

**History Department Curriculum Rationale**

<p><b>KS3 Rationale</b>  <i>As a department we have adapted the National Curriculum to provide a challenging curriculum which enables students to understand the history of Britain and the wider world. Our curriculum is a coherent, chronological narrative, starting from the earliest times to the present day. We think it important that we look at how individuals and attitudes have shaped the nation and how Britain has influenced and been influenced by the wider world. In doing so, we invest in the cultural capital of our students. Our curriculum teaches students to use abstract terms such as ‘empire’ and ‘monarchy’ and learn historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Students learn skills to make connections, draw contrasts and write own structured accounts such as written narratives and analyses.</i></p>	<p><b>KS4 Rationale</b>  <i>To comply with the requirements specified by the DfE. Students study one British depth study from the medieval period and a European or wider-world depth study from an era different to the British depth study. Students are required to learn a period study of at least 50 years, the historic environment through the study of a particular site in its historical context and a thematic study involving the study of people, events and developments.</i></p> <p><i>We have selected the Edexcel specification and our chosen topics are: Medicine through Time, Superpower Relations and the Cold War, Early Elizabethan England and Weimar and Nazi Germany.</i></p>
<p><b>Pedagogy within the classroom</b>  <b>High expectations</b> of all students regarding behaviour for learning and outcomes.  <b>Pace</b> - Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.  <b>Challenge</b> - All students are challenged in order for them to make the best possible progress from their individual starting points.  <b>Questioning</b> will be effective in developing student knowledge and understanding, assessing progress and informing teacher planning.  <b>Progression</b> - All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p><b>Links to School Improvement Plan</b>  Increase the use of low stakes assessments, revision tools and consolidation resources so that students increase in confidence and remember the content they have been taught in the longer term.</p> <p>Ensure that incisive feedback is in place and that students are given opportunities to respond to it so that students learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.</p> <p>Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly.</p>
<p><b>Skill Progression</b>  GCSE History builds on knowledge and skills develop at key Stage 3 as it enables students to extend their knowledge and understanding of key events, periods and societies in Britain and wider world history.</p> <p>By using a wider range of sources, students continue to engage in historical enquiry and develop a more sophisticated way to organise and communicate their knowledge and understanding to reach substantiated conclusions.  Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p>	<p><b>SEN</b>  Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately.  Understanding the SEN needs of all students on the SEN register, using Learning Plans to inform practise.  Being flexible and adaptable in teaching approaches to meet the needs of all students, not just those with no SEN.  Not seeing the “label” but seeing the child.  Having as high expectations of lower-ability as we do for the highest; recognising that these students may need even more knowledge to plug gaps in their learning than their peers, not less.  Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work.</p>