

History curriculum intent summary

<p>School curriculum intent</p> <ul style="list-style-type: none">• Young people leave Vandyke as confident and socially responsible world ready citizens with the skills, knowledge and courage to thrive.	<p>History curriculum mission statement:</p> <ul style="list-style-type: none">• 'Learn lessons from the past to develop your character and expand your potential in and beyond the classroom'
<p>Subject curriculum intent</p> <p>Historians at Vandyke will study a wide range of world topics across their 5 years at the school, in order to make them more worldly citizens. In Year 9, the focus is the 20th Century, where students study both World Wars, as well as Germany between 1890 and 1945. The modern focus sees students develop their understanding of political concepts and ideologies such as Democracy, Dictatorship, Fascism and Communism. By the end of year 9, they should have a reasonable understanding of how events in the early 20th century have effected the UK, Europe and the world in which they live, as well as other transferable skills of source inference and longer answer question writing.</p> <p>For those students that move onto GCSE, we go on to study a wider range of topics and concepts than just the 20th century focus of Year 9. Students can see in particular how this country has been shaped by the reign of Elizabeth I, as well as a thematic study of Health and Medicine to see how modern medicine has improved to today.</p> <p>Our A Level students build upon prior knowledge at GCSE by adding extra layers to previous topics, or looking at events from a different angle. The focus of the Tudor study is to enhance students' understanding of British history and how we have developed key concepts we see today in that time. The International Relations unit again exposes students to many political concepts and ideas, in order to be able to see how Europe has been shaped and changed by wars in the 20th century.</p>	
<p>Subject curriculum implementation</p> <p>Students have a fragmented study of history during the early stages of KS3 due their mixed experiences in the variety of feeder middle schools Vandyke has. The Year 9 course is designed around completing the necessities for the KS3 national curriculum, as well as helping students onto the GCSE path. The 20th century focus is also about developing students' understanding of the modern European world in which they live.</p> <p>At both Year 9 and GCSE, students receive a wide variety of lesson styles with a range of activities within lessons, so students' experience can be wholesome and diverse. This allows us to incorporate a diverse range of tasks and resources into lessons, with lots of primary and secondary sources to be analysed, as well as being able to compare and evaluate the importance of factors. Lessons are suitably sequenced in order for spaced learning and retrieval practices to occur for students. Regular opportunities for revisits are placed within our learning journey to aid and abet this process. The GCSE also offers opportunities outside the classroom, with two potential trips for students to go on in Years 10 and 11 to widen their understanding of the topic and provide excellent cultural opportunities. In these years students wil enhance their work with sources, as well as being introduced to secondary 'interpretations'. Students will become more used to exam style skills such as comparison, evaluation and analysis of events, when answering a variety of different 4-16 mark questions at GCSE, which test not just their knowledge, but their written explanation.</p> <p>Similarly, the A Level looks to build upon prior learning, and enhance skill development, started at GCSE. Students study similar topics with a different angle in order to add layers of complexity. A Level sees a step up in regards the amount of knowledge covered and the necessities of the skills required, which are reflected in the nature of tasks students complete. The A Level skills build on the ones enhanced at GCSE, with more developed use of primary sources and interpretations. Students also only answer lengthier 25 mark essay questions, which builds upon their 16 mark 'factors' question at GCSE. By the end of the A-Level they should be competent in tackling a variety of primary and secondary sources, as well as explaining their answers in coherent and logical structure. Their essays will show their analysis and evaluative skills also.</p>	

To ensure consistency across the department, especially with a growing number of staff teaching history, we have been pro active in ensuring that all resources are accessible to all staff. Resources are saved to a shared Google Drive which all staff can access, and when new materials are created, resources and lesson ideas are freely shared across the department. This ensures similar material is covered in line with the schools and the exam boards Schemes of Work. Teachers subject knowledge is also given the chance to develop with regular marking and planning meets for new topics, especially for A Level units where new teachers have no experience of teaching that unit previously.

Super curriculum and beyond the classroom

To enhance the super curriculum we have a series of #readyto tasks which are published every half term and are posted to all students via google classroom. These include videos, podcasts, books and articles to give students a range of extracurricular learning opportunities which they may find interesting. 6th form are encouraged to share their extracurricular reading and watching with the class so that we can all benefit.

