

## Curriculum Intent Statements

<b>Faculty</b>	Cultural
<b>Subject</b>	History
<p>Our aim at Wells Academy is to create the very best historians. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. We do this by a consistent approach, ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary.</p> <p>At The Wells Academy, our curriculum goes far beyond what is taught in lessons and in our aim for students to achieve the very best examination results possible. As a department we believe that the transferable skills gained in our subject are essential for life in the 21st century. We teach students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. These skills are crucial in helping young people navigate their way through modern media agencies and determine what is or is not 'fake news'. We teach empathy, tolerance, and an understanding of how history has created the world we live in today.</p> <p>History forms a backbone to our ethos statement at Wells Academy. The curriculum encourages and rewards students for collaboration and showing respect to each-others' views during discussion and debate opportunities in class. Furthermore, the curriculum is planned to build on previous knowledge and helps students understand topics in a wider context. Low stakes retrieval quizzes and formative assessment of longer written answers are regular features of our history lessons. As staff, we are enthusiastic about history and encourage and reward enthusiasm and hard work with our learners. We regularly use self and peer assessment to make sure that learners are aware of the steps they need to take to achieve greatness. Our knowledge rich curriculum underpins and enables the application of skills.</p> <p>We build the Cultural Capital of our students through everything we teach as history and culture are intrinsically linked. We are constantly improving students' understanding of wider culture through exposure to politics, art, religion, and language within the history we teach. We use music and film in our lessons wherever possible to give students access to a wide range of influences and help them to understand how culture can reflect or drive historical events. An example of this is during our year 9 module focusing on the Civil Rights era in the USA, we watch and listen to a performance of Billie Holliday's <i>Strange Fruit</i> and discuss the deeper meaning behind it. Through extracurricular projects such as History revision sessions and History Clubs, we mark important anniversaries and help students appreciate important turning points both nationally and internationally.</p> <p>Further rationale behind our curriculum design includes ensuring students see the relevance of history in the modern world. The recent redesign of our Key Stage 3 curriculum helps students in Year 7 and 8 to develop a deep understanding of how Britain has evolved, with a major focus on changes that occurred between 1066 and 1945. In year 9, we focus on the broader theme of conflict and power focusing on the major wars and the impact that had on global democracy. Through exploring the history of these issues, we aim to help students better understand the world they are growing up in. Our choice of GCSE exam boards ensures students study a wide range of history and are able to make comparisons within and across periods, thus being fully equipped for the study of history at a higher level.</p> <p>Students who opt GCSE in history often go onto study History at both further and higher levels of education. History graduates gain employment in numerous industries and roles. Heritage organisations,</p>	

museums and libraries can be a common choice. Though national and local government, public services, NHS management, the police force and armed services are also popular avenues.					
<b>Curriculum Time / Week</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	2	2	2	3	3
<b>KS4 Qualifications</b>	Edexcel / GCSE 1-9 / GCSE History				
<b>Useful Learning Resources</b>	The Historical Association - <a href="http://www.history.org">www.history.org</a>				
<b>Staff teaching the subject</b>		<b>Title</b>		<b>Email</b>	
Mr Berhane		Teacher of History		bberhane@thewellsacademy.org	
Mr McGarry		Teacher of History		cmcgarry@thewellsacademy.org	