

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME: History</p>
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<ul style="list-style-type: none"> ● Key historical language is an important focus throughout Key Stage 3 and 4. ● A wide variety of texts are used from newspaper articles to detailed information for analysis in textbooks. ● Students are challenged to use and understand complex vocabulary linked to their Key Stage 4 study of European history, especially Weimar and Nazi Germany and Superpowers and the Cold War. ● Students are able to infer through class discussion when dealing with a variety of historical sources ● Students are able to sequence their writing when tackling extended writing tasks - this is developed in lessons through speaking and listening ● Students develop their speaking and listening skills through paired and group work and by using concentric circles ● Students are able to understand the historical meaning of a source. They can put it into context and explain its provenance, purpose and audience ● Students will be able to engage directly with questions and present arguments that are well written, clearly expressed, sequenced and supported by relevant evidence
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer</p>	<ul style="list-style-type: none"> ● Assessments focus on a variety of historical skills throughout both key stages ● Students are challenged in their assessments, yet they accessible for all learners ● Assessments are checked in class using dedicated DIRT time, using WAGOLLS and by using of purple pens to show progress and understanding ● The history curriculum encourages students to develop as independent learners and as critical and reflective thinkers - this in turn will help them deal with the demands of the modern world ● Students are given the opportunity to build up their stamina for the rigours of Key Stage 4 study by the use of challenging extended writing tasks

	<p>to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<ul style="list-style-type: none"> • Students study a wide selection of key moments in British and European history to enable them to think critically about the past and other cultures • Students are aware of times in the past where humans could have acted differently to achieve a more positive outcome. They will be able to learn about this and use it to shape their own futures • Students will study the lives of key individuals in history and be able to understand their significance
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<ul style="list-style-type: none"> • Students will learn that the decisions made by people in the past were not always the right decisions and be able to understand why mistakes were made • Students will gain historical perspective by placing their growing knowledge into a variety of different contexts • Students will engage in historical inquiry which will help them to develop as independent learners and as critical and reflective thinkers • Students will gain knowledge of the world around them by their study of key figures in history and their impact on society • Students will learn how to interpret the news today from their study of the news of the past
<p>BE YOU Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end</p>	<ul style="list-style-type: none"> • Students will develop a better understanding of themselves by studying the actions of people in the past - they will develop this understanding using a variety of speaking and listening opportunities • They will be aware of bias and reliability and how this can affect the outcomes of decisions made in the past and be able to apply this to the future • Students are encouraged to have ownership of their own learning allowing them to develop into critical thinkers with the ability to define their own questions and goals • Study will include references to our local area where

of KS4.

possible, especially Coniston and its importance during the industrial revolution