

## Curriculum Intent, Implementation & Impact

### St Dunstan's School: History

September 2019

Curriculum Area	Intent	Implementation	Impact on attainment/progress in 2019
KS3	<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 will foster skills and knowledge in order to bring an appreciation of the subject.</p> <p>Students will be able to make connections between History and other subjects, between different periods and people in the past; above all, the subject will appear relevant, useful and stimulating.</p> <p>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. In doing this, the curriculum builds on prior learning from KS2 and contributes</p>	<p>Key Stage Three students receive three 50 minute lessons per fortnight.</p> <p>The History curriculum develops concepts from KS2 with greater detail and sophistication of explanation and expectation of comprehension and detail. Students are supported with research, note-taking and developing answers by using frameworks, planning sheets and accessible texts in order to build up their confidence and ability in 'handling' the past.</p> <p>History brings a wide range of techniques and resources to enhance the learning of students. In order to make the subject accessible for all, differentiated tasks are used. Discussion and questioning are frequently used to explain concepts and to check on understanding. Role-play helps students learn in a kinaesthetic way. Skills in examining sources of evidence, in extended writing are supported with scaffolding and literacy skills are developed for the purpose of writing 'good' history. Persuasive writing, research, debate and group tasks also support</p>	<p>Most students achieve their EOKS3 targets by the end of year 9. Most students are making expected progress at KS3 (a new 'Learning Towers' system is being used to help guide and assess students).</p> <p>In lessons and assessed work, students are able to recall key historical events and some are able to link these in a broader historical understanding. Students are also able recall and reuse historical concepts.</p>

	<p>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.</p> <p>Moreover, the Curriculum will nurture an understanding of change over time. Whilst History is studied chronologically, themes are covered throughout the Key Stage. Notably, 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 to show changes on a national scale. Indeed, the areas of study help to prepare students for Key Stage Four plus the further stages of employment.</p> <p>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.</p>	<p>the development of the students and provide them with skills required in today's workplace.</p> <p>The National Curriculum is followed at KS3. Important British events are covered throughout the Key Stage: 1066 and the Norman Conquest (yr7) Tudor England, The Stuarts and the Civil War (yr8), the Industrial Revolution (yr8) and the British Empire (Yr8). In year 9, the impact of the First World War is covered along with aspects of World War Two which include the Battle of Britain and the Blitz. On a local level students have looked at legends connected with King Arthur in year 7, Glastonbury Abbey in year 8 and local service personnel who came from Glastonbury and who participated in WW1.</p> <p>The values of democracy and the principles of human rights are visited in year 7 with work on the Peasants' Revolt, in year 8 with the growth of democracy the issue of slavery and in year 9 with the fight for women's suffrage. Internationally, American Civil Rights are covered in year 9 along with the rise of fascism in Nazi Germany which resulted in the Holocaust of World War Two.</p> <p>Assessment of KS3 students focuses on using key historical skills tested in KS4 exams plus the range of second order concepts used at Key Stage Three: cause and consequence, change and continuity, similarity and difference, and historical significance. For example, KS3</p>	
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	<p>The curriculum sequences knowledge and skills cumulatively by ensuring that knowledge is taught and skills are developed to access, understand and analyse the past. Assessments are aimed at developing the skills needed for GCSE questions styles.</p>	<p>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.</p>	
GCSE	<p>At St Dunstan's we follow the Edexcel GCSE History Course.</p> <p>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 20<sup>th</sup> century including the impact of the First and Second 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.</p>	<p>In years 10 and 11, students receive six 50 minute lessons a fortnight.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Results 2019: 45% gained grades 9-4 with an SPI of -0.34 (The cohort consisted of thirty-eight students in two mixed ability groups).</p>

	<p>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).</p> <p>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.</p> <p>The aim is also to make the syllabus accessible to all with support for SEND and HAP students.</p>	<p>The History GCSE curriculum cannot be differentiated in terms of what is taught: it is a single level entry exam; therefore we 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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