

History

Curriculum Information



How has our curriculum been designed?

Intent

The history curriculum at St Augustine's has been carefully designed to allow learners to be able to think, speak and write as historians. We believe that developing all of these areas is essential in allowing students to fully engage with the subject. Students should be immersed in a broad chronology of topics throughout British and world history. One of the key aims is that students will gain deep and meaningful insights into past peoples and societies, drawing connections between these. In addition students will study substantive concepts, such as Empire and Monarchy, revisiting these concepts in different historical settings.

Learners will gain an understanding of the key concepts in the study of history such as causation and significance, throughout years 7 to 13, and will be able to engage with, speak about and write about these concepts with increasing confidence and complexity. Students will also gain an understanding of historical interpretations, how to evaluate these and come to supported judgements. Students will gain confidence in their analysis of sources and develop an understanding of how they play their part in the construction of historical narratives.

We believe in embedding key knowledge is essential to helping students understand historical events and periods and must be secured before students attempt to evaluate or create judgements. We also have a particular focus on developing historical academic language and promoting academic writing.

We believe that history should speak to those that are studying it, motivating them to learn and explore the past. We continue to adapt the curriculum to include diverse histories and peoples that speak to our diverse student body.

Implementation

The history curriculum is regularly reviewed so that historical enquiries and lesson sequences allow students to make the best possible progress. Topics are planned, discussed and reviewed collaboratively as a department but individual teachers adapt their lessons to best suit the needs of the learners in their classrooms.

Historical enquires, planning and teaching are all the result of ongoing continuous professional development and members of the department engage in CPD opportunities every year. The focus of these varies greatly. Topic specific CPD such as recent courses on how best to teach the Holocaust at year 9 and 13. Subject specific courses, including how best to teach the use of sources or historical interpretations or ongoing CPD on pedagogy and classroom practice. Whenever curriculum change is planned or implemented CPD forms part of the process and members of the history department feed back to each other in our meetings to make sure that all teachers can benefit.

At GCSE and A Level we follow the Edexcel exam board, this means that students can be confident in consistent language use and terminology across all key stages. Members of the department have acted as exam markers for Edexcel and every year starts with a review of the summer exam series feedback provided by Pearson. This review allows us to push each year further than the last and has resulted in consistently strong grades achieved by History students.

History topics are built around historical enquiry questions such as "what was life like in Roman

Britain” at year 7 or “Why wasn’t the First World War over by Christmas” at year 9. Historical enquiry questions allow students to engage and learn history in a structured and academic manner. Every historical enquiry will usually focus students writing in one or two of the key second order concepts of history such as Historical Interpretations, Historical Significance or the use of sources in history. By revisiting each of these concepts at least once a year, students can build up increasingly complex arguments and knowledge of how history as a discipline is researched and how historical narratives are constructed.

Assessment in history takes the form of one formative or practice piece of work and one summative graded piece of work per unit. Whilst this will usually take the form of a piece of written work, we also give students the opportunity to present prepared speeches or presentations in order to develop both their written and spoken abilities. The history curriculum also contains end term and end of year assessments which combine knowledge and second order concepts to all teachers to check for real depth of knowledge and understanding from across the year.

Assessments in history follow a mastery approach. Historical knowledge and second order concepts must both be mastered in order for students to progress. This mastery approach is spread across years 7, 8 & 9 allowing students to progress year on year in a clear and understandable manner. The KS3 mastery approach allows students to transition easily into their GCSE course in year 10 whilst not restraining them with GCSE exam language and mark schemes.

Across all year groups lessons contain frequent low stakes knowledge quizzes and shorter written answers which teachers will check, or students will self-assess. Students are aware of the value of green pen self and peer assessment. This allows them to quickly see areas of improvement so that they can quickly self-evaluate how they are doing in any given topic.

At GCSE and A Level, lessons follow their respective exam board content. Students who choose to do history at these points will supplement their in class work and discussion with exam style questions, letting them practice in a meaningful manner and see how their work and effort would be rewarded. Exam style questions can range from shorter answers to full essay questions. These are only set once students have successfully demonstrated the knowledge and understanding needed to effectively answer them. In this manner learners rapidly grow in confidence.

