

## HISTORY: CURRICULUM STATEMENT

*“Life is divided in to three terms – that which was, that is, and which will be. Let us learn from the past to profit by the present, and from the present, to live better in the future.”*

William Wordsworth

### INTENT

The purpose and intention of the History Department at St. Mary’s is to offer a high quality curriculum that engages and enthuses young minds and pupils of all academic abilities, socio-economic backgrounds, nationalities and religions. The department aims to help pupils gain and develop knowledge and understanding of Britain’s past and that of the wider world. They hope to inspire pupils’ curiosity, equip them to ask insightful questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The department want pupils to understand the complexity of peoples’ 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.

### IMPLEMENTATION

#### Curriculum and Programmes of Study

- Considerable work is ongoing to ensure our curriculum follows the statutory guidance of the DfE and that it dovetails with our feeder schools at Key Stage 2 and that it provides our pupils with solid foundations on which to build if they chose to study History in HE at Key Stage 5.
- The PoS were written collaboratively in conjunction with the department and are frequently reviewed and refined by the HoD in order to ensure suitability, quality and compliance with statutory requirements of the National Curriculum [see fig. 1](#)
- The PoS are held on the [Central Resource Library](#) and can be accessed by any member of the department.
- Each year group has its own PoS, which consists of six *Medium Term Plans [MTP]* - roughly one per half term. Each *MTP* follows a six week/12 lesson structure. Every *MTP* is driven by an inquiry question, and many lessons within each *MTP* use inquiry questions to engage pupils and frame the learning.

## Marking & Feedback

- Marking and feedback within the department follows the *School Marking Policy* in terms of aims, rationale, structure and frequency.
- Marking within the Dept. takes a number of forms but does employ the *Star & Target* method and is focused on recognising, appreciating and commenting on effort and progress, but also highlighting gaps and/or issues and offering concrete suggestions to enable pupils to make tangible progress in terms of their knowledge, skills and understanding.
- For exam-style written assessments, the department objective is to provide pupils with specific and positive feedback, whilst at the same time offering focused targets on what and how to improve.
- Self-assessment and peer marking is employed within the Dept. to encourage growth mind set, self-reflection and to help pupils develop their understanding of critical assessment. Pupils use purple pens to indicate self- and peer-assessment.

## Assessment

- All exam-style written assessments, at both KS3 and KS4, are modelled on GCSE questions from past and current exam papers and use exam board marks schemes, simplified for ease of access for our pupils.
- As KS3, common assessments are agreed and then followed by all teachers. A more fluid approach is followed at KS4 as the department feel flexibility to adapt to the needs of learners is important.
- Data from assessments is recorded and frequently reviewed, both by individual teachers and collectively as a dept. to enable timely and appropriate interventions
- Within the department, teachers are expected to carry out formative assessment, or live marking, which enables teachers and pupils to discuss particular issues, and for teachers to offer specific feedback which can be acted on immediately
- Formative assessment also takes the form of pre-agreed (within the department) homework and quick quizzes and cold/warm/hot tests. All of these enable pupils to consolidate their learning and demonstrate their understanding of particular topics.
- At appropriate times, the impact of the History curriculum is summatively assessed with tests, extended pieces of writing, and other forms of assessment

