

Curriculum purpose

'Curriculum for life'

Our curriculum allows all learners to flourish, have parity of opportunity, be life ready, harness their potential, creativity, have rich experiences and broaden their life choices. Our curriculum is built on the principle of 'powerful knowledge' which is described as 'the most powerful knowledge that goes beyond 'common sense' (what we acquire in our everyday experience).

Purpose

Our policy and practice is intended to:

- Introduce the aims and objectives of the History department
- Outline the key components within History
- Outline the knowledge skills and understanding for all Key stages
- Explain the effective Teaching and Learning strategies utilised in History
- Provide the monitoring strategies used within History

Aim:

At Oakfield, we believe it is important to encourage thinking about how the past influences the present and to fire learners' curiosity about the past. We foster a sense of identity and increase learners' understanding of their own position in the community and in the world.

Objective:

At Oakfield we:

- help learners develop historical knowledge and understanding;
- introduce learners to historical inquiry through studying historical evidence asking questions and problem solving;
- help learners develop a sense of chronology;
- help learners interpret history using a variety of sources;
- give understanding that the society in which learners lives have been shaped by past developments;
- develop an appreciation of the need for both continuity and change;
- develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques.

Components of powerful knowledge:

- Learners will develop knowledge and understanding of significance
- Learners will develop knowledge and understanding of interpretation
- Learners will develop knowledge and understanding of change and continuity
- Learners will develop knowledge and understanding of cause and consequence

Key Stage 3:

Knowledge, Skills and Understanding

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 4

Knowledge, Skills and Understanding

- To develop knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content
- To understanding and appropriate use in context of historical terms including first order historical concepts such as 'constitution', 'nation', 'revolution', 'society'
- To develop the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate
- To understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change,

cause, consequence, significance and similarity and difference within situations

- To understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long term timescales
- To develop the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims
- To understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed

Teaching and learning

Oakfield has used the 'Unleashing Greatness Framework' to help leaders to deliver Instructional Rounds (appreciative inquiry) to provide a more detailed analysis of the best practice across the school. This has provided Theories of Action, a set of guidance, protocols and procedures that will hold us to account for the delivery and impact of our teaching and learning.

In History, the theories of action are:

Explicit learning intentions

- When teachers consistently provide clear learning expectation, adapted to the learners needs. Then learners have clarity of expectation, raised aspirations and take ownership of their learning journey.

Retrieval Practice

- When teachers quickly engage learners through explicit retrieval practice and contextualises learning. Then learners cognitive load is reduced, retrieval strategies are imbedded; misconceptions are addressed and learner's curiosity is developed.

Vocabulary

- When teachers clearly and consistently develop subject specific vocabulary, reinforcing definitions. Then learners have a clearer understanding of key subject specific vocabulary and develop comprehension. Learners are able to articulate and communicate in a more precise manor.

Active learning

- When teachers provide challenging, curriculum appropriate and engaging learning activities. Then learners will be more engaged, motivate to learn, have improved behaviour and they are able to make progress.

Relationships

When teachers establish and build purposeful and authentic relationships, providing a 'risk taking' environment. Then learners feel comfortable, confident and are more willing to take risks and make mistakes, leading to higher levels of participation and greater rates of progress

Assessment

At Oakfield we firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school rubric assessment as a tool for all of our learners. The rubric assessments are written in a bronze, silver, gold and platinum structure. The rubrics are then shared and are made clear to learners to develop their independence and evaluation of their work (known as agency) and future target setting. Self-evaluation is key in getting learners to understand what they can do well and what they need to improve on further.

Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- Monitor learners work and quality of teaching and learning
- Review Curriculum Maps and Schemes of Work based on suitability of use
- Review and monitor risk assessments for practical lessons
- Analyse performance data
- Produce a SES
- Attend link meeting

Links to other policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Homework
- Marking and Feedback

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Signed Executive Headteacher:	C Taylor