BROUGHTON
HIGH SCHOOL
Achieving Together

Personal Development in History at Broughton High School

As a department we believe strongly in the personal development of every pupil and that History is a subject that is particularly well placed to help pupils develop into confident, compassionate and responsible citizens. History education should extend beyond the taught curriculum, effectively preparing our young people to engage meaningfully in life beyond the classroom.

Our curriculum is ambitious for every child and broad in scope. Recent curriculum redesign has reflected a wider world history to ensure that pupils study a culturally diverse History that reflects and celebrates the diversity of modern Britain. We have carefully chosen topics which help pupils make sense of the world they live in today, empowering them with the knowledge they need to make sense of, and take part in, discussions about current affairs. Pupils have opportunity to engage with current historical debate through studying and discussing a range of scholarship. Support is in place to enable every child to make progress in lessons, irrespective of their starting points including scaffolding of written tasks, opportunities for thinking and talk time. Academic language is routinely used and modelled, with strategies such as Freyer models and choral reading are embedded in lessons when introducing new vocabulary to give pupils confidence when using new words. Pupils are encouraged to be resilient learners with regular opportunities to reflect on their work and act on feedback to make further progress.

History is a subject well suited to support whole school aims of developing well-informed, confident young people and championing social justice. Our curriculum prepares pupils to be active citizens in their communities; for example, there are multiple opportunities for pupils to learn about how different political systems work and to explore the importance of British Values such as the rule of law, tolerance and democracy. Units on British imperialism, the Transatlantic Trade in Enslaved peoples and the French Revolution help pupils explore themes of social justice. Wherever possible we try to make these themes relevant to modern life to secure pupils understanding and enable them to see the relevance of History to their lives today. Similarly, the disciplinary skills of analysing sources and interrogating interpretations help pupils navigate a world in which opinion is often delivered as fact and where spotting the difference between the two is becoming increasingly difficult. Pupils are taught how and why interpretations are formed and how to corroborate these interpretations with factual knowledge before reaching judgements about accuracy.

There are opportunities for personal development through extra-curricular activities in History. These include competitions run by the Historical Association, such as the Young Quills competitions, which asks pupils to read and review shortlisted Historical fiction. Pupils have opportunities to learn outside the classroom for example in Year 7 all pupils visit Lancaster castle and pupils in Year 9 have the opportunity to visit Imperial War Museum North to complement their studies of World War One in both English and History lessons.

The classroom climate in History lessons is one of inclusivity where pupils feel confident and supported, enabling them to contribute and share their ideas without fear of judgement. Oracy is fundamental to pupils' ability to communicate effectively in the classroom and beyond. As such, oracy is built into in every lesson with opportunities for discussion structured think pair share activities. This cultivates a culture in which every child is encouraged to be actively involved in lessons.