


History Curriculum: Intent, Implementation and Impact St Dunstan's School 2021 - 2022

St Dunstan's School Context		
<p>St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.</p> <p>St Dunstan's was 2nd in the County for progress when national data was last available</p> <p>St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)</p> <p>St Dunstan's has a more monocultural demographic than the national average (88.7% white British)</p>		
Intent	Implementation	Impact
<p>KEY STAGE 3</p> <p>The St Dunstan's History curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p>  <p>Truth: Students are provided with vital life skills through their development of Historical knowledge and their understanding of the past on a local, national, and global setting. The History curriculum enables students to question the past and the</p>	<p>KEY STAGE 3</p> <p>The aim of the Key Stage Three History curriculum is to give students an enjoyment of studying the past.</p> <p>By producing inquisitive independent learners, we foster skills and knowledge in order to bring an appreciation of the subject. Students are able to make connections between History and other subjects, between different periods and people in the past; above all, we aim to make the subject appear relevant, useful, and</p>	<p>KEY STAGE 3</p> <p>Students are able to review their successes in achieving the lesson objectives and are actively encouraged to identify their own areas of development. As students' progress throughout the school, they develop a deep knowledge, understanding and appreciation of the past and its impact on people today.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • Learning walks/lesson observations and professional dialogue with teachers. • Accessing students' understanding of topic linked

present, by analysing **different and often conflicting evidence and interpretations** as well as **myths, misunderstandings, and misconceptions about events**. **History is the pursuit of the truth**. This element appears in many topics. For instance, looking at different points of view about King John in year 7. In year 8, Propaganda in the English Civil War is analysed. The nature and impact of propaganda is also studied in year 9 when students focus on World War One, Nazi Germany and World War Two. Events such as the Rise of Hitler, the ‘Miracle of Dunkirk’, The Blitz as well as the Holocaust help students to look at all information with a critical eye.

Resilience: Students are encouraged to grow their resilience in working on their **enquiry and problem-solving abilities**, where they apply **key skills and knowledge** to understanding the past. By studying **how people in the past were resilient**, it can provide the students with **role models** and aspirational qualities. For instance, we learn about the resilience of people who were enslaved, their fight for freedom and the role of persuasion to change the law to bring an end to slavery. Similarly in year 9, we study how women fought for the right to vote – the Suffragists and the Suffragettes – and the impact of war work to finally bring a measure of equality for women.

Awareness: The History curriculum helps students to become more **aware of many historical and contemporary challenges**. For instance, we look into the background of many issues which are still **relevant** today. In each year we look at how work has changed, from the agrarian world of the medieval peasant to the assembly line of the 1920’s. We look at how the role of women has changed throughout time. How

stimulating.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	TITLE OF UNIT a) What is History? b) What was England like in 1066?	TITLE OF UNIT Why did William win the Battle of Hastings?	TITLE OF UNIT How did William gain control of England? (Problems and solutions)	TITLE OF UNIT Why did Medieval people die so young?	TITLE OF UNIT a) Why did the peasants’ revolt? b) Why was it tough being a Medieval Monarch?	TITLE OF UNIT a) Is there any truth behind myths and legends? b) What happened to the princes in the tower?
Year 8	TITLE OF UNIT Why did Henry VIII kill the Abbot of Glastonbury?	TITLE OF UNIT a) Why did the Mary Rose sink? b) How did Elizabeth I survive as queen?	TITLE OF UNIT How did Elizabeth I survive as queen?	TITLE OF UNIT How did the Civil War turn the world upside down?	TITLE OF UNIT Why was it dangerous to be a child in Britain? (1750-1900)	TITLE OF UNIT Why was the statue of Colston pulled down?
Year 9	TITLE OF UNIT a) What was Britain like in 1900? b) What difference did the Suffragettes make?	TITLE OF UNIT a) Why did women have to fight for the right to vote?	TITLE OF UNIT Why should we remember WW1?	TITLE OF UNIT Was America ‘great’ in the 1920’s?	TITLE OF UNIT a) Why did people vote for Hitler?	TITLE OF UNIT a) Why are we obsessed with World War Two? b) Why is terrorism always in the news?

A **chronological approach** is taken with the elements of study. By the end of the Key Stage, students should have a broad overview of the history of the British Isles and some of the key events and people who have shaped them. History at St Dunstan’s is in line with the **National Curriculum**.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf

In doing this, the curriculum builds on **prior learning** from KS2 and contributes to their understanding of topics such as the Tudors, Vikings and World War Two which are generally covered as topics in primary school. We also look at **concepts** such as significance and cause and consequence which they are likely to have encountered at KS2. Moreover, topics covered are ‘fluid’ to the extent that issues which arise in the news are integrated into the study of the past; making the topics **relevant and significant**.

Indeed, the Curriculum aims to nurture an understanding of **change over time**. Whilst History is studied chronologically, **themes** are covered throughout the Key Stage. Notably, human rights, the nature of power and politics, the role of women in society, the changing nature of work, the impact of medicine, warfare, and a focus on **local history** which mirror changes on a national scale.

vocabulary before and after the ‘knowledge and skills’ have been taught.

- Student engagement with purple pen and teacher feedback.
- Interviewing students about their learning (student voice)
- Moderation staff meetings within the MAT where students’ books are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class.
- Attainment and achievement outcomes
- Attendance data
- Behaviour data
- Evidence of wider cultural and intellectual enrichment

Students achieve **good outcomes at KS3**, and student voice indicates clear engagement with the themes and issues taught within units. Learning walks and our MER show that students are engaged well in lessons. Book scrutiny, which is regular, has shown improved extended writing, pride in student work and better engagement with purple pen and teacher feedback.

