

## History

### Curriculum Principles

**By the end of their education, a student of science at Dixons Brooklands Academy will:**

- Know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- Know how to organise and communicate their historical knowledge in different ways and reach supported conclusions.
- Understand the value of a rigorous historical education.

**It is the vision of the History department at Dixons Brooklands Academy that all students acquired the knowledge and habits of critical thought that allowed them to adapt and root their lives in face of the continually changing world around them.**

**In order to achieve a true understanding of history, topics have been intelligently sequenced based on the following rationale:**

- The History curriculum at DBK is primarily based on chronology from the early British people pre-1066 (Y7) to the Rise of the Nazis in the 20th Century (Y9). This chronological order is underpinned with second-order historical concepts. Those concepts are: cause, consequence, change over time, diversity, significance, interpretations, and using evidence. These second-order concepts are the foundation for an understanding of history.
- The second-order concepts provide the basis of good historical understanding and thinking. We start with the simpler concepts such as cause in Y7, considering what caused the conquest of England. Then we look at increasingly difficult concepts as the curriculum continues, for example how the lives of Jews changed under the Nazi regime. Although these concepts increase in difficulty, they are also interleaved.
- The History Department places great emphasis on both substantive knowledge and key historical concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of 'skills', knowledge, skills and concepts are embedded in all lessons. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations.
- Within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils' grasp of substantive knowledge and their use of second-order concepts that provide the foundation of history. Consequently, the importance of both is made explicit and modelled so that students understand both what history is and how they can construct it for themselves.

**The history curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- History deals with the sum of human experience and requires familiarity with a body of information and ideas shared by educated citizens. In detail, or in passing, events, concepts and controversies are visited and revisited both over time and space. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, history offers a particularly rapid exposure to it. As a department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.
- Regular checks for understanding in lesson, regular written feedback, and Whole Class Feedback allow staff to identify gaps in knowledge and understanding within history. This is then used to adapt teaching resources and explanation to close those gaps. Misconceptions are addressed at the earliest opportunity, either through the Do Now starters or teacher explanation. After each assessment point, Whole Class Feedback is used to close the most common gaps and misconceptions in each class.
- SEND students are supported through a process of adaptive teaching. Staff are aware of all student needs within the class through the INIPs, which are annotated on seating plans. Although centrally aligned with the curriculum, each lesson has slight differences depending on the needs of the class. Guided practice, dual coding, expert modelling, continual retrieval (Do Now starters, and Nothing New, Just Review), and turn and talk give SEND students the support they need in the classroom to be successful.
- Literacy is a key part of the historian's armoury. We are aware of the below chronological age readers in the school and support them through a variety of methods. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Visual sources are also used extensively, and here too we help students to grasp the ideas and information offered through guided reading. Explicit vocabulary is embedded in the history department's teaching resources, in addition to reading fluency demonstrated by teaching staff.

**We fully believe history can contribute to the personal development of students at DBK:**

- History leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities
- At Dixons Brooklands Academy, students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. History is a component in what it takes to make such a society and as such the successful learning of history matters to society.



- Knowledge is continually questioned, organised, analysed and interpreted so that our students are provided with the intellectual weapons to guard against intolerance and closed thinking.

**At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice. In history homework is carried out using knowledge organisers to do read, cover, write, check.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Through KS3 and KS4, students will encounter both historic and current vocations.
- Links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, journalism, research, or the media.

**A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- Out of class resources are promoted to extend students' knowledge and to encourage intrinsic curiosity.
- Authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- After-school revision sessions are held weekly with KS4 students to provide further guidance on the GCSE skills and knowledge.