

The History Department Pillars of Curriculum Intent

In order to develop students that can SHINE brightly in History we will:

Develop disciplinary literacy

- Carefully select the vocabulary to teach and focus on
- Investigate links between words and their composite parts
- Use activities to engage students with developing use of key terminology
- Explicitly model the conventions of historical analysis and evaluation
- Prioritise reading as a means of engagement
- Develop the use of key terminology
- Communicating points of view

Use effective feedback

- Use feedback to investigate knowledge and understanding
- Provide feedback regularly and on specific pieces of work
- Provide feedback as comments and provide meaningful opportunities to respond to feedback

Develop chronological awareness

- Teach through thematic studies
- Investigate conceptual links between terminology and time periods
- Use language to build a sense of period

Contextualise learning

- Challenge preconceptions politically/ morally/ socially
- Consider and interrogate interpretation
- Provide authentic learning experiences
- Explore and emphasise links with the locality

Frame enquiry to develop historical skills

- Actively teach second order concepts throughout the curriculum:
 - Change and Continuity
 - Similarity and Difference
 - Chronology
 - Historical Significance
 - Cause and Consequence
 - Historical Interpretation

Develop the use of memory as a learning tool

- Structure tasks to support retaining and retrieving knowledge
- Revisit knowledge regularly through low stakes testing and consolidation activities.
- Encourage students to explore links and to elaborate on what they have learnt