

# History Department

## Intent

The History curriculum intent is designed in order to primarily build a thirst for History and a desire to investigate the past. This is created through the use of enquiry questions which promote intrigue into the past. Our curriculum is ambitious as we consistently ensure that students are linking the past, present and future to see the impact that History has had and will continue to have. We instil British Values in our curriculum- Democracy, Rule of Law, Respect and Tolerance and Individual Liberty are weaved throughout our curriculum, both focusing on British and worldwide examples. Students build their historical knowledge through knowledge themes. The knowledge is underpinned by main themes of religion and power and authority, these themes are weaved throughout the key stages so that students can make links between these. Religion and power and authority are the main themes as these are strongly linked within the other themes as well. This allows students to build on their knowledge learnt at key stage 2 in order to understand the formation of modern Britain and the wider world.

## Ethos

Everybody Matters, Everybody Succeeds, Everybody Helps

## Impact

The aims and learning outcomes of our curriculum is to enable students to develop the ability to:

- Explain what has caused an event and what the long and short-term impacts are. Judging what the most significant causes and impacts are.
- Analyse and critically evaluate factors to reach substantiated, developed and sustained judgements.
- Judge how events have changed over time. Analysing sources to judge how similar or different they are.
- Compare and contrast individuals and topics over a long time period to reach substantiated, developed and sustained judgements.
- Explain and analyse who/what is significant in history due to the impact they have had. Making criteria for what makes a significant person or event. Using sources to judge why they are useful.
- Use a range of criteria to critically evaluate the role and importance of key individuals and themes.
- Use key questions to be able make judgements, based on sources and own knowledge.
- Critically using evidence in investigating and assessing historical questions, problems and issues.
- Explain why historians may have different opinions and judge, using their historical knowledge and evidence, who they believe to be correct.
- Analyse and critically evaluate different interpretations and representations of the past through contemporary perspectives.
- Narrate accounts of historical events and make connections between the events. Explaining how events are significant at certain times.
- Analyse how much change and continuity there is between time periods and explaining why this has occurred.

## Key Priorities

- To continue to ensure that our curriculum is diverse in its offer
- To give students ample opportunity to engage with historical interpretations
- To ensure that the Fulston Family Values are clear in our curriculum
- Where new staff are within the department, ensure that induction and ongoing support is in place
- Refine and increase excellence & use of retrieval practice in the classroom
- Create a nurturing & supportive environment within the department

# Fulston Manor Learning Journey

