

History

Why is the study of History important?

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world.

Pupils should be encouraged to develop a chronological framework of British and wider world history that will enable them to make sense of the new knowledge they acquire.

This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present.

We want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

What will you know and understand from your study of History?

Have a good knowledge of the events of the past and be able to place them into the big picture

Realise that history is constructed from contemporary evidence, much of which is unreliable (though still useful).

Be able to see how, when and why change happens – and to see the extent and pace of change, and how change isn't always progressing.

See that some events are viewed as more significant than others – and this view of significance can change.

How does your study of History support your expertise in other subjects?

Have a real appreciation of the social, cultural, religious and economic 'angles' of history as well as the political and military

See things from the eyes of the people in the past and know that different people saw things differently. Also, pupils should be able to see that ideas and actions of people in the past are in some ways similar but in other ways different to our own.

Develop their appreciation and knowledge of the language of history by bumping into terms of key terms (parliament, church, capitalism etc) repeatedly in different contexts. And, develop sophisticated phrases and words of how to articulate their thinking in history - 'change words', 'cause words' etc

Write (and talk) increasingly well and with more and more sophistication.

How can you become an expert in History?

Expertise in History is demonstrated in a willingness to consider, challenge and support alternative viewpoints and experiences.

Really, understanding that history is not the past but is a construct and appreciate that people construct the past based on their own beliefs, views, and contexts.

Have a real appreciation that history helps us see why things have happened.

What opportunities are there to experience History beyond the classroom?

The history department endeavours to offer a number of excursions both in the UK and abroad. Trips to London, Belgium and Berlin are designed to promote learning beyond the classroom and

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give pupils the opportunity to see sites of historical significance. These trips also enhance pupil's understanding of the events they have studied and the impact they have had throughout time.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in History?

The study of history involves understanding the religious and spiritual beliefs of different societies and their customs. Pupils learn about how important those beliefs are to different people. They learn about persecution and the importance of tolerance and in doing so have the opportunity to discuss and share their opinions.

Pupils are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures.

Problem solving as part of a team supports social development and students are encouraged to collaborate on activities.

They are encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. Ways in which events have shaped our culture and society are explored and the causes and consequences of cultural conflict and prejudice considered.

Key Assessment Objectives

The history department provides assessment which enables pupils to analyse and interpret information through written tasks.

Students demonstrate knowledge and understanding of the key features and characteristics of the periods studied. They learn to explain and analyse historical events and periods studied using second-order historical concepts

How can the study of History support Pupils beyond school?

History helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. "Pupils find out about the history of their community, Britain, Europe and the world.

.Nurture Links in the History Curriculum:

The Importance of Nurture for the Development of Wellbeing

The history curriculum is designed to teach students both political and social aspects of the past. There are several schemes of learning that develop an understanding of the importance of well being and the factors that have affected people's well-being through time. For example, during both KS3 and KS4 students will learn about social and economical development both in the UK and across the globe.

All Behaviour is Communication

As department we follow Scalby School's behaviour policy and C3's/ C4's are recorded. This information is monitored and followed up via both the head of department and the pastoral team. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student needs additional support. Behaviours which are a cause for concern are raised with Line managers, Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The Importance of Transitions in Children's Lives



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The history department has a strong link with our feeder primary schools and communicates regularly with them to ensure the curriculum is effectively sequenced from KS2 to KS3.

Year 8 students are supported through the option process by slowly being introduced to critical content that will be covered at a GCSE level. Students are given the opportunity to make links between KS3 and 4 by identifying and explaining difficult historical concepts.

Transition from one set to another in history is supported through discussion with other subjects. For example, we are set with and contact is made by the English department to parents after conducting meetings with Line managers, HOY and SENDCo.

Post 16 support is offered by making students aware of the course available at 6 form and ensuring that our GCSE content addresses key concepts required to study at a post 16 level.

Language is a vital form of communication

In the history department we regularly liaise with the literacy coordinator and follow the whole school focus on vocab. As a department we have highlighted both key vocabulary and concepts that are necessary for students to understand critical content across all subjects. These words/ concepts are clearly identified and explained via our enquiry-based approach to teaching and learning.

Students are regularly formatively assessed on their ability to understand and use a wider vocabulary. The correct use of language and method of communication is modelled by all teachers across the department.

The classroom offers a safe base

The history department has a high level of expectation and behaviour for all our students. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Students feel safe and know the behaviour system well and therefore can predict the consequences of their actions/ behaviour.

Children's Learning is understood developmentally

All members of the department have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. This information is both shared across the department to inform and shape of planning. This information also enables the department to identify the most challenging areas of our curriculum and develop an approach to teaching and learning this content that enables all students to make progress.