

History at Budmouth Academy

Our curriculum has a broad range of content that encourages deep thinking and is challenging in scope. We engage with the past to develop our understanding of the present and to prepare for the future. Our aim is for students and staff to be able to [communicate](#) effectively in teams, supporting one another to grow and improve. We encourage young people to [ask questions](#), to [tell stories](#) and link their Historical skill development to the local community and wider world. We promote the use of, connection between and criticism of [information sources](#), in order for us to navigate a world of propaganda, fake news and rapid social media [information exchange](#). Students are given regular opportunities to review, reflect on and apply knowledge and skills. Staff connect this learning to the world of employment in line with [Gatsby Benchmark](#) 4 (linking curriculum to careers), 5 (encounters with employers and employees) and 7 (encounters with FE/HE).

Our curriculum has three elements:

1. Intent: The aims of our curriculum, including the knowledge, the ability to apply this knowledge and the disciplinary skills we want to impart.
2. Implementation: How the above intent will be delivered.
3. Impact: How we will evaluate what knowledge, understanding and disciplinary skills students have gained against expectations.

Intent

To produce a community of self-reflective and culturally aware learners through a carefully designed, high-quality curriculum. Our aim is to study History that is challenging in scope, looking outside at the wider world, whilst fostering deeper connections in order to better understand the present and look ahead to the future.

Fundamental to our intent:

- ALL students study a challenging, engaging and knowledge rich-curriculum. Students will be given carefully planned and sequenced opportunities to develop disciplinary and interdisciplinary skills, substantive knowledge of a range of events, people, places and periods, including subject specific vocabulary, building on their studies at KS2 and working toward a clearly defined end point.
- Build within students an understanding of how knowledge differs from the application of knowledge and the importance of disciplinary skills developed in History that are applicable elsewhere.
- To dispel misconceptions through challenging enquiry questions and where possible enriching with personal stories or through the use of reliable media to help students develop empathy and compassion, acknowledging a range of views and interpretations as vital to studying History.

- Facilitate time in the curriculum to discuss links between what we are studying and current events.
- Global dimension – addressing issues of diversity, allowing our learners to see a bigger picture of the world and how it has come to be the way it is, understanding that people have a diverse range of experiences, even within the same period of history.

Implementation and delivery:

Historians at Budmouth Academy follow a carefully designed, progressive and contemporary curriculum, based firmly on subject specialist teaching and carefully considered resources drawing from a wide range of sources and media.

- Skills based objectives are a core focus and underpin meaningful enquiry questions. There is a clear focus on one or more disciplinary concepts: cause and consequence, change and continuity, similarity and difference, significance, evidence (sources) and interpretation.
 - Carefully considered curriculum design, with time to reflect on, identify and dispel misconceptions, whilst presenting a level of challenge and ensuring high quality student outcomes. This will also ensure key concepts become embedded in long term memory and can be applied fluently.
- Introduce topics, key skills and second-order concepts throughout KS3 and then revisit through evolved schemes of work throughout KS4/5 creating a linear but fluid 7-year programme of study.
- Students are given regular opportunities to return to past subject knowledge at pause points in the curriculum and increasingly encouraged to make synoptic links as they progress through the key stages. Through interleaved learning students are able to identify the importance of revisiting information in order to build long-term memory, which can be applied in unfamiliar scenarios thus enabling them to better prepare for the modern workplace.
- Throughout the key stages, students are encouraged to offer their own perspectives and reflect on their own experiences, as well as how these might differ from others.

Subject knowledge is delivered alongside a range of literacy and mathematical skills, which encourage analytical and evaluative communicators ready for the complexities of the world they live in.

● Lessons will regularly test students' understanding through questioning, using Bloom's taxonomy to increase challenge appropriately. At KS3, 4 and 5 students, complete assessments at regular scheduled intervals to coincide with the completion of topic areas and check for gaps in substantive knowledge.

● Lessons are planned to give students opportunities to demonstrate skills through their contributions and their exercise books, which can then be evaluated, by both the teacher and students through DIRT marking and questioning. This encourages students to improve their original work and grow as reflective learners who take ownership and responsibility for their own progress.

● At KS4 and KS5 students sit external exams with the aim being that all students achieve or exceed minimum target level. Through all student participation and the presentation of both written and verbal work they are offered the opportunity to nurture a curiosity and sense of pride as global citizens alongside.

● A curriculum linking learning with careers as per the Gatsby benchmarks. This includes identifying relevant role models, profiling relevant academic and vocational history related careers within each distinct topic, linking in the [11 future skills](#) and other careers-based [skills](#) and [connecting exam-based skills to their use in the workplace](#).

● Interdisciplinary projects linking science, maths, geography and technology allow students to identify a bigger picture in regards to their learning.

● Decision making, critical thinking and analysis help students to apply their knowledge.

- Knowledge is delivered by means of familiar and unfamiliar source texts, allowing students to offer their own quantified opinions on issues and develop an ability to adapt their knowledge so they can carefully apply it to a range of contexts

● Student centred learning booklets for each topic provide scaffolding, development and challenge through collaborative and independent activities, in order to support and maximise student performance.

● Links with current events and use of teacher experiences relevant to our students whenever possible to enrich their understanding.

- Regular retrieval practice to aid in long-term memory development.
- Rigorous and Formative assessment designed to progressively challenge and stretch students in their achievements and aspirations
 - Assessment helps pupils to embed knowledge and enables teachers to produce clear next steps.
 - Students are taught by subject specialist teachers who have expert knowledge and engage in historical scholarship and subject specific CPD, in order to ensure the curriculum continues to ask meaningful questions and responds to recent developments.

Impact:

Our curriculum has been designed to raise standards and progress for all students. Our impact will be measured by :

- The percentage of students who achieve the expected levels of academic progress and a high level of attainment in assessment, including national qualifications for those who study History at KS4 and 5.
- High quality outcomes and regular, visible teacher assessment, with clear next steps driving student progress.
- The range of high level disciplinary skills developed by students and the extent to which they are culturally aware problem solvers.
- ALL pupils acquire knowledge and cultural capital that enables them to succeed in the next phase of their education AND can demonstrate this knowledge, as well as apply it.