The department offers two study trips at GCSE in order to provide excellent cultural opportunities for students. This has been something heavily affected by the Covid pandemic, and meant we offered a trip to Ednburgh instead of abroad for our current year 11s, but with travel restrictions easing, a return to the planned overseas trips is something we're looking to do for 2022 and beyond. The department also runs a model UN club every Wednesday lunchtime, which helps students understanding of the workings of modern democracy and said organisations to give students an insight into the political world.

Understanding, misconceptions and Long Term Memory

As previously mentioned, the history curriculum has embedded several opportunities for revisits and deep dives back into topics previously studied throughout the GCSE. This allows students the opportunity to enhance their learning and move learning into their long term memory. Our homework policy at GCSE revolves heavily around this in Year 11, with students completing a wide variety of tasks that are designed around giving students time to revisit topics. This spaced learning approach is one we will continue to review as we begin to assess its impact. Regular opportunities for revision classes are also provided during Year 11 to facilitate student retrieval and moving of information to their long term memory. Across all topics and year groups, marking and feedback is critical to the department in order for students to be able to develop their critical thinking skills and application of knowledge in relation to an exam unit. This is in line with the school marking policy, with students receiving feedback every three weeks.

As a department we are very aware and observant of misconceptions students gain and form and often bring into lessons, specifically about topics related to the Nazis. This is something we teach sensitively and with a huge aim to break down and remove some of these views which present a barrier to their learning and are often gained from students' ignorance of the issues they raise. Furthermore, in line with school policy, the department has looked to further embed the concept of including 'tier 2' language into lessons and displays. Displays in the classroom particularly look to promote the language students need to flourish in history at all levels.

Top 3 aims;

- 1. Continue to gain high numbers at GCSE with recruitment from Year 9 + GCSE → A-Level
- 2. Develop assessment policy to embed skills and greater understanding of the technique to apply to Qs
- 3. Develop a curriculum that is more engaging with extra curricular activities and links with other departments

Subject curriculum impact

Progress students make are checked regularly in class through exam style questions and through the checking of students recall in fortnightly homeworks. Learning walks and work scrutinies are reviewed every half term to ensure the department is consistent in its approach to student reviews of progress; including green pen. Each Year group will have marking every 3 weeks, mostly of an exam question or an exam style skill which will be evident in their books or an exam paper. This ensures

that all students get regular feedback on their exam skills and written development in their books. The use of their books is also greatly encouraged to be a good revision tool.

Each topic at year 9 and GCSE has a mid and end of topic assessment, this prepares students for full GCSE style exams and allows them to show their understanding of topics. As GCSE long questions are a skill, and not just recall, students use their books and revision in open book assessments to start with to get them to feel confident in answering questions. This support is removed throughout year 11 so that students realise the importance of full revision and retaining information.

Official results from 2019 show pupils to make progress at GCSE and A level well above that of the national level. Examiners' reports are analysed each year to see common errors across the courses nationally, this informs changes in our own teaching the following year. 2020 and 2021 results were in line with increased progress across both GCSE and A level.

Cultural capital and careers input

Cultural capital

The new humanities hour allows cultural capital to be explicitly taught to enhance students' knowledge of factors needed for both History and Geography GCSE. The #readyto activities also enhance this further.

Within lessons the department tries to keep examples up to date and clearly located to place to allow students to understand the real world around them and the differences they can make once they leave school

Careers

In lessons, students develop a wide variety of skills which can be well incorporated into lots of different roles post 16+18. Students deal regularly with both primary and secondary sources, skills which apply to a variety of careers. Equally, the analysis and evaluation of information applies in the same way. Careers in business/politics and Law are particularly suitable from the study of History.

Cross curricular links:

There are a wide variety of links to different subjects across the school. The study of history gives lots of context to the topics studied in the Human Geography units for GCSE and A Level Geography. The English department studies lots of literature and novels which are greatly relevant to some of the topics studied at GCSE. Their analysis of the literature and context lessons around them can enhance students' study in history, and vice versa. Drama is similar in regards to the plays studied within their subject. In science, students are also able to bring in lots of prior knowledge of the concepts of surgery/infection/disease and so on to the GCSE unit of Health and the People.