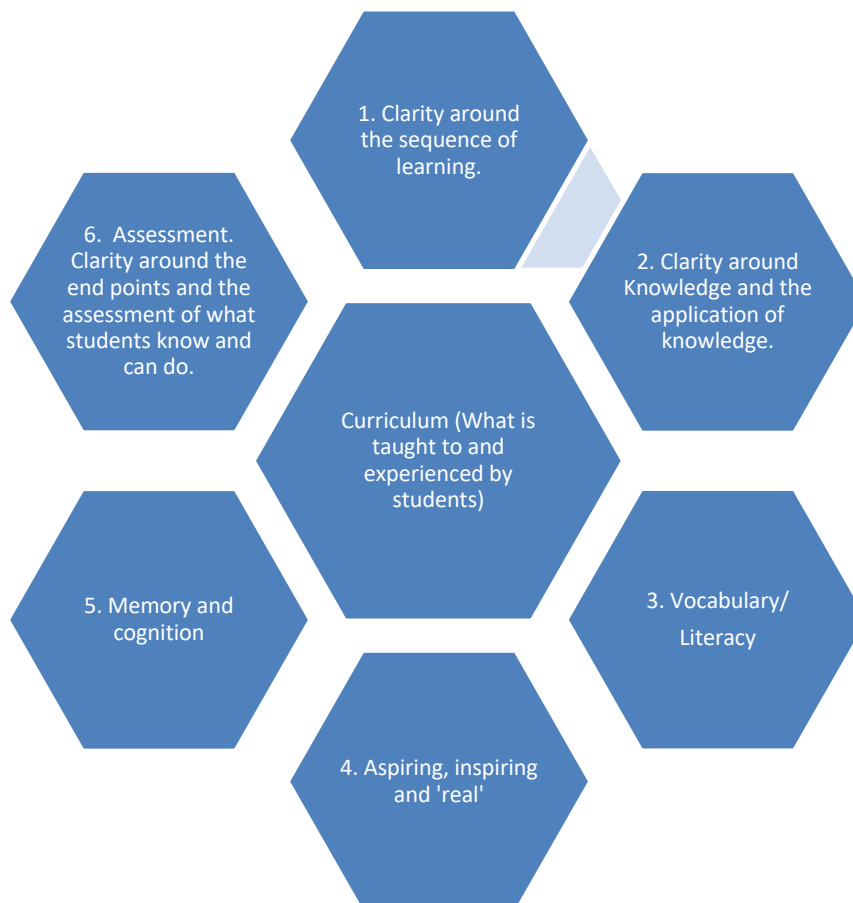


History Curriculum Intent

The aim of the History curriculum is to ensure all students, regardless of prior ability or circumstance enjoy their History lessons and thrive in the History classroom. The coverage of subjects will be broad and cover local, British and world History, to try and ensure students leave Bridgewater with coherent knowledge and understanding about the past. Such will help to stimulate each student's curiosity to know more about the past. Students will be challenged to compliment a depth of knowledge with a developing ability to demonstrate their historical skills. We want all our students to ask perceptive questions, think critically, weigh evidence, develop perspective and judgement as well as write accurate narratives of the past. We aim for students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. This will help students to develop their moral, cultural, social and political understanding. All students will realise History is open to interpretation and engage with those interpretations. We will ensure all students develop an appreciation and knowledge of the language of history and write with increasing sophistication. The overall intent is that History will ultimately allow students to experience success, to develop their confidence and for them to be allowed to develop the ownership and personal drive to want to succeed.

To enable this to happen our curriculum is planned around the following **6 Bridgewater dimensions**:



1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and 'Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

Six Dimensions of the BWH Curriculum

1. Clarity around the sequence of learning over 5 years

Knowing and understanding more at each stage of the curriculum.

At Key Stage 3, there will be a thematic approach to History to ensure that students are able to see how and why change happens in a sequenced manner. They will also be able to assess the extent and pace of change and be able to acknowledge that change is not always progress. The key stage 3 curriculum is built around 6 key themes; Development of Political Power, War and Conflict, Significance of Individuals, Ordinary lives, International Encounters and The Power of Beliefs. Students will visit each theme in Year 7, 8 and 9 with links being explicitly made to previous learning. Furthermore each unit across KS3 will have a key enquiry question to inform knowledge and lesson sequencing. To design out barriers to success at key stage 4, the KS3 curriculum will also focus on the development of six key skills which will be sequenced across the key stage to enable students to be more familiar, and better able to cope, with the demands of key stage 4. Furthermore some KS4 subjects will also be embedded within Key Stage 3 to ensure there is contextual understanding and familiarity.

