



Curriculum Intent and Implementation

History Department Intent

History develops the ability for students to think freely. Because history is such a broad subject with links to a range of social sciences, students have opportunities to pursue their own interests and ideas. They can test hypotheses, develop opinions, and be challenged on a wide range of topics. There is always something which will interest students in History because it involves the whole of human experience. History equips students with a wide skill set which ranges from the art of writing, to the science of source analysis, and back again. These are highly valuable skills which do not become outdated. They help students show that they are well-rounded and employable people.

Within the History curriculum, the core Catholic values of Bishop Walsh have been embedded - compassion, dignity, empathy, truth and justice have formed a key part of the lessons that we teach. Students are encouraged to connect with these values in each of the topics studied. Coinciding with this, we have also considered British values – democracy, the rule of law, respect, tolerance and individual liberty. Decolonising the curriculum has helped us to engage more closely with this – the curriculum now considers more broadly the role of minorities and women in our history, the effect of the British Empire through the eyes of other nations, various cultures and their impact, modern rights issues such as LGBTQ+ and the Black Lives Matter movement.

The delivery of history lessons focuses on giving students the necessary substantive and disciplinary knowledge to be successful historians. Through historical enquiries, key period studies, case studies and narratives of the past students gain an understanding of the events that have taken place before them. To enhance this, students are given the chance to develop their disciplinary skills focusing on: chronology, source analysis, evaluation, inference and historical debate.

Daily/weekly Review:

- Pupils will engage in some format of retrieval practice every lesson retrieval quiz to start – this will take the role of either verbal questioning, use of whiteboard Q&A or questions set via booklet. This will aid students in linking to prior knowledge and relating new knowledge in the sequence of learning.
- A 50-mark retrieval quiz is given at end of every topic to test students in a low stakes environment.

- Home learning is used to research and prepare for following lessons or recap prior knowledge to help support learning in lesson.
- High quality questioning using a 'no hands' policy ensures that students are all engaged with the learning.

Explanation and Reading:

- Students are always called upon to read from knowledge rich text in the booklets – this has helped with the literacy, vocabulary, reading and writing skills in a history specific context.
- Teachers read aloud to lead and exemplify this practice – sharing expert knowledge to support the text provided in the booklets.
- Text in the booklets deliver knowledge, contains historical sources and key terminology – including tier 3 vocabulary.

Modelling:

- Visualizers are used to help guide students through tasks in lessons: students are shown how to annotate text, highlight key terminology and be guided through extended reading.
- Model answers/paragraphs are regularly provided for extended pieces of writing, including red pen pieces – this includes writing frames and verbal explanation of requirements for answers to ensure that students produce the best quality work possible.
- Self and peer assessment is also modelled to ensure that students provide themselves and each other with high quality feedback to improve their work.

Deliberate Practice:

- Using the modelling techniques and discussion in class students have the opportunity to put their knowledge/skills to practice.
- KS3 students and KS4 students apply their knowledge in red pen piece assessed pieces of work which take the structure of GCSE style examination questions. This helps to prepare them for exam settings.
- Students apply their knowledge through a range of tasks in lesson that are provided in the booklets, including but not limited to: source analysis, explanation, judgements, evaluation and categorisation.
- Members of staff adapt their teaching methods to ensure that all members of the class understand the topic at hand and are able to engage with and contribute to the learning.