

# Subject Curriculum Information Pack



Pedmore  
High School

*Aspire, Persevere, Succeed*

# Curriculum Intent



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## Pedmore High School History Department Curriculum Statement



### Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and the past of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

### Intent

- Ambition for all – given as an option for all students to study, regardless of academic ability or skill.
- High standards of literacy expected and support structures in place to help improve literacy levels of students.
- Students to have a broad knowledge of local, national and international historical events to help them understand the wider world. Students from Stourbridge have limited worldly, and even local knowledge. The history curriculum designed to broaden horizons and address potential limitations of cultural views.
- Build students' knowledge from KS3 to GCSE, for example students need to understand different political, social, and religious views and how these can cause conflict. Developing an understanding of this at KS3 and building this knowledge from GCSE.
- Developing students' contextual knowledge of different periods in time so that they can understand key events, significance, change and continuity in order to effectively evaluate events and arguments.
- Providing students' with experience outside of the classroom to enable them to understand and relate to historical events.
- Use of collaborative learning structures to scaffold and challenge students.
- Source work to give enquiry skills, and helping to prepare students for life in further education by giving students the ability to research topics independently.

### Implementation

Subject knowledge - history curriculum is framed around the topics and areas of history which are culturally valuable and have a wide variety of resources, allowing collaboration with other schools in the Invictus Trust, and indeed those school outside of the trust. This enables sharing of wider and in depth subject knowledge. The department contains many non-specialist teachers who are given guidance by the specialist teacher when necessary.

Long term planning from KS3-GCSE considers the wider knowledge students are required to know to be successful, whilst also developing the historical skills needed, such as source and interpretation evaluation and assessment of change and continuity. The foundations of knowledge and skill are laid in KS3, preparing students for GCSE as well as providing those who do not take the subject at GCSE with a range of culturally relevant and significant knowledge.

Short-term topics are broken down into units and intertwine knowledge development with historical skills. Units have been chosen for their relevance to students living in Stourbridge, as well as topics which will give students an insight into the history of the wider world.

Assessment is designed to check student progress and understanding throughout topic. Formal assessments build in GCSE style questions and knowledge at KS3 or full exam papers at GCSE. Furthermore, exam style questions are given in lessons to help prepare students and ensure skills are being developed and consistently built upon.

Reading is supported through all lessons through whole class reading, gap fill tasks, categorisation and prioritisation tasks. Staff encourage wider reading around topics and we provide additional reading materials for students, especially those students who have an active interest in history, or have higher aspirational targets.



## Pedmore High School History Department Curriculum Statement



### **Impact**

History at Pedmore High School is taught by a range of different teachers who all have an interest in the subject and a drive to help those studying history achieve the best they can. The topics students will learn about are varied and broad, allowing all students to pick up vital knowledge and expand their horizons. Current students have all remarked on how they have enjoyed both the topics taught and the work set. Furthermore, going into GCSE there is a greater depth of support offered in terms of revision sessions and catch-up sessions to help both those high achievers and those students who want to, of we as a department feel can, achieve higher grades than currently showing. The curriculum aims to produce students who are capable of high-quality work and skills.

### **By the end of KS3**

From the beginning of KS3 the department instils in students an intellectual curiosity with which to carry through to GCSE and beyond. It also gives students the basis of knowledge and skill which can then be built upon for GCSE.

By the end of KS3 the curriculum gives students an understanding of the overview of how Britain has changed in terms of politics, religion, and social aspects. This is vitally important to the department and the school as it highlights the origins of the modern-day political system and basis of tolerance of which Britain boasts with the 'Great British Values'. In addition to this the department also gives students a view on how other countries have changes overtime and Britain's role in the world in topics such as the British Slave Trade and the build up to WW2. Furthermore, it gives those who do not intend to take history further a knowledge of these topics, as well as the abilities to argue their points and look at subjects from multiple points of view, as well as to be critical of information they are given in terms of its reliability.

### **By the end of KS4**

By the end of KS4 student have a more in-depth understanding of the many changes and continuities throughout British and world history. At this point in student's academic career the department imparts on pupils a more nuanced understanding in how modern medicine has developed, as well as Britain's views on religion. Furthermore, through the topics chosen the department intends to highlight for students how things such as totalitarian governments are allowed to form, as well as reasons for wars to be started on ideological stances. This is all in aim of creating a generation of politically critical students who have the skills to argue their own point of view and judge for themselves to come out with their own point of view. These students should also be able to communicate these views in a sophisticated manner and be competent at research outside of the classroom, in order to prepare students for higher education and life outside of school.

# Year 10 Curriculum Assessment Map



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# Year 11 Curriculum Assessment Map



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