



St. Joseph's Catholic High School



Living, Loving and Learning through Christ

Curriculum Intent

Department: History

We aim to deliver the Mission Statement of the school by:

- How does your curriculum intent support the mission statement of the school?
- By learning about people and events from the past we hope our students will be better prepared for the future. By assessing sources for accuracy and reliability and then being curious to research events from the past, we give our students the ability to use evidence to form an opinion and make a judgement about the past. These transferable skills not only help our students to live better lives by learning from the mistakes of the past but also equip them better for their own future careers. Being able to read and understand complex texts and assess multiple sources of information before reaching an independent decision can be used in many work or further learning environments
- How does it reinforce the formation of our students and staff (JPP)?
- Jpp words are on every starter slide. They are woven into the curriculum map and we are increasingly featuring them through out lessons rather than a quick reference at the end. We focus on Truthfulness and Eloquence in history lessons. When examining the provenance of sources we explore questions like 'do sources have to be truthful to be useful?' 'Do reliable sources need to be truthful?' and why it is important not just to be eloquent, but to use that eloquence to reliably and accurately express the truth. Clearly in history governments and individuals have used eloquent messages to send messages that are not necessarily truthful so we explore the morals of Propaganda. We also understand the need of being discerning in picking the information that is most reliable in order to make a wise and learned judgement about event of the past.
- **How does your curriculum provide knowledge and cultural capital to ensure lifelong learning?**
- History is taught with enthusiasm and passion. We aim to give students a thirst for knowledge and help them develop enquiring minds. Through a variety of teaching styles including research tasks, practical projects, drama and games we hope our students will be curious active and hungry for knowledge. We intend to take students to Windolanda and Carlisle Castle this year giving the local history visits which will further engage them and involve them in the cultural history of their local area. We also investigate the industrial heritage of the area when learning about the industrial revolution.
- **How is your curriculum demanding and ambitious in content, breadth, and depth?**
- Our curriculum is broad, ambitious and challenging and develops students' knowledge of International, British and local history. Students explore a wide range of sources and experience film interpretations of historical events alongside artefacts and written evidence. We hope to reintroduce local visits for all year groups now it is safe to do so.
- How is your curriculum planned and sequenced to ensure the aims and objectives of the SIP's are achieved?

all our resources available to the department there and can give access to other who need them . This essentially forms our short-term plan. Lessons are arranged in a logical sequence to match the medium- and long-term plans. Each lesson has a folder with our supporting ppt to deliver and associated resources. Any changes made are instantly updated so the next person to access will have the latest version.



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Our medium-term schemes of work are in place for all units with an overview of lessons in each unit. This is fine but might need updating in light of the new curriculum map.

Long term the new curriculum map tracks skills and opportunities across both key stages and allows us to ensure we cover a broad range of topics skills links and opportunities.

• How have you modified your curriculum in the light of lockdowns and missed learning due to C19? What adjustments have you made for different abilities?

- We have adapted our plans for KS3 in order to ensure that our students have caught up with any work they missed due to the lockdown, this has been through our throw back starters. We had a catch up Romans unit to catch up our 8s into 9s and we refer regularly to prior learning in lessons. For lower ability students, we have fully scaffolded lessons and worksheets depending on starting points and simplified versions of sources for assessments. At KS3 we have adapted our SOW to build on key skills and develop a wider understanding of social, historical and cultural contexts. IPEEL is being used in year 7 and 9 to improve students writing skill for extended pieces of work. At KS4, period 7 time is being used to revisit prior learning and catch up on work missed to COVID.

• How do you ensure that your curriculum builds upon prior learning (KS2) and supports future learning (KS5)?

