

## Subject Curriculum Intent, Implementation and Impact

<b>Subject</b>	<b>History</b>
<b>Curriculum Intent</b>	
<p>The History curriculum aims to give students a clear view of the progression of time, its impact on the world and its relevancy to today's society. The curriculum displays a broad scope of world events, requiring students to use a range of skills to evaluate their impact. Our aspirations for students that take history at heron hall is to develop a passion for the subject and continue learning through GCSE and A level. We aim for students to grasp second-order historical skills that have functional relevancy in their lives and careers (significances of events and people, Change and continuity, causation)</p> <p>To ensure our curriculum is wide ranging and balanced. The KS3 curriculum lasts for 3 years and enables study within a variety of historical events as described in the National Curriculum. With a three year KS3 curriculum, we are able to cover large parts of the National Curriculum while also covering histories relevant to our student demographic (African Empires, Local History of Enfield, the Ottoman Empire, Women in History)</p> <p>At KS4, AQA GCSE History is studied. This then links into AQA A-level history course for Year 12 and 13.</p> <p>The curriculum covers the schools STRIVE values throughout. Students will study the cultures of many groups of people and the impact of events on them.</p> <p>Year 7 study medieval English history and move chronologically to the early modern period of Tudor rule and eventually to the British Industrial revolution. These units are connected through themes of power, religion and technology. Students also look at economic and social impact on society. There is an increasing depth of learning over time by following a spiral curriculum, ensuring that students have multiple opportunities to study topics at depth.</p>	
<b>Curriculum Implementation</b>	
<p>The history curriculum covers different topics every half term. KS3 schemes of work are built around enquiry questions. Lessons use PowerPoints with video clips, activities and images to support learning. The lessons at KS4 following a GCSE curriculum, with lessons being supported by PowerPoint resources and textbooks.</p> <p>The schools teaching and learning policies are applied through the curriculum. A 'knowledge rich' curriculum is implemented through low stakes quizzes, assessment cycles and feedback logs. WE also use the online learning platform 'Google classroom' which helps us to ensure that home leaning is implemented to reinforce classroom learning;</p> <p>Data from testing is used to inform planning of activities. Individual tasks are used to support student learning. There is centralised planning and PowerPoints to ensure that key concepts are addressed through teaching. There are regular learning walks, observations and book scrutiny at Heron Hall. This helps to maintain standards.</p> <p>We feedback to our students through our reflection logs in books, formative writing assessments and application tests. There is also an element of live marking through lessons in KS4 when GCSE style questions are completed.</p>	

Students are assessed in line with school policies and there are regular formative and application checks along with summative assessments. There are 3 data capture points throughout the year. Data is used to inform planning, work to re-visit and to target individual or groups of students for intervention.

All History classrooms display 'literacy walls' to highlight keywords used in the subject. We also use statistics to show the change and continuity in some topics requiring students to understand the scale and impact of events..

## Curriculum Impact

We would like students to be more aware of the socio political changes that have occurred to create our modern world. We would like students to have some historical context for the diverse and vibrant community their inhabit.

Students are expected to display a knowledgeable view of the world and its development over 1000years. Students would be able to evaluate current political trends with historical context and be about to make informed decisions on view without coercion.

Students would develop strong analytical skills through our subject. The students would also be able to write academically while interpreting abstract concepts that require prior knowledge and context.

The department often uses FFT5 targets to assess our students. These targets are both aspirational and attainable through the diligence of the departments work with students(interventions, assessment cycles, feedback) Students are made aware of expectations via our Arbor online platform and by teachers.