

History Department



INTENT

The aim of the History curriculum at Fulston Manor School is to make our students into inquisitive, analytical and evaluative people. The breadth of topics covered ensures that our students have a worldly knowledge and can make links between events and time periods.

This means that we cover a huge time period from Year 7 to Year 13 and throughout this time we teach the students different historical skills to ensure that they are able to be successful at both GCSE and A-Level. Our aim is for our students to develop a passion for the study of History and a desire to investigate the past. This is created through the use of enquiry questions which promote intrigue into the past.

The History curriculum builds up their skills from key stage 3 to key stage 5. The curriculum map shows the same skills are used throughout the key stages with increasing challenge. We train our students to think like historians in their use of sources as springboards for further investigation. At GCSE, whilst students are fully prepared for their examinations, they also develop higher level skills which allow them to challenge historical interpretations. At A-Level, students can fully participate in historical debate; challenging views of historians and their peers, as well as preparing them for higher level study, whether that be in History or not.

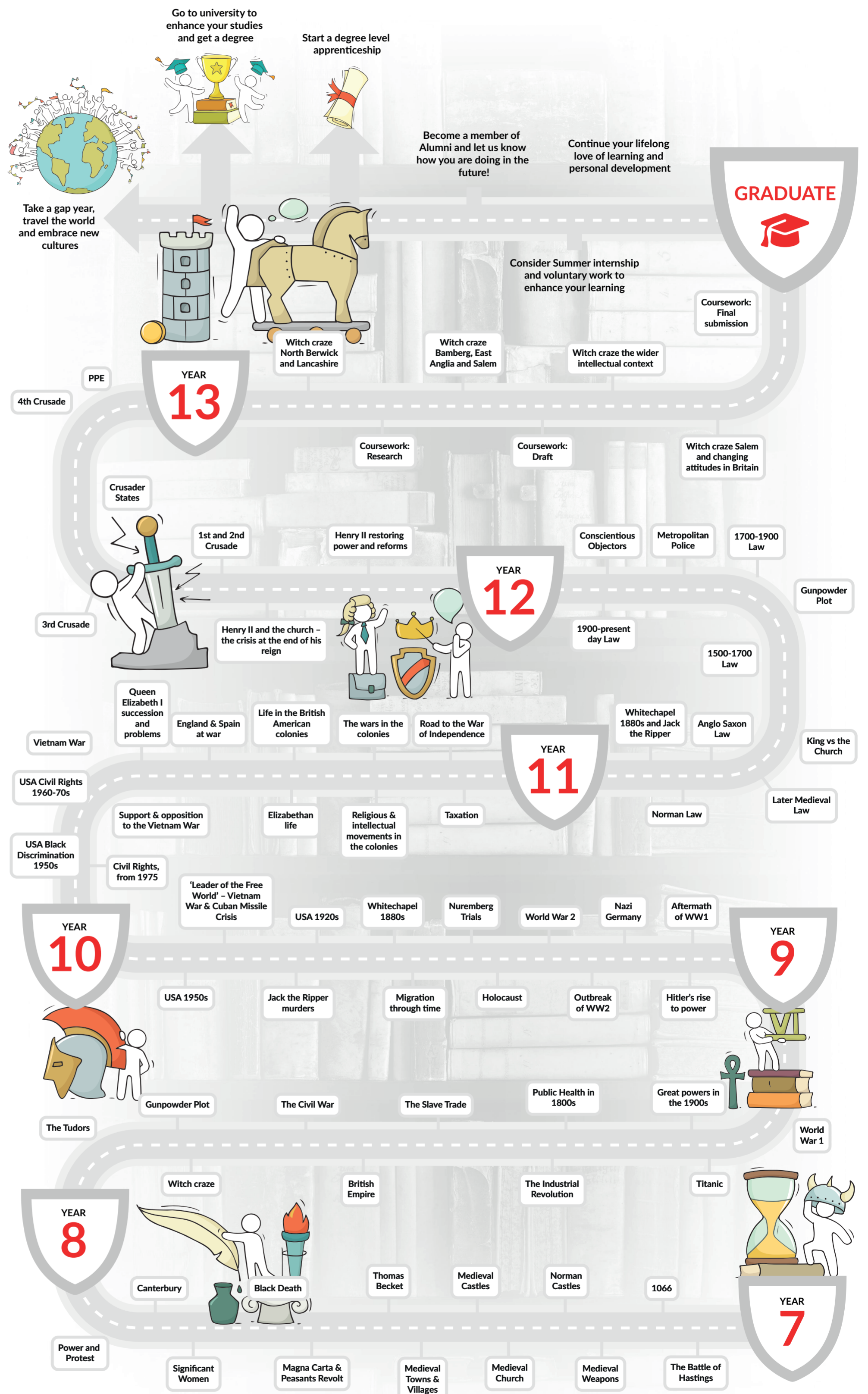
IMPACT

The aims and learning outcomes of this 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 review and implement curriculum changes with a view to ensuring suitable diversity across the curriculum offer
- To ensure that the rigorous remote curriculum still runs parallel to the in-school curriculum, where pupils are isolating or unable to attend school
- To use the Rosenshine principles in order utilise research and classroom practice to improve student progress
- Where new staff are within the department, ensure that induction and ongoing support is in place
- Refine and increase challenge & use of retrieval practice in the classroom
- Create a nurturing & supportive environment within the department



"Everybody Matters, Everbody Succeeds, Everybody Helps"