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### **Subject Intent**

At Pool Hayes Academy our curriculum:

#### **The study of History at Pool Hayes should**

- Provide students with the skills to challenge and evaluate the construction of historical narratives
- Ensure all students are developing the knowledge and understanding of a diverse range of peoples and societies and how they have been included in the historical narrative of particular events and time periods studied
- Ensure students are developing a holistic view of the chronology of History that focuses on concepts such as conflict, power and culture and diversity throughout History
- Ensure students develop an in depth understanding of specific historical events and how significant these events are and how they show change and continuity throughout History

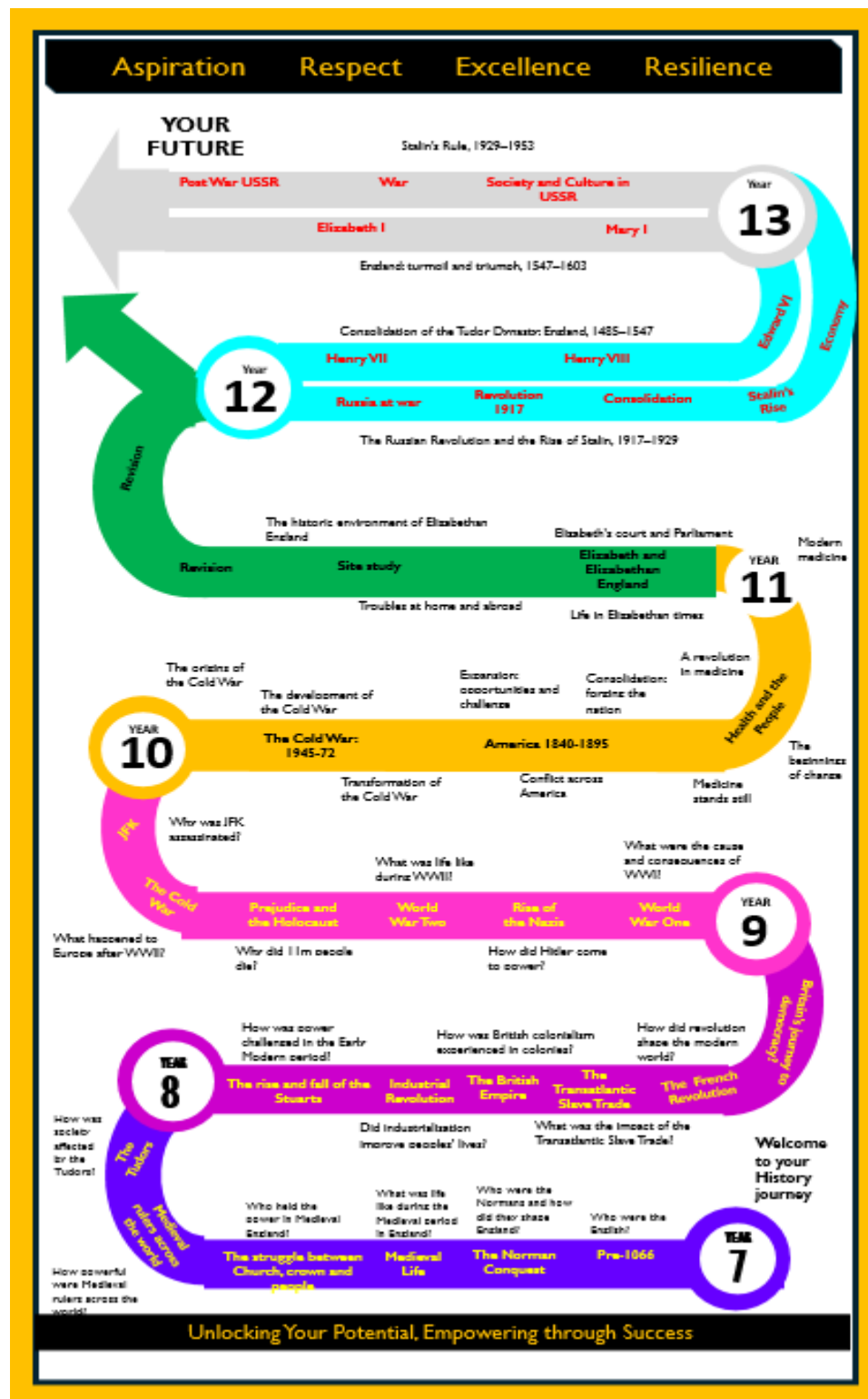
#### **The Curriculum Framework (ATT) in History will:**

