



# St Ives School - History Curriculum Statement



“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

## Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

## What is unique to the study of History?

History enables students to contextualise the past, which in turn allows them to understand our present and future: if we want to make sense of the world today, then we have to look to History for answers. Through our engaging and diverse curriculum, which include and goes beyond National Curriculum requirements, our students learn historical knowledge and skills including research, analysis, evaluation, independence in learning and the ability to appreciate the experiences and opinions of cultures other than our own. These skills, plus a student's cultural capital, are highly valued and sought after in future study and a wide variety of careers

Our aim is to enthuse students with rich and diverse topics explored from many angles give students a broad international and cultural awareness. We revisit learning to help embed understanding and analysis and we emphasise key historical skills such as significance, interpretation and understanding change and continuity over time. The curriculum also promotes key strands of being a modern citizen of our community, of

belonging to the United Kingdom and of being a global citizen. We will to motivate students to study history in their higher and further education through inspiring a passion for the subject and providing a curriculum that represents world history.

Through engaging teaching and contemporary pedagogy we help our students to look through different eyes at the same events to form and defend their own opinions and judgements. We support them to challenge themselves with a variety of engaging tasks requiring thoughtful analysis and application of knowledge. The skills they learn are applicable to many different avenues of study and careers.

We provide all students with a challenging and enjoyable history curriculum in a supportive and motivating environment. As part of our extended curriculum, we encourage our students to take part in a variety of opportunities such as the Model United Nations, the Historical Association Great Debate and Be Inspired History Society and Local History as well as offering history based workshops through The Academy.

Literacy in history is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Students are encouraged to explore historical language particularly when studying evidence and the work of historians. Guided reading texts are being used throughout the curriculum to provide students with opportunities to develop their literacy skills and recognise the cross-curricular links attributed to reading and interpreting text. Further reading of selected academic texts is linked to home learning at Key Stage 4 to enhance students' awareness of historical context and increase familiarity with the type of academic language and styles of communication used by historians

In history, our curriculum is organised as a spiral curriculum basing future teaching on the building blocks of previously taught content. Key concepts and content are broken down into small connected and structured steps enabling interleaving and recall throughout the curriculum. Our repeat concepts are spaced and taught through different topics to allow students to explore the concepts in more depth and see how the same concepts shape events across different places and time periods. The high proportion of disadvantaged students, low literacy on entry and SEND students means we use a range of strategies to build and scaffold learning such as structure strips and source questions.

## **Curriculum Implementation**

### **General principles**

- The history curriculum ensures students are offered a broad range of topics and opportunities to develop skills in line with the National Curriculum expectations
- Key history skills of significance, cause and effect, change and continuity, similarity and difference, interpretations and use of evidence are taught and revisited at different times and across different topics using a variety of different methods
- We promote literacy and cross-curricular links to ensure pupils understand the value of history as a discipline
- Topics are assessed using low stakes end of topic assessments covering key skills as well as a summative assessment each term to review the content taught.

## Student organisation

- Students are split into one of five groups in Year 7 and 8, four groups in Year 9 and 2 groups in Year 10 and 11. Classes are broadly grouped by ability at KS3 with mixed ability groups at KS4. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.
- Staff make decisions with clear knowledge of who the disadvantaged students are and which class they would be best suited to. This follows our Class Setting Protocol.

## Accumulation of knowledge

- History is taught as part of a spiral curriculum to allow students to develop their complexity of understanding further as they mature. This enables a deepening of understanding, with each successive topic building further knowledge and confidence.
- Each year covers a broad and diverse range of topics, repeat concepts and history skill, allowing students to revisit these in more depth as the curriculum is covered
- Within each year, topics are carefully sequenced to allow for students to explore key concepts and build their history key skills across a range of different places and time periods. This application of skills across different historical contexts allows students to deepen their understanding over their curriculum journey and make links between different people, events and places
- In order to promote retention of knowledge and concepts, our scheme of learning explicitly plans topics to interleave or revisit key concepts whilst teaching new more complex concepts. These interleaving topics are sequenced not only to allow for spaced practice and retention, but to further promote transfer learning between linked historical topics and ideas.

## Time allocation

Each year group will have the following allocation for hours where that are taught the history curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	3.75	3.75	3.75	5	5
Percentage of curriculum time	7.5%	7.5%	7.5%	10%	10%

## Teaching and learning provision

- Lessons start with a spaced retrieval based activity.

- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of written work and source analysis is present in lessons using a format of 'I do, We do, You do' to ensure students meet the high expectations we have of them communicating their work as a historian would (both written and verbal) using tier 2 and tier 3 vocabulary. This is especially important when introducing new concepts.
- Feedback is provided to students 'live' throughout the lessons to ensure students make rapid progress through activities. Whole class feedback is provided regularly to students using topic reviews and is low stakes.
- Hinge questions are being developed to allow transition periods within the lesson to be more formally assessed. This is used as a tool that the teacher employs when students reach the "hinge" points. Students' responses provide the teacher with valuable evidence about what the students know, don't know and need to do next.
- Repeat concepts are being developed to link curriculum ideas together and allow for cross curricular links to be made more clear to students.

### **Adapted provision**

- Explicit instruction for SEND and LPA students focused on teacher modelling followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

### **Enrichment provision**

- Students participate in UKMT challenges to develop problem solving skills and enhance mathematical thinking skills as well as to provide opportunities for regional and national competitions.
- Opportunity for students to study Further Maths after school to enhance their understanding of GCSE and prepare them for A-level.
- Opportunities to bring learning to life and give some context through visits to institutions e.g. Model United Nations, Historical Association opportunities and Be Inspired options to investigate local and international history

### **Curriculum impact**

#### **Formative assessment**

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:

- Low stakes quizzing
- Short comparative assessments to see how pupils are performing against their peers
- Hinge questions
- Reflection questions to summarise what pupils have learnt
- Silent classroom polls
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

## **Progress**

- Progress is monitored through shared internal tracking sheets where data from the end of unit tests and summative tests is entered and compared.
- This allows for comparison from group to group and across focus groups e.g. PP and SEND
- This is evaluated by the Subject Curriculum Lead and, where necessary, actions are agreed and implemented.
- The quality of teaching and learning is monitored through lesson visits by the Subject Curriculum Lead and by senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the Subject Curriculum Lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sistra Observe by the Subject Curriculum Lead and senior leaders. Work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments are moderated and standardisation takes place for the marking of GCSE papers by a history exam marker to ensure consistency and understanding in applying the mark scheme.
- Peer book reviews are also completed in subject meetings as a form of moderation and to ensure all subject staff are consistent in their approaches and monitoring progress.

## **Summative Assessment**

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questions are used to give students an opportunity to evaluate their own strengths and developments.
- Results are reported back to students in the form of a raw mark and percentage and this is recorded on internal tracking sheets for comparisons and analysis between focus groups and classes.
- During the summer term of Yr 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

## **Student Feedback**

- Student voice is completed to monitor student's understanding and building knowledge of the strategies used in maths. Results from this are used to inform future planning.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.
- Students are regularly encouraged to reflect on how they have learned as well as what they have learned and share this with their teacher