



## St John Henry Newman Catholic School

### History Curriculum Intent Statement

Historians at Newman are passionate, curious and evaluative. They seek to find out more about a wide variety of history and use evidence to make sound judgements. They exhibit a wide range of skills including arguing a case, evaluating sources and applying specific historical knowledge. Through these skills, they are prepared for further study of history but also for life and a wide variety of careers.

#### The History Curriculum

Our KS3 history curriculum is designed around the theme of 'what mattered to people in the past?' This allows our students to connect with the things that were important to a wide variety of people in the past but also to understand why some things still matter so much to people today. In the early periods we study, what mattered most to many ordinary people was where their next meal was coming from. Hence we focus on work, social relationships and living conditions. We also look at how changes in government and monarchy affected ordinary people. Moving into the Tudor period, religion became increasingly important to the rich and powerful but also to ordinary people. We look at the impact this had and how people started to present their views to those in power. This theme continues with our studies of the Industrial Revolution, votes for women campaigns, the British Empire in India, the slave trade and its abolition, and the Civil Rights Movement. We look at how ordinary people became increasingly involved in politics and changing the rules and attitudes of the country. We also approach World War One and World War Two through the frame of 'what mattered to people' – to the soldiers from different countries and backgrounds, to those on the Home Front, and to those in power. Finally, we study a unit on Russia and America to understand how and why different systems of government came to matter so much as to cause the Cold War. Local history is also incredibly important to us in order to allow students to understand their immediate surroundings and how history affects what we see in Carlisle today. This is, therefore, woven throughout our curriculum as opposed to a standalone unit because we want students to see that the city changed over time and reflects some of the major developments of the country and wider world. Diversity is also important to us. Again, we have woven this into the curriculum and we are using 'meanwhile elsewhere' homeworks to allow students to set key developments in the context of the wider world and to understand a range of experiences from a greater range of people and cultures around the world. History also works excellently with other subjects. Our curriculum is linked to the English curriculum, the Music curriculum, the RE curriculum and the HRSE curriculum. We support the teaching of HRSE explicitly through our studies of prejudice and discrimination and ideas about protest and political activism. Additionally, history is also blended into the HRSE delivery with units addressing immigration and the Holocaust. We use SALAD days effectively to continue our delivery of high quality Holocaust education by working with the Holocaust Education Trust.

At KS4, the curriculum is interleaved. We have selected four units from AQA and split each unit into three sections. We teach section 1 of Norman England, followed by section 1 of Health and the People, then section 1 of the First World War etc. We feel that this is important in allowing students to revisit topics regularly and secure them in long term memory. These units build on but do not repeat content from KS3 to ensure that our limited lesson time across the five years is maximised with the broadest range of history but also allows students to build on prior knowledge each year.

Our A-level units have also been selected to present a broad range of history both in time and space. The Germany unit allows students to build on knowledge from GCSE and to extend that knowledge in greater depth. The Tudors unit gives a British focus but also an earlier time period. This builds on the Tudors unit from year 7 but allows students to gain a greater breadth and depth of knowledge on a topic that is less familiar. For the NEA, we allow our students to select their own topic, provided it meets the exam board requirements. We feel that this is very important because it allows students to take ownership of their learning, to bridge the between A-level and degree level work, and increases diversity of topics, events, people and cultures that students are exposed to. We have had students explore the Mongol empire, the Polish-Lithuanian Commonwealth and the Medici family in Florence. Even talking to other students about what they have chosen increases the variety of history that students experience throughout their time at Newman.

We aim to be a leading department in the school by delivery a diverse and well-sequenced curriculum which prompts curiosity and a passion for history from our students. We use challenging scholarship and sources to set high expectations of our students but also to teach them about the process of history (as a verb). Teachers stay on top of recent research and discussions within the wider history teaching community and feed these into regular reviews of our teaching practice and planning.

### The Cultural Capital of History

History is an excellent conduit for cultural capital. We aim to deliver a wide and diverse curriculum that encourages students to celebrate culture and great achievements (both within the UK and in the wider world) but also to challenge their thinking in terms of accepting rosy narratives of the past. We want students to be critical and address interpretations of the past with a keen eye for supporting evidence and understanding of the complexity of issues. Schemes of Work are planned with reference to scholarship and provide suggestions for wider reading, watching and places to visit with the family. Local history elements provide students with an understanding of their home city and county and they are encouraged to visit these places. We hope to begin to arrange trips in the future.

### Enhancing Literacy

Literacy and vocabulary are a central part of history. Students are expected to learn to talk and write like an historian. Staff model appropriate language and terminology and students are challenged to use this in verbal and written answers. Key vocabulary is identified on the scheme of work and is explicitly taught in lessons. It is also a central part of knowledge organiser learning tasks throughout KS3 and 4. Extended writing and speaking and listening tasks are used regularly to enhance students' communication skills. We also encourage students to carry out wider reading by providing a suggested reading list for each topic. At A-level this is a requirement.

### CPD in the Department

It is often assumed that history does not change because it is in the past and one cannot change the past. However, the important thing to consider is that interpretations of the past are constantly changing. We consider subject-specific CPD and development of subject knowledge to be of high importance. Our department is committed to keeping up with current scholarship on a wide range of topics and effectively incorporate this into our teaching. We also stay abreast of wider pedagogical research and use this to inform our practice. We regularly share good practice and innovative techniques with colleagues across the school and have contributed to whole school CPD and INSET. Similarly, we value ideas from other departments and discuss school wide INSET in our department meetings to feed into our teaching in order to ensure maximum progress for our history students. We have also engaged with external CPD through the CSLC group, which has provided sessions with Carmel Bones, courses provided by the HET, TM History Icons, Seneca and ResearchED, and liaison with other schools including Nelson Thomlinson and Ulverston Victoria.

### Careers Development

Students often assume that the only history job is to be an historian. We are keen to point out that this is not the case, without neglecting to demonstrate that being an historian is a worthwhile career. We aim to

give students access to the work of a variety of diverse historians and teach explicitly about the process of “doing history”. As part of the whole school careers programme, we also inform students about the use of history skills in a range of jobs including police work, teaching, law, archiving, the film and TV industry including broadcast journalism, politics and care work. We frequently highlight how the skills learned in history can be applied to a wide range of careers.