At Key Stage 4, the course content will be chunked as opposed to being taught in a linear or paper order. This is in order to try and develop the ability of students to retain knowledge and make links in their learning. It also offers opportunities to focus on developing and consolidating skills before adding in new ones, as well as greater assessment opportunities.

2. Clarity around the knowledge and the application of knowledge

Explicit teaching of subject knowledge and relevant background knowledge that can be applied to problem solving and is transferable between contexts and subjects.

At both Key Stage 3 and 4 in History, the scheme of work contains specified knowledge for clarity. This is knowledge that all students must be taught and which will be the focus areas for assessments. This is complimented by the key vocabulary which must also be taught to aid student understanding. To help students with the expectations around knowledge retrieval, knowledge organisers will be produced for all key stage 3 and 4 units. Staff will actively use these within the unit of work and for homework tasks. There is also the expectation that staff will ensure at least 1 starter per 3 lessons is about knowledge retrieval. There will also be common pieces of work that are completed across the department for each unit which assess student understanding of the overall enquiry question (knowledge) and the skills which has been developed.

3. Vocab and Literacy

Vocabulary: Explicit teaching of vocabulary at all stages of a subject.

For each topic, the scheme of work explicitly states key vocabulary to be taught, to ensure that pupils' vocabulary is not a barrier to their progress in History. Key vocabulary consists of a combination of key subject terminology and command words to improve cognition. Key vocabulary is included in knowledge organisers. There will be an expectation that students in History know the meaning of key vocabulary and can apply them in both their oral and written work. The key vocabulary and command words for each section will be used in lesson enquiry titles and in the prescribed pieces of work or QMAs at the end of the unit. At a whole school level, the use of Lexonics is used to enable students to employ and transfer meaning across subjects.

4. Subject content which is Aspiring, Inspiring and 'Real World Learning'

The History curriculum has been engineered to enable students to make sense of the world around them and to understand the factors which have shaped societies; be those societies local, national or wider world. The thematic approach is designed to challenge students to see how the story has developed over time. Where possible, units will finish by bringing the topic up-to-date and into the 'real world'; for example to understand the situation in Northern Ireland presently and the legacy of its past or to judge how far Martin Luther King's dream has been achieved in the USA today. To further inspire students, the KS3 scheme of work contains an independent project for each year. Students will be given guidance regarding the topic e.g. 'Should Jane Austin be on the £10 note?' or 'What was the importance of 9/11?', but will have more freedom regarding the parameters and final presentation of their enquiry.

5. Memory and Cognition

In History, the curriculum is coherently planned to ensure that students are re-visiting and therefore developing and consolidating their knowledge and skills. At key stage 3 this is done through a thematic approach. At key stage 4 this is being done by chunking the course. Low stakes knowledge retrieval activities form the basis of most GCSE starters and will be present in at least 1 out of every 3 lessons at key stage 3. Knowledge organisers will be used in every unit and there are specific points in each unit when learning skills will be addressed e.g. how to revise, making flashcards and the Cornell system of note making etc. Such learning skills will be an embedded part of the lesson. The exam experience for Years 7 – 9 will be based on knowledge retrieval and the learning that surrounds such.

6. Assessment: Desired outcomes and how they are measured.

In History assessment will be both formative and summative. In lessons, assessment will be done via a variety of strategies, for example, targeted questioning and low stakes testing. All such methods are used to gain an understanding of pupil progress, to address any misconceptions and to inform lesson planning. At Key Stage 3, students will be assessed on each unit by a prescribed piece of work, which all students will do, which will reflect on the knowledge and skill being developed that unit. This will ensure marking can be specific to the objectives of that unit. At key stage 4, students will again have prescribed examination questions for each unit, which all classes will answer. Both of the above offer a way in which the department can track the development of knowledge and skills as well as offering clear opportunities for work to be standardised across the department. There will also be more formal assessment opportunities at both Key Stage 3 and Key Stage 4 (QMAs / examination papers) which will fully assess students' ability to apply their knowledge and skills.