## **IMPACT**

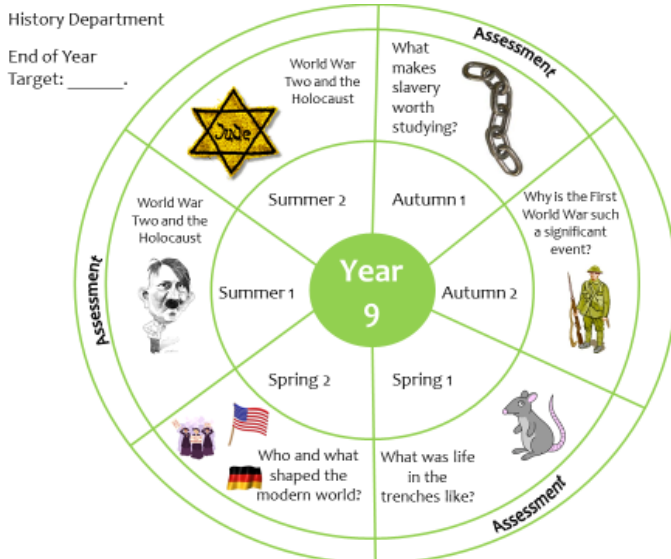
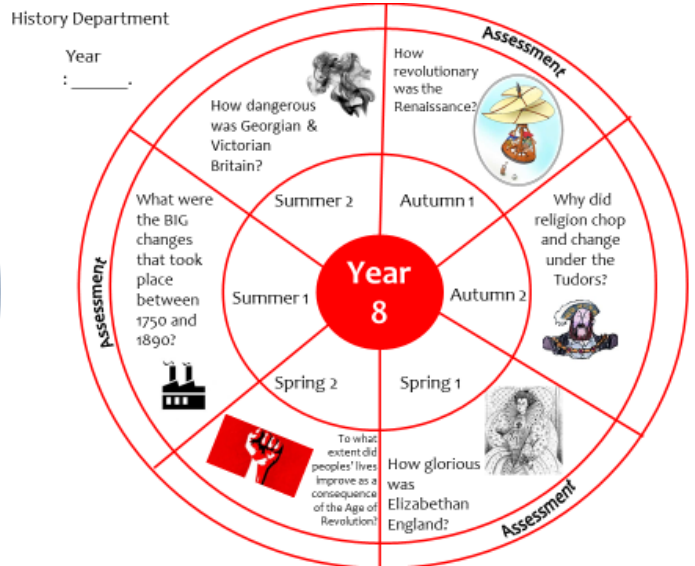
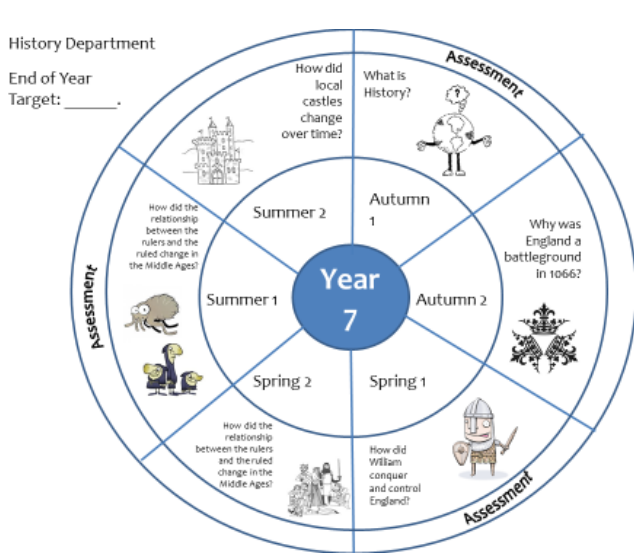
### Academic Outcomes

- Dept. examination results have been pleasing with [approximate average] 60% attaining a grade 5+ and 30% attaining a 7+ over the last four years.
- As mentioned above, data from all assessments is recorded and frequently reviewed both by individual teachers and collectively as a dept. to enable timely and appropriate interventions - all KS4 results are included in the *History Department DDP*.

# APPENDIX

## 1. Fig. 1 NC Subject Audit

**NOTE: Directly below are the KS3 dartboards, shared with pupils and displayed in classrooms, giving an overview of departmental intent. At the bottom of the page are KS3 Front Sheets given to pupils at the beginning of each of the inquiries.**



### Year 9: How dangerous was life in Georgian and Victorian Britain?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Complete all homework during this inquiry. All the tasks will help you develop your knowledge and understanding of the topics you study this half-term. If your Teacher asks you, hand in homework on a piece of paper with your name, class and date written clearly at the top.

Learning Checklist		Homework Challenges:
1	Life in an industrial city	Carry out a concept mapping task which will help you to make links between factors which led to dangers, death and disease during the Industrial Revolution.
2	Conditions for the poor in industrial cities	
3	The Gin Craze of the early 18 <sup>th</sup> Century	
4-5	1848 Public Health Act	<b>Common Assessments:</b> 1. Spellings and Definitions <b>TEST</b> 2. A Court for King... <b>ASSESSMENT</b>
6	History Mystery	<b>Core Source:</b> Tick the column on the left when you have read and discussed the historical text.
7-8	Common Assessment	
9-10	Child labour during the Industrial period	
11-12	Child labour debate	1 Charles Dickens, <i>Hard Times</i> (1854), excerpts: <a href="https://tinyurl.com/35kdyzqp">https://tinyurl.com/35kdyzqp</a>

#### Keywords:

inspector, enforce, legislation, reform, mistreatment, textiles, workhouse, overseer, philanthropist, labour.