Clevedon School History Curriculum: Statement of Intent

"Do the best you can until you know better. Then when you know better, do better." – Maya Angelou.

1. Purpose of study:

- Our curriculum gift for all learners is to have a global understanding of their position in the world and develop a lifelong curiosity of all histories.
- History is fundamental to empowering students to be critical thinkers and understand the ways the past has shaped the present, and how the present shapes the past. This will empower them to have a firm grasp of the complexities of history and question the nature of historical knowledge.
- We want to ensure pupils know a broad and rich body of historical knowledge that challenges and inspires their historical curiosity.
- History offers students a unique opportunity to learn a globally integrated curriculum that has a diverse range of histories that are interwoven into the stories around us at a local, national and international level. Students will also gain a solid understanding of historical skills that will inform their explorations of the past.
- The Clevedon History curriculum draws from the themes of the National Curriculum such as the development of Church, State and Society, Emergence of new ideas and Political Power and Challenges for Britain in the wider world whilst also ensuring schemes of work are built to maintain the ambitious aims detailed below specific to Clevedon School Historians

2. The Clevedon way promotes character, ambition and community in our curriculum:

- The History curriculum aims to develop pupils' confidence in presenting their own arguments and interpretations but willing to listen to and be challenged by others.
- Our fundamental aim is to instil our students with a sense of purpose in studying history and why it is important to their life and their society.
- The History curriculum aims to stretch their comprehension of history beyond simple and easy narratives to understanding messy and complex answers.
- This will enable them to develop resilience in their learning and challenge overly simplistic narratives that are presented elsewhere.
- Our curriculum is ambitious because it seeks to incorporate multiple narratives, concepts and skills throughout the schemes of work.
- The History curriculum also aims to ensure students encounter diverse cultures, societies and people and often 'hidden histories', ensuring their sense of identity and their perceptions of others are not based on singular representations or misrepresentations.
- The curriculum is designed to draw out the connected nature of the past, rather than presenting histories in isolation of one another, allowing students to make sense of the world they live in and the events, forces and people who continue to shape it.
- Students will engage in the processes through which history is written and challenged, aiming to develop student's understanding of history as a discipline, and therefore as a societal construction rather than an objective narration of the past.
- By developing pupils' critical thinking skills we enable them to be brilliant at challenging historical 'truths' and simple narratives.

3. Our curriculum is ambitious for all learners:

- We realise it is crucial to root learning in real life, in order to help pupils see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In our subject, we promote the importance of reading, notetaking, oracy, good listening and evaluative skills.
- In order to ensure pupils have the opportunity to continue study or access a history-based career opportunity, we ensure that our content is carefully mapped and builds essential skills and is linked to issues that are likely to be relevant in their futures.
- For pupils who are PP, we ensure we are supporting them to achieve their potential by using the 'five Cs' alongside our aspirational curriculum.
- For pupils with SEND, we ensure we maintain high expectations of their potential and progress by forging links between home, student support and History teachers.
- We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by using high challenge questioning and tasks in class, further extended with homework and enrichment opportunities.

4. Our curriculum is sequenced to enable our students to progress to brilliance:

- **The curriculum is the progression model**. Students' progress by learning and retaining a growing body of historical knowledge as well as by engaging in increasingly challenging disciplinary thinking about their subject knowledge
- **The curriculum is chronologically sequenced** to help students build a coherent framework of the past but with thematic grouping of enquiries to establish the character and nature of periods of history
- **Global history**, and the connections between worlds, is at the heart of the curriculum, with British history situated in the context of wider world events and narratives, not always at its centre.
- **Big Narratives** drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power (the different types of power and the relationship between the powerful and the powerless), Agency (of diverse social groups such as women, peasants, ethnic minorities and political protest) and Migration (of people, ideas and objects).
- The curriculum is **enquiry driven**, with enquiry questions based on current historical scholarship and contemporary academic debates.
- Students are guided through explicit opportunities to **connect to and build on prior knowledge**, developing their schema for **substantive concepts** throughout the curriculum.
- **Second order (disciplinary) concepts** are balanced throughout the curriculum but do not dictate the curriculum, with the appropriate second order concept for enquiries decided through engagement with current scholarship alongside the need for opportunities for students to repeatedly engage with each second order concept to develop their disciplinary thinking.
- **Scale Switching** is an important element of the curriculum, zooming in and out from local, national, and international perspectives as well as ensuring the study of 'ordinary' people as well established historical.