

Highfield Middle School
History Curriculum
Intent, Implementation and Impact 2023

Intent

To develop curious, independent and resilient learners who understand the importance and relevance of history in their lives as global citizens and members of the local community. History is a subject for all students whatever their ability and students will be challenged and supported to achieve their best at all times. Students will experience a wide range of learning activities to inspire their curiosity and develop their independence, interpersonal skills and their resilience to become effective learners. Underpinning this will be a focus on respect for others, the diversity of societies as well as their own identity and the challenges of today. Effective communication both orally and written will be developed as an integral part of the curriculum e.g. the importance of structure, spelling, punctuation, grammar, key words and academic language.

In Key Stage 2 History at HMS, students will have one lesson of History per week and will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Students will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Students will understand how our knowledge of the past is constructed from a range of sources.

In Key Stage 3 History, students will have 3 lessons of Humanities per week and gain a secure, chronological understanding of Britain and its place in the world from 1066 up until the present day. A greater depth of knowledge will be demonstrated in identified areas of significance, which will be supported with a wider contextual understanding. Throughout the curriculum, learning will focus on Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise

this knowledge.

Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

The skills developed in KS2 are built upon and developed in KS3, focussing on interpretation analysis, source analysis, cause and consequence, significance, knowledge and understanding, diversity/ similarity and difference, change and continuity, key vocabulary, literacy and numeracy. Studies are built around rich enquiry questions with core questions that underpin the curriculum and that are linked to British core values of democracy, rule of law, individual liberty, mutual respect for and tolerance of those of different faiths and beliefs and those without faith.

In Year 7 & Year 8 history lessons form a part of carousel with geography which allows the students to become immersed in the subject in half termly blocks of teaching of between 4-6 lessons per fortnight. Assessment focuses on skills and knowledge with an emphasis on both developing students' ability to revise knowledge and use it effectively in answering questions that will prepare them for GCSE.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

Students will be able to use historical evidence to support arguments and will develop their skills at reaching and justifying sustained judgements. Students will be able to make relevant inferences from sources and evaluate provenance and understand how this may affect the usefulness of the source. The Key Stage 3 curriculum will prepare students for GCSE history by focusing and building on the key skills of historical explanation and source analysis.