



### Why we teach what we teach

To be human is to be conscious of time and to live by stories of past, present and future. Communities exist, through the stories that they tell themselves about who they 'are', where they 'began' and where they 'are going' and through memory practices, such as anniversaries, memorials and monuments, that embed these narratives in social life through ritual. These narratives and memory practices aim to manage the passage of time, to construct and stabilise identity through time, and to understand the limits and possibilities that the past creates for the present and future. At Dallam we have the intention of ensuring that 'the past is no longer a mystery' to any of our students regardless of ability. History fires students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps students to develop their cultural capital and own identities through an understanding of history at local, national and international levels. It also helps them to ask and answer questions of the present by engaging with the past. In particular at Dallam, the study of History also underpins our shared value of respecting traditions and the past.

We see the value of studying History - if you are hungry for finding out about the past, History may be the subject for you forever! Well-qualified historians have no difficulty in getting good jobs in a very wide range of occupations - in business and finance, in public administration, in journalism and broadcasting, in teaching at a number of levels, or in research-based careers of various kinds. History combines an excellent training in vital skills with a high degree of interest and enjoyment. Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace:

<b>Core concepts</b>	<p><b>First order knowledge and understanding:</b> relating to the 'stuff' of history examples include: revolution, counter-revolution, civil war, independence, decolonisation, nationalism, socialism, fascism, communism, imperialism, monarchy, democracy, dictatorship, censorship.</p> <p><b>Second order concepts:</b> concepts to organise our thinking about events and first order concepts: Cause &amp; consequence, Change &amp; Continuity, Similarity &amp; Difference, Significance, Evidence and Interpretations</p>
<b>How our curriculum builds over time</b>	<p>The curriculum is designed to provide a narrative overview of the last 1,000 years of British history and to explore this country's relationship with the wider world at various points in the past. It balances topics studied in breadth with others in more depth, covering both political history (from above) and social history (from below). The curriculum is mainly sequenced chronologically to ensure that this key historical skill is foregrounded but maintains opportunities for students to explore topics thematically.</p> <p>Key Stage 3 curriculum knowledge is therefore largely distinct from Key Stages 2, 4, and Post 16. This is deliberate. We don't simply want students to learn the same factual information again and again to a greater depth, but to establish a robust sense of period so that their future history learning can be placed within its historical context.</p>
<b>Key ingredients of a lesson</b>	<ul style="list-style-type: none"><li>➤ A safe environment where success is celebrated and less confident individuals feel brave enough to 'take a risk' without fear of getting it wrong</li><li>➤ Passionate and enthusiastic teachers who love what they do and enjoy introducing students to the breadth of historical knowledge and understanding</li><li>➤ Students who are inquisitive, eager to learn and enjoy exploring new historical concepts and events</li><li>➤ Access to a curriculum that explores a wide range of events, sources and interpretations</li><li>➤ The opportunity to further and enhance historical understanding through extra-curricular activity</li><li>➤ Up to date pedagogy, including technology, to deliver the most relevant and engaging lessons at all key stages</li></ul>

<p><b>How we assess the knowledge, understanding and skills of students</b></p>	<p>The number of formal assessments sits at around five per year for Years 7 to 11. We believe that this achieves the best balance between time allocated to learning and then lessons which are used to prepare for, sit, receive feedback, and improve assessments. Whilst most of the assessed work is based on full, written communication, there are also opportunities for students to demonstrate their understanding in other ways. Assessment results are recorded in the ARS and students given the opportunity to remind themselves of their targets using the ARS DIRT sheets. Less formal, formative assessment is ongoing and homeworks are marked and fed back at least twice a half term at Key Stage 3 and weekly at Key Stage 4 and Post 16.</p>
<p><b>How we provide cultural capital and extra-curricular opportunities</b></p>	<p>There are a wide range of trips and visits scheduled into the academic year including trips to Berlin and The Battlefields along with trips to London and Lancaster. These all provide students with the opportunity to learn about the events studied in class and bring their history to life.</p>
<p><b>How we provide stretch and challenge enrichment</b></p>	<p>In History, we urge teachers to make sure that challenge is at the heart of every lesson. The final activity is often to answer the key question for the lesson which is challenging for most students to do effectively and the 'stretch and challenge' is to explain how this answer in turn contributes to the over-arching question for the topic. Each topic also has an additional reading resource bank stored digitally on the History Sharepoint and these are QR-code linked for the majority of Key Stage 3 and 4 topics to allow students to 'find out more'.</p>
<p><b>How we adapt our curriculum to meet the needs of all students</b></p>	<p>In History we would rather talk in terms of access and challenge. In our teaching, we plan the lesson for all, and are committed to Quality First Teaching. Adaptations are made in line with the needs of the students in each class.</p> <p>We work closely with Learning Support (especially when there is someone assigned to the faculty) and offer lunchtime homework support and carefully crafted resources that are age appropriate.</p>
<p><b>How we link our subject knowledge to the world of work and further study</b></p>	<p>History provides superb transferrable skills, particularly in dealing with complex information in a variety of ways. Our schemes of learning are designed to explore these skills and ensure that you are ready to think and work like an historian.</p>
<p><b>How we provide personal development for students</b></p>	<p>History allows students to look at the impact of important world events such as the Holocaust and practices such as chattel slavery. History also allows students to consider concepts such as democracy, dictatorship and fundamental British values. Importantly, History plays a very significant part in personal development because it is the main subject in the curriculum that explores our political structures, looks at the use of power and focusses on how society is run. History also examines ideas about fairness, justice, international relations and inequalities in society.</p>