



<b>Vision</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b><i>“History is the record of everything that has ever happened to anyone, everywhere, it’s never ending and forever changing”.</i></b></p> <p>Our vision in the History department is simple: students enjoy all of their lessons. They see the purpose of why they learn different topics and empathise with how others have lived. They will understand that those who are no longer with us are remembered by what we study in lessons and that History is all around us. We teach students that History isn’t something just written in a textbook, but that it was how the world once was and it affects how they live today. The curriculum students study at Baldon is bespoke to their lives with many links to their local area which form discussion points for relatives at home.</p> <p>We aim for all students at Baldon to see how history is a relevant subject to their lives, how it is an academic, meaningful subject that links to many other subjects and to understand how Britain and the world have changed over time. We hope to open doors to academia and inspire students to study A levels and go to university and to engage with</p>	<p>The overall goal of Key Stage 3 is for students to understand a variation of different types of political, economic, social and cultural history and deepen their understanding overtime in six concepts. These include; Colonialism, warfare, revolution and protest, social change, government. These areas are explored in each year and then developed and revisited so more complex knowledge develops over time.</p> <p>Students develop disciplinary knowledge over time and master skills throughout each year.</p> <p>We ensure the National Curriculum is fully covered but add our own adaptations based on our school and local area. More challenging concepts such as communism and dictatorships and fascism are introduced in year 8</p>	<p>Staff use collaborative planning via a shared google drive to ensure all pupils receive the same learning experience. Staff plan high quality lessons that are shared with other staff.</p> <p>All lessons follow the BOLDON learning sequence which encompasses, retrieval, opportunities for new learning and the chance for students to consolidate their learning. All students are taught to the highest levels, despite their starting point and we use scaffolding and modelling to support all students meeting these standards.</p> <p>Every 8 – 10 lessons, staff carry out curriculum checkpoints of current learning but also previous learning that is linked to the topic.</p>	<p>Examination results analysis and evaluation</p> <p>Retrieval practice at the start of lessons and regular reviews of learning in class. – Misconceptions addressed in the retrieve to succeed programme.</p> <p>Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings</p> <p>Support for GCSE pupils to study A level at other providers (high uptake on this).</p> <p>Learning walks for KS3 and KS4 based upon departmental priorities</p> <p>Regular feedback from teaching staff during department meetings</p> <p>Regular pupil voice in line with the school calendar.</p>



<p>the local area more by understanding its history. We ensure that no student is left behind, picking meaningful and relevant areas of study that can be accessed by all.</p> <p>We hope for students to have a deep understanding of history and gradually introduce concepts step by step with knowledge deepening overtime.</p>	<p>and 9. We also ensure that students have a sound chronological overview of events but also understand that history can be studied indeed in a thematic approach and as a depth study.</p> <p>In Year 7 the curriculum is based around why Britain is the way it is, with the curriculum taking students on a journey from the Romans – Stuarts exploring the changes that have been made by monarchs that changed the country and still may have an impact on their lives today with a history from above theme throughout. In Year 8, students focus on history from below and Colonialism, industrialisation and conflict – How did the lives of ordinary people change across the world? They will understand that change didn't always come from Kings and Queens but ordinary people and also consider the impact of fascism in Nazi Germany. The curriculum covers</p>	<p>Formal exams are carried out at least twice a year and assessments are planned so students build up disciplinary skills overtime.</p> <p>Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed.</p> <p>Faculty Leadership carries out regular monitoring in line with teaching and learning priorities to ensure consistency and high standards.</p> <p>Pupils will be given opportunities to use displays in corridors to help them further their understanding and go on trips or work with external companies.</p> <p>Year 7 – Roman fort</p> <p>Year 8 – Beamish</p>	
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	<p>aspects such as the British Empire, Industrialisation, and the impact of the wars. In Year 9 our curriculum focuses on change in the 20th century across the world but we cover more complex historical concepts such as the rise of communism, threats to capitalism and students begin to study thematic concepts such as social and political change in the 1960s and a depth study of the USA to prepare them for GCSE.</p> <p>We ensure that diversity, inclusivity and minority groups are not forgotten in our curriculum, this is taught through meanwhile elsewhere lessons which are added to the curriculum every half term. We work with external providers to bring the curriculum to life making sure that students feel the realistic element of history.</p>	<p>Year 9 – Holocaust educational trust</p> <p>Year 10 – Time travel education</p> <p>Year 11 – Visit to Durham Cathedral</p>	
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focus.

achieve