BROUGHTON
HIGH SCHOOL
Achieving Together

HISTORY CURRICULUM STATEMENT

Intent

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 and enable them to ask relevant questions. This is in line with the school's aim *to provide an education and curriculum which achieves outstanding outcomes and opportunities for all* and one that enables pupils to *achieve together*. Our Key Stage 3 curriculum is broad and ambitious in scope. Our aim is 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 ensuring they respect and uphold our 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 a dynamic subject through encouraging pupils to engage with genuine historical debate and scholarship.

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, revolution.

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 2022 26% of Year 11 and 45% of Year 10 cohort study History. History lessons are adapted to meet the needs of all pupils and disadvantaged children have access to all aspects of the 11-16 curriculum.

History is well placed to contribute to developing pupils' cultural capital through the use of rich sources including artwork, music, contemporary evidence 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. A visit to Quarry Bank Mill as part of the Year 8 local history study on Lancashire during the Industrial Revolution is scheduled for Summer 2022. Year 9 pupils visit the Imperial War Museum North as a cross curricular trip with the English department. We have previously undertaken trips to the First World War battlefields in Ypres, Rome and Berlin.

Implementation

History is taught explicitly in KS3. All resources are centrally produced by subject specialists and the majority of pupils in KS3 are taught by a subject specialist. 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 or three classes and all pupils are taught by History specialists at KS4.

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. Planning is collaborative and all lesson resources are shared within the department. Support is provided for non-specialists delivering lessons in KS3.

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. Pupils engage with historical scholarship and this is scaffolded to support their literacy using various *Guided Reading* and *Story, Source, Scholarship* activities. There is a positive and purposeful climate for learning in History lessons and staff have high expectations for all.

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. Our curriculum is designed so that substantive concepts are revisited over KS3 and summative assessment is cumulative to reinforce understanding and knowledge mastery. Pupils progress is assessed against curriculum expectations.

Impact

History is a popular subject at Broughton and numbers opting for GCSE History have increased as a result of curriculum development in recent years. GCSE results in history are consistently above national average.

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, and an annual "focus on".

Feedback from recent pupil voice suggests that the curriculum intent is working. They enjoy History, feel known by their teachers and supported to make good progress. They describe history as "fascinating" and "interesting" and appreciate the high expectations set by their teachers. Pupils commented positively about the culture of talking before writing which enables them to develop their own responses, as well as embedded routines that support long term memory such as regular low-stakes knowledge tests.