- Sir will ww3 happen, sir I have a coin at home, SIR HISTORYS MY FAVORITE SUBJECT, Sir my granddad says, sir my grandad spent 3 weeks making, sir why did hitler, how did hitler, whats the luck of Workington. That's not right that sir, sir isn't that a bit like....one mans freedom fighter...
- Our students love history. We make lessons as fun as possible...they remember it! If students are on side they WANT to learn. Castle, Hastings video, rollercoaster, It calley, simulation games LON, Barter game, Railway game, Galen, KOCH! Then you can get all academic on them! We are presenting them with moral and social issues all the time. Harry Farr, holocaust, terrorism, peasants...better off than teacher? The skills we give them allow them to debate, analyse information, search for utility and reliability, look critically at a piece of evidence or discuss an interpretation, to not take things at face value to search for alternative opinions of bits of evidence and finally to make an independent judgement based on multiple sources of information. We are teaching them about understanding and empathising with societies and people from the past and while acknowledging that we do things differently now, it still helps trying to understand others and place events in the context of the time. From doctors, judges and politicians to teachers and nurses. Being able to understand other societies in the past equips our students with empathy and skills to understand others today.
- Money and the value of it then and now, careers 20,000 soldier, science, politicians, journalism al jazeera, current affairs.... **Even if our students don't study history beyond year 8 they have received a broad range of content and skills.** I would like to think that maybe they would read a website and some of them would think... maybe there is another point of view somewhere!
- These skills are not in isolation. The literacy work we do fits in with English, the religious content, reformation Henry VIII fits in with RE. The skills we teach fit in with many subjects considering one side of an argument, presenting an alternative view then reaching conclusion fits in with English, RE and Geog, industrial rev john snow all geog.

• Do you know how your subject is taught at KS2?

- The national curriculum demands that primary schools cover a broad range of historical periods from prehistory to 1066. It must include a local study and a study post 1066. Different school will teach different topics. The intention after discussion with IN is to contact our partner primary schools to get an idea of coverage. From experience I know many students come with knowledge of the Romans, others Egyptians, many have studied evacuations in WW2 and some cover local historical events like Mary Queen of scots. Some have studied Victorian times. The important thing for us is to refer to these topic when we touch on them so they can see the link and foster the idea that what they did in



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primary school is worth while and useful for future study. If we cover such topics its important to ask student what they already know and praise them for this and the build on the knowledge that some have while also ensuring others have this knowledge too. NB while there is no way of ensuring that all students study the same topics the NC at KS2 is about understanding the past. Concepts about famous people and their importance in history and the idea that thing were different in different time periods. Building on there previous experience helps our students to love history and be thirsty to learn more. Please see KS3 section for more details...

- Also- a lot of the KS2 curriculum focuses on knowledge, whilst when we study topics that overlap we are also looking to develop historical skill, notably with sources and being able to write about history
- Marking sessions looking at primary school work and discussing transition with year 6 teachers, primary days, Email sent to office for checking before being delivered to partner schools

To achieve our Mission Statement, our curriculum:

- How is your curriculum structured to support young people who are compassionate, loving, ambitious and strive for excellence in all that they say and do?
- The History curriculum is structured to ensure that students are Loving, Empathetic, understanding, truthful and eloquent. Through our class discussion of sources or world issues and the JPP words linked to each SOW, we help teach students the Catholic values which are central to the mission statement. All staff have high expectations of behaviour and by fostering an enthusiasm and passion for history there is mutual respect with staff and students.. Behaviour issues in History are very few.
- We are very lucky to have 3 History specialists in the dept who have a wide range of experience and expertise. We work collaboratively as a dept to help develop curriculum plans, lessons and assessments, tapping into the expertise in the dept. Internal dept CPD is carried out in dept meetings with sharing of resources, standardising and moderation and dissemination of whole school CPD and initiatives. We also work collaboratively with colleagues across the county via the History Subject Leader Network meetings.
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- **How do you promote meta-cognitive strategies that help students to know, understand and apply more?**
- **How does your subject review learning to challenge misconceptions and interleave prior work?**
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- **How do you use timely and effective assessment to check starting points, knowledge, skills and understanding?**
- The History dept implement various Meta-cognitive strategies to help students know, understand and apply more. Students have built in opportunities for reflection on their learning, this is often linked to RYG lessons. At KS3 and KS4, dialogic

teaching is common practice in the History department allowing students to question and reflect on learning. Flip and fold revision is a key technique we used to help students knowledge recall.

