



Followers of Christ	Resilient Thinkers	Responsible Community	Respectful Individuals	Excellent Achievers	Family
					
Faith	Resilience	Community	Respect	Excellence	Family

## History Intent

**‘Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.’ Deuteronomy 32:7**

The curriculum is designed to have Christ at the centre of our learning. Curriculum time is allocated to learning about how the Christian faith and traditions have impacted upon human society across Europe from Biblical times to the modern day. We strive to incorporate the Catholic Ethos and Core Values of our school.

The curriculum is designed to engage pupils, form inspired learners and to give them the knowledge, skills, and cultural capital they need to enhance their opportunities for success in the future. To quote the English poet Robert Graves, we believe – ‘To bring the dead to life is no great magic. Few a wholly dead. Blow on a dead man’s embers and a live flame will start’. It is, therefore, the responsibility of the History Teacher’s quality of practice and initiative to enable their pupils to start this ‘live flame’.

To develop our pupils thinking skills pupils are given the opportunity to study a variety of historical sources, such as visual, written, oral and physical sources. Through this opportunity, History both acts as an evidence-processing activity that plays an essential part in preparation of pupils for the demands of life outside and beyond the school, where they will be confronted with a mass of information, much of it conflicting and much of it advanced by advocates of particular or commercial persuasions.

**Be inspired. Be excellent. Succeed**



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Curriculum time is also allocated to developing pupils’ abilities of critical analysis by prompting questions about the historical context, classifying points of detail, establishing issues such as authenticity, purpose, reliability and evaluating the usefulness of particular items.

In the classroom we encourage pupils to be develop their linguistic and conceptual understanding of the past through investigating historical concepts such as chronology, cause and consequence, change and continuity and similarity and difference. This allows pupils to develop their understanding of language as a set of shifting interpretive signs; in which meanings shift from context to context and from learner to learner.

We assess the pupils at KS3 every half term. This takes the form of an extended piece of writing that encompasses the work they have been covering on that topic. Assessment also includes checkpoint quizzes twice a half term which not only cover current topics but also previous ones to aid recall. At KS4 pupils are assessed using short exam type papers each topic and longer exam type papers less regularly covering current and previous topics. They are also assessed every two – three weeks through a single piece of extended writing in the form of a longer exam question. The most up to date AQA mark schemes are used for all of these. Pupils also complete checkpoint quizzes in the same intervals.