

History Curriculum Statement

King's Academy Binfield and King's Academy Oakwood

This document sets out the History curriculum that we have selected as most appropriate for our students that will support them to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage'.

Intent

In line with the Humanities department, the history curriculum at King's Academy Binfield and Oakwood holds two key aims. Firstly, we aim to teach students to operate academically as historians. Secondly, we want students to become participatory British and global citizens, who are able to contribute to their communities in a knowledgeable and effective manner.

To achieve this, the curriculum will be pinned on core disciplinary concepts. Students will progress in their understanding of these concepts through encountering a range of historical periods, events and sources. This means that while constructing knowledge and understanding of the past, students are engaging with the past in an academic way. The underpinning concepts for the curriculum are as follows:

- Cause & consequence (students will progress in analysis of how events and actions occurred, as well as how they shape future events.)
- Change & continuity (students will progress in evaluating rates of change and continuity over time, as well as forming explanations as to why change/continuity has occurred.)
- Significance (students will be able to compare events and people and draw conclusions about their significance)
- Similarity & Difference (students will have a recognition and understanding of diversity within a period.)
- Evidential thinking (students will be able to handle and draw inferences from a range of historical source matter.)
- Interpretations (students will engage with the role of historians, how interpretations are created and evaluate these.)

In addition, to these widely agreed historical concepts, the department will seek to develop students':

- Understanding and embodiment of British values (with a particular focus on the role of government, law and order and tolerance.)

With the History curriculum resting on these underpinning disciplinary concepts, the selection of topics and substantive knowledge helps students to both develop as historians, but also develop as British and Global citizens. This knowledge is seen as important, with recall being woven throughout the curriculum.

Students will develop a chronological understanding of a British and global narrative and will encounter the diversity of the past. They will achieve this as the curriculum covers a broad scope of History, both in terms of chronology and location. In turn, this then leads students to question and reflect on the societies which they find themselves growing up into. The structure of the curriculum allows learners to explore and understand the History of their locality, nation and world and includes a range of perspectives across all key stages. This allows students to not only have an understanding of the development of British society, but also be able to locate Britain in relation to world developments.

Finally, the curriculum is intentionally structured so that students develop as learners, placing emphasis on critical thinking and communication. Students encounter increasingly complex problems and new time periods but lessons are structured so that students can make sense of this material, analyse it and communicate their findings in creative and effective ways. Alongside these learning skills being revisited throughout the History curriculum, they are encouraged to transfer these skills into other settings which will allow them to apply critical thinking, creativity and communication into their future endeavours.

Implementation

EYFS, KS1 and KS2

KAB and KAO's history curriculum map outlines the key topics and the knowledge/skills that students will learn in each year group. History topics are regularly assessed using the objectives within the curriculum map to ensure that both students and teachers have an understanding of what has been covered well and what will require additional teaching. Do now tasks used at the start of lessons will regularly link back to previous topics and vocabulary taught earlier in the academic year or in previous years.

The teaching, learning and sequencing of the History curriculum follows:

- A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History. Moreover, there is an opportunity throughout the year to revisit Historical skills that need further consolidation and to use new knowledge to enforce prior skills.
- In KS1, the Historical skills focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- Interpretations of History
- Historical Enquiry
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.

KS3

Students are taught for 2x 50 minute lessons every week. Throughout their lessons they will engage in enquiry led learning, with students using knowledge and thinking from a series of lessons to answer a historical question.

Units are sequenced with a chronological approach, to embed students' sense of chronology and narrative over time, as mentioned in our intent.

Assessment is a key part of students' learning with summative assessments being built on all of the curriculum work being outlined above. Students are taught tested on key questions and concepts, while being expected to draw on key knowledge, such as case studies, to support their historical arguments. Following summative assessments, students are given careful guidance in how to develop as a history student. In addition, formative assessment and feedback is a crucial part of lessons, with students' being assessed through questioning, regular low stakes testing and feedback on their work, in line with the department's feedback policy.

Along with the structure of the curriculum, the department's pedagogy is a key way in which our intent is implemented:

- Low stakes testing. To aid with this chronology and knowledge building, knowledge recall activities are an important part of our implementation, with students being asked to regularly recall knowledge through quizzes, timelines and recall activities. This allows teachers and learners to reflect on the progress being made in the classroom.
- Homework. Along a similar theme, students are given regular recall homework which develops students recall and improves their application in lessons.
- Vocabulary. Students are taught key tier 3 vocabulary and this will be revisited over time, so that their understanding of concepts and terminology can be developed. Students will also be given 'the language of the discipline' so that they can begin to create their own historical arguments and the accompanying tier 2 language allows students to articulate their understanding of the past in an effective manner.
- Opportunities. Students will be given opportunities within the classroom to experience the richness of the past, including analysing contemporary source material and engaging with the work of historians. Teachers plan and support tasks in a way that allows all to be enriched by these experiences

Alongside developing historians in the classroom, the department approaches this development in a holistic manner. We value trips as crucial in helping students 'see' history in action, allowing them to consider material evidence and construct a greater sense of period. Students are encouraged to participate in the faculty's clubs which help develop critical thinking, rationale arguments and wider awareness of the world around them. The department also runs History specific events, competitions and uses further reading lists so that History is a key part of Academy life with students having opportunities to explore the vastness of history outside the classroom.

KS4

Students can choose either/both History and Geography for GCSE study as part of the EBACC study. Students who select History receive 6 lessons per fortnight. They continue to be taught through historical enquiries and key questions, which allows effective and rigorous learning of the GCSE content.

Students will study the Edexcel GCSE qualification. The exam boards and units have been chosen to meet our department intent to create both historians, and global British citizens. In particular, the unit on migration allows students to gain a broad understanding of how modern British society has been formed, as well as Britain's relationship with the wider world.

Units are sequenced beginning with the Cold War unit, which builds directly on the KS3 narrative and allows students to transition to the expectation of study, note taking and exam practice which is taught, not assumed, by the department. Students then complete paper 2 by studying Elizabethan England, retrieving themes for KS3 and cementing effective historical arguments as they do so, before encountering Paper 3's source and interpretation analysis and finally drawing conclusions about change over time by studying migration through time for Paper 1.

Alongside their study for the GCSE examination, students will be provided with plenty of opportunities to 'learn beyond the exam'. Direct links to learning at KS3 are made, as well as students being provided with further reading and watching resources. Efforts are underway to establish a trip that will help students develop a deeper understanding of the Elizabethan period.

Homeworks are used to support students' learning, as they focus around recall of material, using notes, knowledge organisers, quizzes and online platforms. In addition, they are used to consolidate students' learning through examination practice.

Impact

Learners complete the relevant key stage with a passion for History and an understanding of how it has shaped the world in which they live. They are able to recall key knowledge from their study and also fit it into their chronological understanding, which is measured through both assessments and through the regular low stakes retrieval practice. They have a clearer understanding of both Britain's development over time and its place in the world.

At the end of each key stage, students are fully equipped with the skills, knowledge and understanding they need to embark on further historical study. They have shown progress in the historical concepts, which is measured through a range of formative and summative assessments.

By the end of KS4, students are prepared for successful study at A Level, as well as achieving good progress in their national assessments. Students have a love of History and there is strong uptake on the A Level course.

Finally, the department also expects to see students engaged in historical learning outside the classroom. Whether this be through the trips offered at each key stage, external speakers, clubs or wider reading, the department will be able to see an impact in the

engagement with these extra opportunities. There should be a range of groups represented in these opportunities to help all access the richness of the historical past.