

Dudley Academies Trust - The Link Academy

Statement of Curriculum Intent – History

Our ambition is for the learners to develop a great understanding of different historical civilisations and cultures through delivering a curriculum which offers a large array of historical events which have affected the world we live in today. Through the delivery of challenging lessons that focus on local, British, and world history, following the National Curriculum, we aim to develop the learners' knowledge and skills which they will apply to challenging historical concepts. Our curriculum also aims to develop empathy amongst our learners, their cultural capital and an understanding of the larger world around them. This is achieved by structuring the History curriculum into 4 main areas. Year 7 are taught the basic historical concepts and terminology to form a solid foundation moving forward with our "Passport to History" module. This is before moving onto chronological British history with links to the wider world. Year 8 continue their chronological learning of history from year 7 however they will learn this with a focus on European history, including the British Empire, the Industrial Revolution and WWI as the world became more connected. In Year 9, there is an emphasis on more World History which embeds the ideas of global conflict and challenging political ideologies. As we investigate, we will discuss with learners how past events have impacted and shaped our society today. With all of this, we aim to ensure that each learner becomes 'experts' in this discipline.



How will this be achieved in our curriculum?

The intent for History will be achieved in a number of ways, in particular, through the teaching and revisiting of challenging second order concepts: change and continuity; similarity and difference; cause and consequence, significance and diversity, but also through substantive concepts and themes that have existed throughout history but are also pertinent in the modern world. To achieve this, teachers will plan and deliver challenging lessons that have a relentless focus on skills as well as knowledge. The unique and individual needs of each learner will be met through the delivery of high-quality adapted lessons and constructive and thorough feedback.

Teachers will deliver a well-planned curriculum that follows chronologically so that pupils can accurately paint a narrative of the events they are learning. Through the use of consistent retrieval activities, pupils will remember and later be able to apply what they have learnt in assessed work. This will be done every lesson with Do-It-Now activities and continuous retrieval practise, as well as lesson hinge points to check progress as we go through. The consistent use of formative assessments will ensure that pupils are given the opportunity to demonstrate what they have learned and receive accurate and constructive feedback, individual to each learner, to then inform their improvements moving forward and making steps to becoming 'experts'.

Literacy forms an integral part of the History curriculum. The transition from Key Stage 2 to Key Stage 3 is a significant step for learners, particularly for disadvantaged learners. The quality and quantity of missing vocabulary is vast and it is a teacher's responsibility to close the gap for disadvantaged learners, but also to stretch and challenge our most able learners – the History curriculum aims to do both of these. A driving force to develop literacy in the History curriculum is to strive for a word rich classroom and curriculum. This involves explicitly teaching vocabulary to learners, incidental teaching and cultivating word consciousness through the use of topic based glossaries and Frayer model in particular. The Frayer Model is a strategy that is used across the curriculum to explicitly teach vocabulary and to develop learners'

understanding of historical content. The words that are introduced as part of the Frayer Model in the curriculum are tier two and three words, therefore can be used across the curriculum and in wider society, enabling learners to become more articulate citizens. The Frayer Model is interwoven into the curriculum, therefore words that are initially introduced are revisited and used in historical context to ensure understanding. The substantive concepts built within the curriculum form a large part of the Frayer Model and this allows learners to see the big picture within the History curriculum but also use them outside of History lessons. Secondly, incidental vocabulary learning is an important way of developing a word rich classroom and curriculum. These are 'in the moment' vocabulary that are discussed and used both in a historical setting but also in wider society. It encourages learners to develop their vocabulary and creates authentic learning in the classroom. The third way to reach a word rich classroom and environment is to cultivate word consciousness. This involves; learners being more aware about words and how they are used for communication, unlocking and discussing layers of meaning, and being able to recognise parts of word and word families. Within the History curriculum this is done in a variety of words; guided reading texts within lessons leading to discussions, using knowledge organisers both within lessons and for homework and using displays to promote vocabulary and literacy.

How does assessment fit in?

Assessments emphasize historical skills as well as knowledge. All units have two or three Demonstrates and Connects, with a mix of shorter knowledge based self- assessment style, PEE paragraphs and more formative end of topic assessments. For both KS3 and KS4 end of topic assessments, there is a focus on demonstrating knowledge through lower mark questions, and attention on longer, more challenging questions to assess the learners' application of skills to challenging historical concepts. These range from essay style questions, to the analysis of difficult historical interpretations and sources. Each module has a broader enquiry question that is regularly revisited as the topic progresses. For KS4 regular exam skills teaching, walking talking mocks, showing what good answers look like, planning answers and student independent practice help to ensure students get the chance to see what they need to do in order to find success in GCSE History.

How does extra-curricular for History benefit our learners?

We run a lunchtime history club run throughout parts of the year. This is designed to be able to deliver extra history learning that cannot be fitted into the curriculum and offer students the chance to suggest parts of history they may want to learn more about. In addition, History ambassadors will use club time to help to create assemblies and PowerPoints for whole school use on key historical events. This will not only benefit all learners on wider historical events and their significance but offers History club members the chance to further their historical understanding and practice concepts as well as work on skills for wider learning such as confidence, PowerPoint making and delivering professional education material. The History club also learn more about the local area and personal history to make connections to the wider community. We have a number of trips running for each year group, both near and far across England and for KS4 there is a trust wide opportunity to travel abroad.