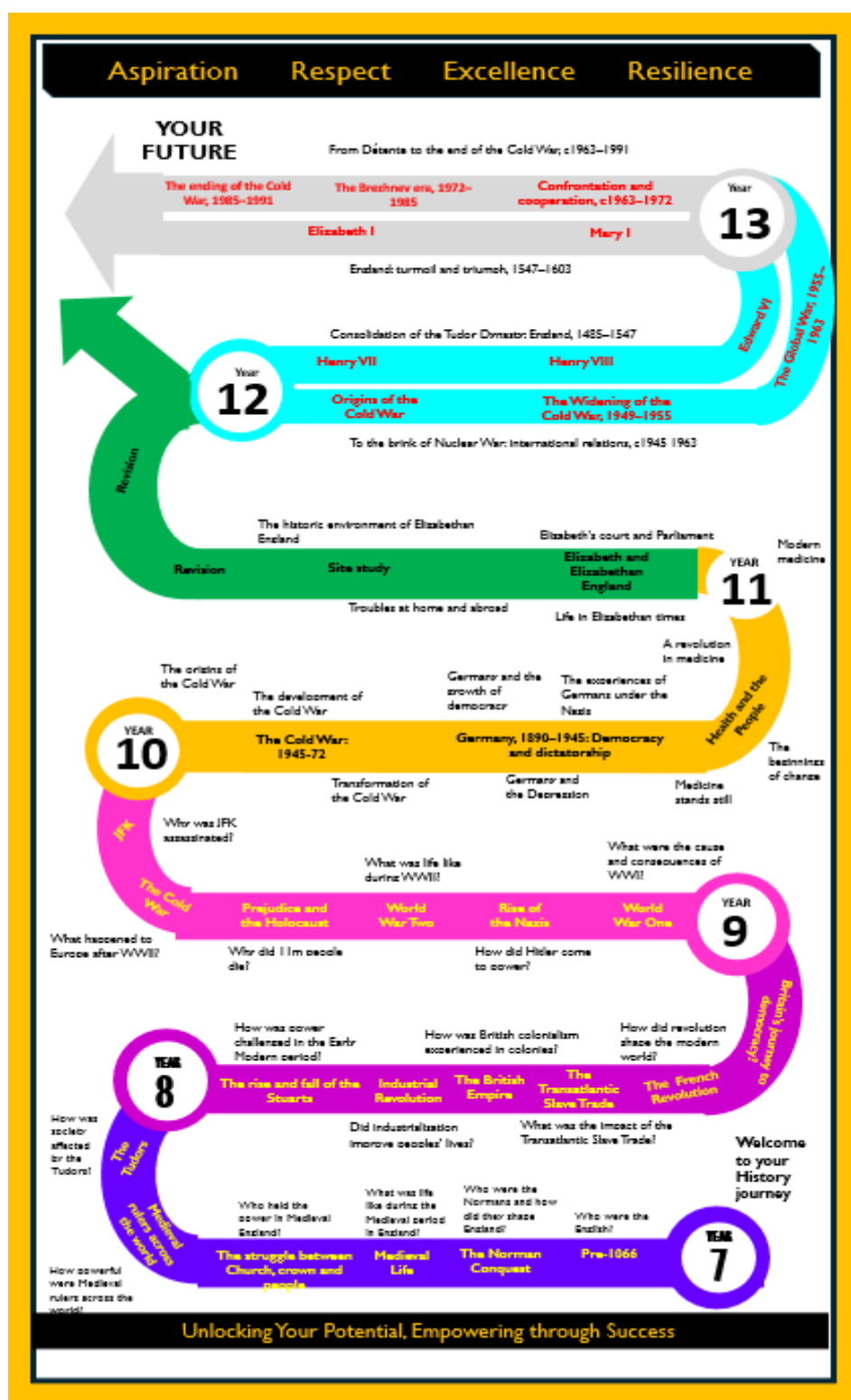
- Provide an ambitious and knowledge-rich curriculum
- Inspire curiosity and critical thinking
- Be broad and balanced, as well as diverse and inclusive
- Ensure young people are developing a holistic view of the chronology of History that focuses on concepts such as migration, conflict, power, culture and diversity throughout History
- Empower young people to develop a deep understanding of historical events and societies, and their impact on the present
- Provide young people with the skills to evaluate and challenge the construction of historical narratives
- Give young people the opportunity to study historical issues in their local, national and international contexts
- Develop skills for young people to have a firm foundation for their further study and later life
- Provide opportunities to develop key historical skills, such as causation, consequence, significance, interpretations, source analysis and change and continuity



## Learning journey:

2024-2026





### **Links to Curriculum Map:**

#### **Assessment outline:**

Formative assessment is a type of assessment used throughout the learning process to monitor student progress and provide feedback, aiming to improve both teaching and learning. It's not about assigning grades, but about helping students understand their strengths and weaknesses and how they can improve.

