

CURRICULUM INTENT

“Curriculum is all about power”

(Christine Counsell – Chartered College of Teaching Sept 2018)

Our aim in the History department is centred around placing students in an environment where they want to learn and can naturally discover their true interests and passions. We believe that studying History is an opportunity for students (through words, concepts and ideas) to interpret the world and to be architects of their own destiny. Immersion into the selected historical periods will allow students to come into contact with some of the greatest thoughts and actions of all time. Appreciating and celebrating the value of historical figures who have changed the course of History encourages us all to have conversations about how we can be better and shows what the best might be.

Students will be provided with opportunities to access historical scholarship and primary texts so that their knowledge is authentic and has integrity. By investigating the vast richness of the subject, students will be encouraged to make decisions about what is relevant to the ever-shifting “now”. We are committed through our curriculum to empowering our students with the necessary knowledge and skills for the future and to ensuring that History is a subject for all.

SCHEME OF LEARNING/COURSES/CURRICULUM MAP

Yr9	Term 1	Term 2	Term 3
	Power and Protest c.1000-1800	Power and Protest c.1800-1914 Including: local study on North Staffs coalmines	World War One: causes and impact of war on British society
Yr9	Term 4	Term 5	Term 6
	Germany: Weimar Republic and Rise of the Nazis	Life under the Nazi Regime, including the persecution of minority groups	Introduction to the People’s Health: Medicine in Ancient Civilisations
Yr10	Term 1	Term 2	Term 3
AQA GCSE	People’s Health: c.1000- present day	People’s Health: c.1000- present day	Elizabethan England 1568-1603
Yr10	Term 4	Term 5	Term 6
AQA GCSE	Elizabethan England 1568-1603	Elizabethan England: Historic Environment study	American 1920-1973: Inequality and Opportunity
Yr11	Term 1	Term 2	Term 3
AQA GCSE	American 1920-1973: Inequality and Opportunity	American 1920-1973: Inequality and Opportunity	Conflict and Tension between East and West 1945-1972
Yr11	Term 4	Term 5	Term 6
AQA GCSE	Conflict and Tension between East and West 1945-1972	Conflict and Tension between East and West 1945-1972	Final assessment

Yr12/13 Unit 1	AQA Unit 1D: Stuart Britain and the Crisis of Monarchy 1602-1703
Yr12/13 Unit 2	AQA Unit 2K: International Relations and Global Conflict 1890-1941

AQA GCSE History: <https://www.aqa.org.uk/subjects/history/gcse/history-8145>

AQA A-Level History: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

FEEDBACK POLICY

In Humanities and Social Sciences: Feedback is to be used to support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.

Feedback is powerful for several reasons:

1. It informs teachers about levels of knowledge, understanding and skills attained or yet to be attained by the student
2. It aims to facilitate learners in being able to identify and amend a gap in learning
3. It assists teachers in reducing and selecting suitable tasks or activities, and
4. It allows teachers to modify their teaching in order to support the closing of the gap

Staff will use a variety of oral feedback measures, the main purposes of using different types of feedback is to:

- Acknowledge what pupils have learned and encourage them to reflect on and extend their learning still further;
- Recognise that pupils need time to reflect on their learning;
- Encourage pupils to pose further questions to clarify or further develop their own or each other's thinking;
- Encourage pupils to make next steps.
- Teachers' comments should always be both positive – recognising pupils' efforts and achievements to date, and developmental – offering specific details of ways forward.

Examples of the type of written feedback that students will be provided with by staff within the Humanities Faculty:

- Yellow-box marking
- Focused on the use of subject specific terminology and compliant with the BHS Literacy Policy
- Bullet point actions
- Whole-class feedback sheets
- Simple question prompts: Why? How? Explain?
- Linked to success criteria, mark schemes and level descriptors,
- Encouragement of "up-wording"
- Supportive
- Linked to modelling of exemplar answers
- Quizzing
- Deeper-marking of one/two selected pieces

The Humanities faculty believe that oral and written feedback are closely interrelated and provide opportunities for staff to identify learners' strengths and to give clear and constructive advice on which areas need improvement. A supportive classroom ethos is essential so that pupils feel safe to take risks, for example by giving speculative responses to challenging questions. Once teaching routinely provides good oral feedback, then it is possible to provide more informative and selective written feedback.

