 Our Curriculum: History

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| **Our Intent** |
| Through our curriculum, Eskdale School’s History Department aspires to:   * present the study of History in a logical, structured and chronological fashion * teach students an appreciation of the history of the local area, of Britain and beyond * inspire students’ curiosity to know more about the past * increase students understanding of where they belong in time and in history, knowing what came before and pondering what could come next, therefore opening pathways to future careers and opportunities * equip pupils with an understanding and practical use of the second order concepts - continuity and change, cause and consequence, similarity, difference and significance, etc. * allow pupils to fully engage with skills in order to ask questions, investigate an outcome and form an argument |
| **Our Implementation** |
| In order to realise our vision, our curriculum will provide students with the opportunities to:   * engage in lessons with high quality explanations, modelling, explicit teaching of subject specific terminology and scaffolded practice to enable the development independent skills of oracy * develop the skills of historical enquiry through questioning, investigation and critical thinking about issues that affected the past and the lives of people both then and now * explore a diverse range of places and people to understand how societies, governments, economies and histories are interconnected * explore local history through a variety of perspectives |
| **The Impact** |
| The impact of our curriculum will be evidenced in:   * our students’ work and their progress as evidenced in their work booklets through a range of assessment opportunities * the high number of students taking History in KS4 * the progress and attainment of students in external exams at KS4 * Above all, our students are aware that the world in which they live is expansive, diverse and inspiring; they understand that they are members of a diverse, global community, with a wide and varied history |