Summative assessments are evaluations conducted at the end of a learning period, such as a unit, course, or program, to assess a student's overall understanding and achievement. They are designed to gauge what a student has learned and whether they have met specific learning objectives.

#### **Formative:**

- CFU in lessons
- Cold Calling
- Peer assessment
- Self Assessment
- Teacher live marking assessment
- Quizzes
- Do Nows
- Exam planning tables

#### **Summative:**

- Formal assessments – based on past papers
- Summative quiz sessions
- Mini Mocks
- Evaluation activities

#### **Trips that are used to support the curriculum:**

GCSE site study visit (site changes each year based on the site chosen)

We are looking at expanding what we offer at KS3 and into KS5

## Extra curricula activities:

Intervention sessions

We are looking at expanding into here by offering a History Club

## Careers:



## Our Pupil Pledge:

The History Department stands as a cornerstone of academic excellence and cultural enrichment within our institution. With a rich and diverse curriculum, we not only provide our students with a chronological understanding of key historical events but also equip them with critical thinking skills, empathy, and a deep appreciation for the complexities of the human experience. The department has many reasons to be proud of its achievements, its pedagogy, and the positive impact it has on students.

## **1. Curricular Breadth and Depth**

The History Department offers an impressively broad and coherent curriculum that spans multiple centuries and continents, enabling students to understand both national and global narratives. Our teaching covers:

- The Norman Conquest and Medieval Britain: By exploring the impact of the Norman invasion, feudalism, and life in medieval society, we help students grasp the foundational structures of modern Britain.
- Medieval Rulers Around the World: We promote a global perspective by examining leadership and empire beyond Europe, fostering respect for diverse cultures and historical traditions.
- The Tudors and The Stuarts: We analyse the social, political, and religious upheavals during this transformative period in British history, encouraging nuanced understanding of monarchy, reform, and rebellion.
- The Industrial Revolution: Students explore technological, economic, and social change and its profound consequences, making clear links to today's modern world.
- The History of Slavery: Through this critical subject, we examine the transatlantic slave trade, resistance movements, abolition, and its enduring legacy, ensuring students confront past injustices with honesty and humanity.
- World War I and II: By studying both global conflicts, students understand the causes, key events, and consequences of war, and how they shaped the 20th century.
- The Rise of Hitler and The Holocaust: We provide a rigorous and sensitive exploration of totalitarianism, propaganda, and genocide, underlining the importance of tolerance and remembrance.
- The Cold War: Through this ideological conflict, we show the interplay of politics, diplomacy, and global tension, helping students analyse modern international relations.
- Elizabethan England: This rich topic reveals the Golden Age of English culture, power, and exploration, bringing history to life through drama, conflict, and achievement.
- The History of Medicine in Britain: By tracking change and continuity in medicine, public health, and scientific progress, students appreciate the relationship between innovation and society.

## **2. Skills Development and Academic Rigor**

Students in our department gain essential historical skills that extend beyond the classroom:

- Source Analysis and Evaluation: They learn to interrogate primary and secondary sources, developing discernment and confidence in handling evidence.
- Critical Thinking and Argumentation: Through debates, essays, and discussions, students learn to construct logical arguments and challenge assumptions.
- Empathy and Ethical Reflection: Topics such as slavery and the Holocaust cultivate deep moral thinking and empathy, helping students to become thoughtful global citizens.
- Chronological Understanding and Thematic Links: Our spiral curriculum helps students make connections across time and topics, strengthening long-term understanding.

### **3. Inclusive and Diverse Approach**

We are proud to embed a global and inclusive approach to history. By studying rulers from across the world, the experiences of enslaved people, and the voices of those affected by war and persecution, we ensure that history is not told from a single perspective. Our curriculum celebrates diversity and encourages students to value every human story.

### **4. Student Engagement and Achievement**

- Our students consistently engage enthusiastically with historical topics, producing high-quality written work, projects, and presentations.
- Results in examinations and progression to higher education reflect our academic strength and student dedication.

### **5. Preparation for Citizenship and the Future**

History provides our students with essential knowledge and skills to navigate the modern world. By understanding how societies have developed, how power has been used and abused, and how change occurs, our students are better equipped to:

- Challenge misinformation and bias
- Make informed decisions as citizens
- Respect others and promote equality
- Think independently and solve problems

The History Department has every reason to be proud of its curriculum, its teaching, and its lasting impact on students. We do not simply teach facts—we inspire curiosity, cultivate empathy, and empower young people with the tools to shape the future through an understanding of the past. In an age where critical thinking and global awareness are more vital than ever, the work of the History Department is not only relevant—it is essential.