

# Key Stage 3- History

Intent	Implementation	Impact
<p>At KS3, the intent is to create students who are passionate about History and the study of the past, creating a lifelong love of the subject ready to be taken into the classroom, their local area, and nationally and international contexts.</p> <p>We want students to become critical thinkers, able to assess sources of information, evaluate historical interpretations and understand frameworks of the past in chronological and thematic terms.</p> <p>History will support student's development of empathy and deep understanding of the past, present and future. History also supports student development with literacy and writing at length.</p> <p>After KS3, students will continue onto GCSE and A-Level with a thirst for History, including degree possibilities when they leave Sixth Form and students to be aware of possible career paths using History. The overall intent is to create an outstanding History department, focussed on student engagement, success and to light a fire of enquiry among all students at our school.</p>	<p>History is taught at Y7, 8 and 9 chronologically and thematically. Students will access military, social, political and cultural History across a variety of time periods, starting from the Ancient World in Y7 and ending in the late 20<sup>th</sup> century by Y9. Units are a combination of breadth and depth, ensuring chronological spread and student expertise. The curriculum is spiralled to ensure second order concepts and disciplinary knowledge are consistently revisited and made more rigorous every year. Knowledge is built around key themes in History, which are revisited, and Recall Do Now's are built into every lesson to ensure knowledge is rechecked and improved each year. Y7 lessons run from Ancient World to the late Normans, Y8 Tudors through to the 20<sup>th</sup> century, and Y9 is mainly focused on 20<sup>th</sup> century History.</p> <p>Teaching includes a mix of independent, group and teacher led tasks, including reading, writing and creating resources to develop a passion for History. Learning will be thoroughly checked using formative and written based assessments. Students will be given homeworks, challenge tasks and additional reading to stretch higher attainers, whereas scaffolds, classroom intervention will be used to support those to ensure all can thrive in History.</p>	<p>The strong KS3 curriculum will continue to lead to high option numbers at both KS4 and KS5. Students who do not take History further than KS3 will also be able to consider information and sources critically, building key lifelong skills to use outside the classroom.</p> <p>Students across KS3 will be assessed using Working Towards, Expected and Greater Depth standard against criteria decided by department and Trust based discussion, ensuring measuring student progress is rigorous and accurate. Students taking History to KS4 will also see strong results as KS3 curriculum covers disciplinary and second order concepts that are assessed later. Students' completing homework and Recall Do Nows ensuring student memory and retention of knowledge will be consistent across all 3 Years.</p> <p>Writing at length will also ensure other literacy heavy subjects, including English, are benefitting from the History curriculum. Students are able to articulate areas of the past, as well as the concepts of History and Historiography in both assessments, class discussions and tasks. Student work in books will reflect this. Success is measured by understanding of both the past, source analysis, interpretation creation and the ability to analyse sources of information across a variety of contexts.</p>

## Assessment

Students will be assessed formatively in every lesson to check understanding and progression within History. These will include whole class feedback using colour cards in planners, answers on mini-whiteboards, as well as targeting questioning from skilled practioners in the classroom.

Written assessments, split into 3 sections, will be given once a full term, testing topic knowledge, disciplinary skill of History and a longer, mini-essay style question. These will become more rigorous through the Key Stage, providing students the opportunity to grow their understanding of disciplinary skills from Years 7-9. Student feedback will be evidenced during MAD time lessons after written assessments, as well as ongoing from dialogue between teacher, student and student to student checking of learning using both self and peer assessment.