain. The latter has far more historical value. We have avoided cross-over topics with KS4, for example an introduction to Hitler and the Third Reich is achieved as part of a mini thematic on dictatorships, as we study this in more depth at KS4 and a concrete understanding of what dictatorships are and how they function is therefore more useful to pupils at KS3. Planning of units is underpinned by academic reading and this is incorporated into lessons where appropriate, allowing pupils to grapple with genuine and current historical debate.

We have incorporated mini-thematic studies into KS3 in order to help prepare pupils for KS4. However, whilst key factors causing change over time are introduced, we have mindfully decided not to repeat content and instead these thematic studies will support the content taught at KS3. Homework is structured and comprises of the following per unit:

- Revision of key terms (low stakes testing)
- Academic reading and comprehension
- 'Meanwhile Elsewhere in History' research, designed to broaden pupils' contextual knowledge and introduce them to interesting and diverse aspects of world history. (<https://meanwhileelsewhereinhistory.wordpress.com/>)

We have also made the decision to move towards much shorter enquiries, for several reasons. Firstly, because we believe that shorter enquiries are much sharper and more focussed, and secondly because the enquiry question can get lost in longer schemes of work. Therefore, the majority of our KS3 enquiries are 5 or 6 lessons long and all question driven.

Our curriculum is designed so that substantive concepts are revisited over KS3 and knowledge tests are cumulative, to reinforce understanding and knowledge mastery. Timelines are used at the start of each unit (a 'story so far') and lesson (linking lesson topic to prior and future learning), to reinforce chronological understanding.

Subject specific terminology is explicitly taught and modelled by teachers. Pupils are expected to use complex vocabulary in both their written and oral work. Knowledge organisers contain the language needed for each unit; this knowledge is made explicit and routinely tested throughout KS3 and 4.

We do not use GCSE style questions at KS3 because pupils are not ready to tackle these sorts of questions and they do not always enthuse a passion for the subject. Likewise, we do not use GCSE grading or mark schemes in KS3, for the same reason. Written assessments will be no longer than 25 minutes; this is the longest a pupil will be expected to write for any one question at GCSE. Pupils will be assessed as to whether they are working to, above or below the expected standard (to be decided through department moderation). Teaching is adaptive to meet emerging needs of pupils who, for example, underperform in assessments.

Our assessment is three fold and includes the following elements:

1. A knowledge test within each enquiry; low stakes and cumulative.
2. An extended piece of writing of 25 minutes or a RAGB skills assessment. This will test knowledge and understanding/application of second order concepts.
3. End of year examination for years 7-9.

## **Impact**

### **GCSE results.**

There has been incremental improvement in the number of pupils achieving a G4 (72%) or 5 (53%) pass at GCSE and this remains above national average. Although pupils evidently perform less well in History when compared with their other subjects at Broughton, the APS difference was halved in the 2019 results (from -1.28 to -0.68).

Pupils find the amount of content difficult to manage. Therefore, homework in Year 11 is based on content covered at Year 10 and pupils have a weekly 8m question to complete. Pupil responses are positive to this on the whole, with pupils commenting that the "like the routine" and feel as though they are becoming more confident.

### **Pupil Progress.**

We have several Quality Assurance measures within the department which ensure that the curriculum is being implemented as intended and that pupils are making progress. This includes weekly Humanities departmental meetings, cooperative planning meetings, moderation of assessments, termly work scrutiny and the inclusion of History in the 'Focus On Humanities' SEF.

Department work scrutiny has highlighted evidence of progress in pupil books. For example 8 mark question booklets in Year 10/11 show improvement over time for the vast majority of pupils. Pupils books include high quality work, and extended writing. Pupils are encouraged to proof read all extended written work prior to marking and they respond to feedback following assessments to further improve their work. Examples of excellence are celebrated; extracts are shared as examples during whole class feedback and through visual display on the History corridor.

## **Response to Pupil Voice.**

Recent pupil voice suggests that the curriculum intent is working and that pupils enjoy History. Pupils discussion as part of our recent 'Focus on Humanities' review showed that understand their progress in History and know what they need to do to improve their work and a result of feedback and specific marking. They enjoy learning new facts in History and feel valued and known and valued by their teachers.

We have listened to feedback regarding the use of ClassCharts at KS4 and have endeavoured to reward pupils more frequently at GCSE. Praise postcards have been sent home to GCSE pupils for effort in the Autumn term. We have also listened to concerns about the pressure of answering GCSE questions early in a topic and although Year 10 do still have to complete GCSE questions quite early on, we have adapted our language to make this 'low threat'. New aspects of our curriculum will be rolled out in Autumn 2019 and another pupil voice survey conducted in the 2019-20 academic year (*this did not take place due to Covid but will be rescheduled*).

## **Covid Recovery Curriculum.**

We will prioritise those who haven't engaged/struggled as we have closely followed planned curriculum during lockdown, therefore no missed topics as such. We have identified substantive concepts required to access next year's curriculum and ensured these are covered again whilst back in school.

Year 7: replaced some units with Oak Academy. All key concepts required for next year have been covered.

Year 8: continued with the curriculum. To not disadvantage those who struggled to engage during latest lockdown, the British in India will not feature on the end of year exam.

Year 9: Continued to teach curriculum with some amendments. All key concepts have been covered, those taking History at GCSE have not been disadvantaged.

Year 10: The "Flying Start" helped provide focus for this cohort during the first lockdown. We continued with curriculum and provided "live" lessons for all during most recent lockdown (Jan-March 2021). Pace was naturally a bit slower, but we do not feel this group have been disadvantaged.

Year 11: Revised key content from lockdown when back in school and directed pupils to recorded lesson material (all available on Stream). Did not complete the Normans unit, this was reflected in choice of questions for assessments.

### *Amendments to curriculum.*

Planned new units on Silk Road (Yr 7) and women's suffrage (Yr8) have been postponed.

### *Other strategies:*

- We have started and will continue to make "5 min summaries" for KS4. These videos have been useful for revision and for pupils who may miss lessons due to illness or self-isolation.
- Year 10 revision homework utilising "5 min summary" videos and Forms to test knowledge.
- Continue low stakes recall tasks to reinforce prior learning (this is well embedded in both KS3 and 4).