KEY STAGE 4

Exam results have increased steadily over the past 3 years (grades 9-4, 9-5 and 7+). Results are in line with the national

advances in medicine have brought us the ability to find solutions to illnesses today. Students become aware of different political methods used to run societies and the impact this makes on our lives today. **Thinking and decision making** within History helps us to understand how our lives have been **affected by the past**. How, for instance, the statutes of slave-owners and traders being pulled down has historical roots which are still evident today and which have such an impact and resonance in our world. History addresses issues such as racism and sexism to help students come to terms with these issues.

Kindness: Students are rewarded for their positive contributions in lessons. A **positive learning environment** flourishes in the classrooms. Students will also develop a **respect and understanding** of the past. They will be more aware of different cultures, locations, and contexts to enable them to be more **knowledgeable, kind, and compassionate citizens**.

KEY STAGE 4

At St Dunstan's we follow the **Edexcel GCSE History Course**.

Pearson Edexcel GCSEs History (9-1) from 2016

The Edexcel GCSE Syllabus builds on **prior learning** from KS3. For example when studying Elizabeth I. Students study the Tudors in Y8 and return to the subject in year 11 with a study of the issues connected with the early part of her reign. The work in year nine gives a broad outline of events which shaped the 20th century including the impact of the First and Second

Indeed, the areas of study help to prepare students for study beyond the key stage plus the further stages of employment.

The aim is to give students an understanding of values of democracy, law and liberty plus respect and tolerance for those with different ideas and beliefs. Students from St Dunstan's are supported by the curriculum and given the opportunity to become well-rounded citizens with an understanding of our shared national and international past.

'The Past Belongs to Everyone'. The aim of the curriculum is to be accessible to all and to reflect history from a variety of points of view. **Adaptation**, particularly for SEND and HAP, helps everyone have access to the same curriculum, lessons include adapted questions by student flightpath, and resources are adapted to HAP/LAP to take into account reading ages. SEN scaffolds/ writing frames and sentence starters are in place. The curriculum is **appropriately and continuously challenging**, there is a focus on extended writing, historical skills that will prepare our students for the challenges of the modern world.

We ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. Existing knowledge is checked at the start of each new topic and through low stake quizzes. This ensures that teaching is informed by the students' starting points and takes account of student voice. Lesson content and tasks are designed to provide appropriate challenge to all learners.

A number of **learning styles/activities** are utilised during lessons. These are often adapted based on the group and ability. These include use of starter images, low stake-quizzes, work booklets, videos, role play, thinking skill exercises, questioning, decision making exercises and map work. Assessment of KS3 students focuses on using a combination of knowledge and key historical skills plus the range of **second order concepts** used at Key Stage Three: cause and consequence, change

average results. Outcomes are good, and they give pupils further life opportunities through access to college courses, 6th form enrolment, apprenticeships and careers. A number of SEND students continue to achieve and exceed their target grades (SPI 0.6 in 2021). Overall, SPI remains positive at 0.73 (2021).

High quality impact is also measured by monitoring through learning walks, exam moderation and inspecting pupils' books.

Revision for Year 11 is offered and taken up by a range of pupils from a variety of abilities. Interventions are also put in place to support students.

GCSE Outcomes 2021:

Grade 7+: 16%
Grade 5+: 56%
Grade 4+: 84%
SPI: 0.73
PP SPI: 0.65

World Wars and the nature of society in Hitler's Germany. This is referred to when students study Weimar and Nazi Germany in depth in year 10 plus it sets the context ready for the Cold War studied in year 11. Work throughout Key Stage 3 supports the student's contextual knowledge necessary for the topic on Crime and Punishment.

The curriculum also helps to **prepare students** for further study at 'A' Level as it gives them a broad chronological overview of different cultures and societies which they can take forward into their studies plus it helps to develop their **analytical skills** (needed for examining sources and interpretations). With regard to **employment**, it teaches students skills of analysis and judgement, debate and balance, and independent study skills useful in a variety of different job choices. The History GCSE provides all students with a range of skills which can be applicable to most subjects at A-Level/degree level, as well as a range of career options. The aim is also to make the syllabus accessible to all with support for SEND and HAP students.

and continuity, similarity and difference, and historical significance. For example, KS3 extended writing tasks on the Battle of Hastings, the Death of Richard Whiting, Death in the Middle Ages, the impact of the Civil War on society, plus trench warfare in World War One.

Our curriculum plan is constantly **reviewed** by the teachers, HoF and other staff members in order to ensure that it meets the needs of the cohort. Discussion also takes place with the HoFs of Maths and English. This enables us to look for gaps in knowledge and teach common skills in a consistent way, e.g., pie charts and extended non-fiction writing.

KEY STAGE 4

In years 10 and 11, students receive six 50 minute lessons a fortnight.

In year 10 the **topics** covered are: Crime and Punishment from c.1000 to the present day along with a study of Whitechapel c.1870-1900, Weimar and Nazi Germany from 1918-1939. In year 11, we study Superpower Relations and the Cold War, 1941-1991 plus Early Elizabethan England, 1558-1588.

Exam technique is taught throughout each element of the course. Students sit a mock exam in year 10 plus further mock papers in year 11. Exam questions are used for on-going assessments plus knowledge is tested on a regular basis.

Key concepts as tested in the exams (showing knowledge and understanding, the use of second order concepts, analysis of sources and interpretations) are developed throughout each unit.

The History GCSE curriculum cannot be differentiated in terms of what is taught: it is a single level entry exam; therefore we

	<p>differentiate how we deliver the course to ensure access for all. As for KS3, resources and tasks are used which are accessible for students. This includes modelling of answers, scaffolding in order to develop the technique needed to answer questions plus extension tasks for the more able.</p>	
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