- **What opportunities have been planned into the curriculum to promote and develop literacy, reading and oracy skills?**
- At KS3, all SOW have built in opportunities for literacy and exteded writing. This year we have developed literacy strategy assessment tasks looking at a range of skills. There are opportunities in all year groups for class discussion and specific lessons or sequences of lessons which allow for oracy/presentation skills using role play, discussion and debate.
- Promoting reading comprehension skills is a key focus in the History department. Careful analysis of texts, highlighting key tier 2 and 3 language and extracting meaning is essential If students are to understand texts and answer questions correctly. The reading age for GCSE papers is 17 yrs old and the language is often archaic. (they are only 15 when the sit the exam) so we need to equip students not only to learn new vocabulary but also to extract meaning from text even if they don't understand every word.



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- Writing skills are integral to our curriculum from year 7-11. As a dept we insist on high expectations for writing in line with the whole school 'St Joseph's Writing Standards'. We have developed 'IPEELL writing tasks' to help students think about the writing process, develop cohesive written responses and demonstrate a wide range of tier 2 vocabulary in their writing.

• How do you ensure that all SEND and disadvantaged students are properly supported and challenged?

Lessons are scaffolded to include challenge and access. Assessments are designed to allow the more able students to push to answer the AO from KS4 and there are access sheets to help LA students to access the assessments. Lessons are structured accordingly and there is scaffolding within lessons. ie there may not be a LA and HA ppt for a Lesson but within that lesson there will still be access and challenge at an appropriate level. Some tests have 3 versions of the same questions to allow access. LA students will have help in assessments with sentence starters and clues but will still have to put evidence in which they have learned from knowledge organiser or revision sheet. HA will get little support but will be encouraged to use more specific knowledge, reach judgements and make extended explanations linked to question. PP students are monitored through data capture and help give as required. They have access to free revision material.

- Our curriculum is scaffolded to ensure all students, regardless of starting point or learning needs make good progress. For our SEND students, use IHCPs to help plan and differentiate their lessons. Scaffolding, word banks and sentence starters are used to help support students. Historical texts are also differentiated. PP students are targeted in lessons first with key questions. PP students' book are sampled in work scrutinies. All KS4 PP students are provided with their own revision books.

• What expertise/CPD do you have within your department to ensure that all teachers have good subject knowledge?

- We are a department with more than 50 year experience between us! Plus we are constantly developing and sharing resources ideas lessons and checking each others marking. We have attended several AQA feed back course available for new spec.
- We are very lucky to have 3 History specialists in the dept who have a wide range of experience and expertise. We work collaboratively as a dept to help develop curriculum plans, lessons and assessments, tapping into the expertise in the dept. Internal dept CPD is carried out in dept meetings with sharing of resources, standardising and moderation and dissemination of whole school CPD and initiatives. We also work collaboratively with colleagues across the county via the History Subject Leader Network meetings.
- This year we also have a non specialist joining the team. She is a very experienced teacher and has delivered history lessons before. She is being supported with access to all the department resources and regular meeting with HOD to support hr delivery of the curriculum.
- our medium short- and long-term plans support most teacher. We have taken many PGCE students since I have been at the school. Some needed more support than others but all have passed and gone on to get jobs. The one thing they all say is how well the department supports the. Although we encourage students to develop their own resources it is also the case that those who need the support have all the relevant materials at hand. The way our on-line resource share organised is easy to follow lesson by lesson with PPTs to deliver and worksheets in the folder. Most of the time this will also include differentiated work sheets.

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• How does your subject review learning to challenge misconceptions and interleave prior work?



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- Students have lots of opportunities to review learning to challenge misconceptions and interleave prior work. this is through Forms quizzes, throwback lessons and revision lessons which allows students the opportunity to reflect on prior learning.
- Each half term students have calendared assessment opportunities to review knowledge, skills and understanding. Students have a 'practice' assessment which is taught, students prepare for the assessment collaboratively though class discussion, teacher modelling, exemplar answers, scaffolding and sentence structures etc. Following on from teacher feedback and RYG time, students then complete an 'unseen' assessment to demonstrate learning, knowledge and skills. Ongoing low stake assessments such as spellings and quizzes at KS3 take place, with SENECA Kerboodle and forms quizzes at KS4.
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- How do you use timely and effective assessment to check starting points, knowledge, skills and understanding?