



It is the right of every learner to be given the opportunity to access a history curriculum that helps them develop a wide range of both knowledge, concepts, and skills. We believe that the historical knowledge, substantive concepts, and skills at the centre of our curriculum are both accessible and ambitious, and that by using effective teaching and learning strategies, all learners regardless of background or academic ability, can improve themselves and become excellent historians. Our key aim is for all learners to have a solid understanding of not just British but European and World history. Through this, and the acquisition of wider key transferable skills, they will be equipped and empowered to thrive in British society as insightful and astute individuals.

How will this be achieved in our curriculum?

The history curriculum is progressive. In Year 7 and 8 learners acquire knowledge and understanding of important historical events, such as the Transatlantic Slave Trade and First World War, and concepts, such as power, suffrage, and democracy, through an overview study of British history from the last thousand years. The knowledge, skills and understanding that are established in these years are then built upon more explicitly in Year 9 so that there is a foundation for those learners that choose to study history at GCSE to be successful. Here we focus on important 20th century events and ideas, such as authoritarianism, and revolution, and, communism and fascism, and teach these chronologically to allow learners to better understand the broad characteristic of this important period in history.

Our aim is that by securing overview knowledge, we allow learners to place new content into historical narratives that helps them remember more and engage them in discussion and consideration of big ideas central to the world we live in today. We believe that the acquisition of historical knowledge is secured through effective, logical, and coherent sequencing of lessons built upon key substantive concepts and driving enquiry questions. Substantive concepts are 'big ideas' that are repeated and interwoven throughout history and a focus on these allows learners to better understand the historical world and characteristics across periods in history. Another benefit of learners immersing themselves in substantive concepts is improving their literacy and vocabulary so that in future they can confidently deploy articulate language appropriate to the many different situations that they will find themselves within their later lives.

How does assessment fit in?

Formative assessment is used continuously across the whole curriculum to assess what the learners understand and to allow them to showcase their understanding of content. Each topic unit uses a combination of both knowledge and exam question focussed demonstrate and connect activities.

These assess learner understanding of important topic 'golden nuggets' alongside responses to exam style questions, generating green for growth feedback for the learners to reflect upon and complete. The use of strategies such as retrieval grids, low stakes quizzes and hinge questions, allow learners to articulate their present knowledge and understanding and, where common misconceptions are detected, immediate feedback is received. In Years 9 and 10 summative assessments are used to assess learners understanding. In Year 11 summative assessments take place in mock examination windows. Demonstrate and connect work is regularly undertaken around past examinations.