



Department Curriculum Intent: History

What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

To give a diverse and balanced curriculum over an extended period of time to present day. Units at KS3 link to the topics chosen at KS4 through concepts and key contextual back ground. Eg Y7 looks at how influences changed over time (like the church, monarchs, medical and societal development) to support with the contextual understanding of the Health and the People Unit.

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

The curriculum taught at Campsmount reflects the broad and wide ranging demands of the national curriculum stated by the DFE, students are taught to know and understand the history of these islands as a coherent, chronological

narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. This can be seen from KS3 up to KS5. We believe that our curriculum exceeds the national curriculum by meeting the needs of learners in the local community. We spend time in year 7 completing a local study and also have approached diversity through a number of topics (e.g. Changing Britain, Holocaust).

What specifications do we follow at KS4 and 5 and why?

AQA for all students, engaging specification, broad range of topic choices. Allows for a clear development of skills (in the question types) from GCSE to A Level and widely resourced. We felt that the AQA spec provided a range of topics which were well specified by the exam board. Students are able to build upon historical skills within the GCSE and A Level curriculum from source analysis to evaluative and a historical (site study) based enquiry.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

Broad range of history taught from Ancient to Modern day and a mixture of social, military, economic and political history globally. MA- key priority group- teacher, peer and self assessment used to support understanding of the skills and content required to be successful. We have worked hard, through collaborative planning to provide high quality teaching for all learners through differentiated resources, High 5 reading and department specific CPD.

Why do we teach the topics/schemes in the order we teach them?

Year 7 are initially taught a key skills unit to support with transition from primary to secondary history. To further support the transition Year 7 are taught topics in a chronological format from Medieval to present, with a key focus on how developments in religion and society have had an impact on key developments and discoveries which effectively supports the GCSE. This links with our GCSE topic of medicine through time as it is imperative that students have a sound understanding of changes in the influences of the church and key developments of each time period to give good contextual understanding to our medicine unit. Year 7 also have a local coal mining site study to develop the investigative and write up skills (needed for the Norman unit in Y11). Year 8 are taught WW1 in a broad context from the home front to the impact of the support from countries across the world.

This gives contextual background to the WW1 unit in Y10. Y8 also study their first thematic unit of 'Changing Britain' which supports their understanding of long term change and continuity for the Medicine unit in Y11. Slavery is also taught in Y8 to contextual background to the Civil Rights aspect of the GCSE America unit. It covers key concepts such as British values and democracy looking at the suffrage movement, deep rooted/ origins racism in America and how progress was made up to the 1970s. Y9 cover more difficult / sensitive concepts such as the Holocaust and Communism in the America's relationships unit and Holocaust/WW2 unit. Communism is a key feature of the America unit at GCSE and will support a sound understanding when it arises at GCSE.

Students who choose GCSE will begin GCSE content in Half Term 6 of Y9, so that content can be finished by October half term and targeted intervention can begin for students working towards their target.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

Each teacher in the department is given a year group to help plan and deliver the curriculum to that year group, this subject knowledge must be learnt independently, using this knowledge each teacher must then apply this to updating lessons. This can be achieved through personal development and CPD, we have worked hard to develop links with other schools in order to increase subject knowledge and curriculum intent, which has helped improve each person's subject knowledge, each teacher is expected to help develop and increase knowledge and understanding throughout the year.

A number of staff have experience of exam marking across different GCSE papers which has allowed for bespoke and effective assessment at all Key Stages.

Statement of assessment intent:

In KS3 there are clear links to the AQA examination for KS4, for example in year 7 students are taught the PEE structure for writing answers that is used at GCSE level, students then develop this throughout KS3 to use in KS4. Students are continuously assessed after each unit of work mid-term and end of term, this feeds in to the KS3 assessment weeks that have been developed to monitor student progress over time, this can then be shared with parents and the school as a whole to set specific and individual targets for students.

Curriculum sequencing:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Medieval England and Normans	Medieval England and Normans	17th Century England	17th Century England	Industrial Revolution and empire	Industrial Revolution and empire
Year 8	World War 1	World War 1	Changing Britain	Changing Britain	Slavery	Slavery

Year 9	World War 2	World War 2	The Holocaust	The Holocaust	America Changing Relationships	America Changing Relationships/ Conflict and Tension - WW1
Year 10	Conflict and Tension - WW1	Conflict and Tension - WW1	America- Opportunity and Inequality 1920-1973	America- Opportunity and Inequality 1920-1973	Health and the People 1000- Present Day	Health and the People 1000- Present Day
Year 11	Norman Conquest	Revision	Revision	Revision	Revision	