

Bournville School History Department Curriculum Overview 2023-24

Intent: The purpose of the History curriculum is to enable pupils to –

Experience a broad and varied programme of knowledge in KS3 that will also build the skills that they will need to succeed at KS4 and beyond. We want the history they learn to reflect the experiences of our pupils' families as well as to fulfil the requirements outlined in the National Curriculum. Therefore, we are building in increased opportunities to address the history of non-white Europeans. This follows a Trust wide approach where we are marrying up the topics taught across all the history departments in the FMAT. We also must consider our school context meaning that our students will need opportunities to gain powerful knowledge and to enrich their cultural capital since the majority are now PP. Consequently, issues that affect them today e.g., the system of democracy that operates in Britain will be addressed. We are also embedding our focus on developing their literacy skills, not only their vocabulary, speaking, reading but also their extended writing skills. Year 7 will follow the School strategy of using Reading booklets. We will also personally develop students referring to STRIVE with a focus on students using their initiative. Most of all we wish to instil a lifelong learning of the past into our students so that they pursue visits to historical sites in their own time and perhaps introduce their own families to the history around them.

Implementation: How we will deliver this to our students –

We are in the process of updating all our lesson resources to follow the amendments Bournville are making to refine the Trust Teaching for Excellence model. We have a specific focus on Do Now tasks that recall prior knowledge, are including learning checks after sharing the bigger picture and we are using cold calling to bring in more thinking time and quality verbal responses from our students. Pupils are also given the opportunity to check their written work, correct and improve it using teacher feedback and examples that will be displayed on the visualiser or modelled to them by the teacher.

KS3 units will be taught in a chronological order as it is our belief that this is the best method for developing understanding of key historical concepts such as change overtime, continuity and causation. However, there will be opportunities for mini thematic study such as in the year 9 Migration over time study. This will prepare them for the chronological and thematic units of the GCSE.

Though mostly taking a narrative approach to the teaching of history, students will be given ample opportunity to examine evidence from the past and more contemporary sources. This is an essential skill to succeed in history.

Knowledge retrieval is important in our curriculum. It is evident that to succeed our students must know more and remember more. So, knowledge recall will be our Do Now task focus. Subject specialists will be providing exemplar explanations on resources in the History Teams area to support our non-specialists in KS3/4 as well as

suggesting textbooks and videos where colleagues can further their own knowledge of a topic.

Pupil progress will be assessed through regular informal knowledge testing as well as the calendared milestone assessments throughout the school year. As well as testing knowledge retention these milestones will also provide extended writing opportunities and use of sources or interpretations. Again, this will be the same across all history departments in the FMAT.

A new feedback policy was introduced in history in September 2019 to support our staff in managing their work-life balance and that is the verbal feedback method. Pupils are to respond to this in green pen. However, there should be evidence in most lessons of opportunities for peer / self-assessment where staff have given live feedback perhaps via the use of a visualiser.

In KS3 we will support the whole school literacy strategy by including reading, writing and speaking opportunities in lessons. We now also want the teacher reading and year 7 specifically must track the reading booklet whilst the teacher displays it on the visualiser. During cold calling teacher should also ask students to 'say it again and say it better' if their first verbal response is not developed enough. Some teachers may decide to produce sentence openers to help students begin their response.

Staff must differentiate their lessons and we are creating more resources, as we develop our curriculum, which will support our less able students, EAL and challenge our most able.

Homework is an area that is being improved with a move to Satchel One and use of homework planners. KS3 are set monthly homework projects to enrich their knowledge of the time periods that they are learning about in lessons in response to student voice as well as weekly keyword spelling tests. It also allows for some independent research and creativity as they are directed to useful resources and encouraged to present this in a format they prefer. KS4 are set weekly regular tasks by their teacher to allow opportunities to practice/plan responses to exam questions, reinforce or gain a wider knowledge, revise and retain knowledge or test and learn subject specific vocabulary.

Impact: How we will measure the impact of our curriculum changes –

Half termly work scrutiny

Lesson visits

Moderation of milestone assessments/ mock exams

Student voice

SISRA data analysis during calendared points of the year

Subject/ Faculty/ FMAT meetings

Book looks