Homework set across all years supplements in classroom learning. This is set once a week and can be a range of activities depending on what teachers feel will best support learning. Regular homework learning includes knowledge quizzes, practice questions, comprehension and research tasks, preparation of presentations and additional reading to allow students to learn about similar or contrasting examples to their current topics.

Impact

Across Key Stage 3 assessments are used to check students understanding of historical subject and disciplinary knowledge. By assessing students' prior knowledge from across the year, teachers are able to check the depth of understanding that students have. Students can demonstrate their growing abilities to engage with historical enquiries in increasingly complex manners. Assessments allow students to revisit key substantive concepts such as ‘empire’, ‘discrimination’ and ‘rights’. In class and in spoken assessments students are able to demonstrate their understanding of world events and create complex judgements on areas of historical debate.

Questioning in class, low stakes quizzes and formal assessments are all combined to check students learning. As we take a mastery approach in History it is possible for teachers to check exactly where a student, class or year group is in their learning progress.

Students have historically performed well in both GCSE and A level external exams with many students at the school choosing to continue studying the topic at the next stage of their educational journey.

Research Links/Professional Links

- Corporate Membership – Historical Association
- Curriculum research to inform teaching
 - Teaching Causation in History
 - Teaching Consequence in History
 - Teaching Historical Interpretations
 - Teaching Sources
 - Teaching Historical Significance
 - Teaching Change and Continuity
 - Teaching Similarity and difference
- Pearson Edexcel Exam Board Marking GCSE and A Level
- Pearson Edexcel A Level Coursework marking training
- National Curriculum – History is followed
- Black Curriculum CPD
- Holocaust Educational Trust CPD – How to teach the Holocaust
- The department takes part in regular historical knowledge research when new topics are added and CPD undertaken wherever possible

Sequencing

KS3

The History Curriculum in years 7,8 & 9 follows a mostly chronological approach. Students begin year 7 with an overview of British History before moving into depth by looking at the Romans and Normans. Year 7 ends with students having looked at the Medieval period. Year 8 is still mostly chronological but with a strong emphasis of key themes such as exploitation, empires, slavery and civil rights. This continues into year 9 with a focus on similar concepts that have been studied in the previous 2 years but in increasingly complex and mature topics such as the First World War, Holocaust and the Arab Israeli Conflict. The sequencing across KS3 means that students can build up a broad chronological understanding of British and world history and repeatedly meet selected historical themes but in different contexts. Each topic has a focus on 1 or 2 historical second order concepts. Different historical enquiries suit different concepts better and the sequencing means that students will have a chance to engage with and practice each of these at least once year.

KS4

The GCSE course has been sequenced to students to make the best possible progress whilst keeping them engaged. Year 10 starts with a look at Weimar and Nazi Germany. This is one of the longer GCSE topics accounting for 30% of the course. There is a heavy focus on knowledge, source and interpretation skills. Students coming out of year 9 have already studied the First World War and the Holocaust and are therefore in a good position to move onto an in depth look at Weimar and Nazi Germany with recent prior contextual knowledge to hand. The Second unit studied in year 10 is Superpower relations and the Cold War, accounting for 20% of the overall GCSE. This unit fits in well chronologically, picking up with the defeat of Nazi Germany and the post war settlements. By teaching one longer and 1 shorter unit in year 10 students can feel confident that year 10 see them completing 50% of their GCSE content.

Year 11 begins with the Migration through time c800-present unit, worth 30% of their total course content. This unit is taught early in year 11 and follows a chronological rather than thematic order. Students study different periods of British migration history and look at selected groups within each period. Teaching in this manner allows students to build up strong time period contextual knowledge so that they can make comparisons between both time periods and between the experiences of different migrant groups. Early Elizabethan England is the last topic covered in year 11, accounting for the final 20% of the course. This unit is broken down into key areas so that students can build up an increasingly complex understanding of Elizabethan England. Having already studied the Early Modern period in the Migration Unit, students start this course with strong contextual understanding which also allows them to draw on their KS3 topical knowledge.

Key Stage	Level	Qualifications	Exam Board
KS4	GCCSE	History	Edexcel
KS5	GCE	History	Edexcel