



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

HISTORY DEPARTMENT

Intent of curriculum:

We aim for a challenging history curriculum which should inspire in pupils a curiosity and fascination for the past. Our teaching equips pupils with knowledge of the history of Britain and how it has influenced and been influenced by the wider world, for example we want pupils to know their place in history by understanding the evolving diverse nature of the British people from 1066 to this day within their local areas. We want pupils to understand how changes in living memory have been influenced by past events by making causal connections i.e., World War One through to a New World Order. Pupils will be aware of changes and continuities such as the development of democracy but conversely the prevailing inequalities in society. We aim for pupils to learn about the impact of significant historical figures such as William the Conqueror, Olaudah Equiano, and Emmeline Pankhurst to name but a few. We intend for pupils to see links between events via knowledge of thematic strands, such as social stratification, political power, conflict, beliefs and attitudes and how this changes thus enabling them to make connections but also see that humans can learn from past behaviour. Above all, we want children to enjoy and love our creative styles of learning and be given the tools to know how to continue this passion beyond their school days through effective research and be thrilled by what they uncover by their historical enquiries.

Implementation:

History is learned as a model of progression and taught chronologically through half-termly topics which show causal links but also through thematic units and depth studies all supporting the National Curriculum at KS3. Pupils first demonstrate their understanding of the foundations of chronology, seeing connections between past and present, which then enable them to retrieve prior knowledge via a cumulative process e.g. the history of political and social change. Building on work from primary school we start by reinforcing the strong conceptual understanding, such as inference skills and utility needed during KS3 before moving on to cementing more challenging work on significance and interpretations in history ,e.g.; Weimar Germany at KS4 and The Glorious Revolution at KS5. We are able to support pupils in unpacking the details of the past through the use of scaffolding to access evidence and hence develop their higher order thinking skills through the use of pedagogy, which has been tried and tested. Through group work students are able to discuss and debate past events and form their own judgment on the actions of our forefathers.

We want students to learn the methods of historical enquiry and develop skills used by historians, such as the analysis of evidence and to also challenge misconceptions about the past. We expect them to use their own knowledge to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations by historians, e.g.; 'How beneficial was the British Empire?' and 'Was Dunkirk a triumph or a tragedy?'. and to do this work both independently and collaboratively.

By KS5 pupils have begun to challenge interpretations of the past by engaging in historical debates regarding historiography and they are able to make judgments about how far individuals or institutions orchestrate change in our society. As such, they have the confidence to examine controversial viewpoints such as the decision to engage in the Iraq War in 2003 and reality versus media representation of Gender and Ethnicity and how they have changed.

We implement a curriculum that develops key knowledge and skills for all by engagement and development of cultural capital through wider reading, media sources, visits, and competitions. Homework helps to extend and enrich their understanding.



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Impact:

Pupils are equipped with historical skills and knowledge for many areas of their future lives as history can act as a facilitating skill regardless of their choice of career. Regular knowledge retrieval, feedback and half termly assessments and internal tracking mean solid GCSE and A level outcomes, By engaging with historical narratives pupils grow in their empathetic understanding of the nature of what it means to be human. We want pupils at Shirley High School to have thoroughly enjoyed learning about history to enthuse them with the desire to research their personal histories when they are ready to do this. Pupils leave school with an increased understanding of their place in history and the role history plays in the current climate they are living in.

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We want all at SHS to believe in and maintain the values of our school:

