



Our Vision

- **Thinking:** We want our students to become critical thinkers. They will show curiosity about the world around them. They will be enquiring and ask further questions. They will be media literate adults who can navigate the new media landscape safely.
- **Knowing:** We want our students to be rich in knowledge. They will understand the bigger picture of the national story and be able to place both historical and current events in relation to it. Their understanding of current affairs will be deepened. They can apply their knowledge of history to make connections with their locality. They will have an understanding of the diverse nature of the UK and the experiences of its residents and citizens. We hope that they will even learn the lessons of the past.
- **Communicating:** We want our students to be good communicators. They will be able to express themselves clearly in written form; both when conciseness and depth are required. They will be able to illustrate their points with specific examples and advanced vocabulary. They will focus clearly on the objective of their communication.

Intent -

History is a crucial part of our national story and vital to students understanding their place in the world. Therefore, the study of History is a vital part of the development of students' cultural capital.

By its very nature History is a literacy-based subject with much of our source material, interpretations and resources being written as well as assessment that is primarily based around extended writing. Knowledge, however, is the bedrock; you cannot write about what you do not know. Knowledge will always come first.

Implementation -

At Ratton we study History chronologically through Key Stage 3, taking students from the Norman invasion to the end of the 20th century. In Years 7 and 8 these would be breadth studies focusing on wide time periods. In Year 9 these narrow to depth studies of more focused historical events. Woven throughout all topics are the themes of politics and power, military history, the history of everyday life and the history of resistance and rebellion.

At GCSE we have chosen topics that build on students' prior knowledge, will be engaging and give students the knowledge they need to engage with the world around them and further study.

At both KS3 and GCSE there are regular cross curricular links, for example with English, Ethics and Science. Extra-curricular opportunities vary according to availability but may include visits to museums, historical sites, archives and the theatre. The GCSE Berlin trip is well established and links to both the Cold War and Weimar and Nazi Germany units.

Impact -

At Key Stage 3, students will be assessed on each unit of work. These assessments will all include an element of testing factual recall, shorter questions, some analysis of sources and/or interpretations, extended writing and SPAGST. Feedback will be given based around how students can improve their work by being specific, showing depth, staying focused and being accurate. For more everyday classwork feedback would come in the form of live feedback (written and/or verbal) to individuals and whole class verbal feedback. Some of students' classwork will also be marked for literacy. Students are expected to respond to this feedback, improve their work (as TICK Time) and make efforts to apply what they have learned from feedback. Homework at Key Stage 3 is mostly revision for factual recall tests that form part of the overall assessment, reflecting the importance of knowledge in History.

In both Key Stages, assessment prepares students for the GCSE exams and will be marked for improvement. There will be more regular formative assessment at GCSE including regular low stakes testing and practice questions. These will form part of both classwork and homework. This will inform intervention and planning throughout the course. Intervention will be mostly classroom based and could be in the form of more intense focus on a particular skill or piece of subject knowledge, or follow up homework, or a focus for the non-triple scientists in their sixth lesson. Intervention may include booster sessions, depending on need and availability.

Studying History at Ratton, whether it is limited to Key Stage 3 or carried through to GCSE will prepare students for further study in a range of literacy based and Humanities subjects and enable them to participate in the wider culture. They will be prepared for a wide range of careers. These could be specific to History, but the possibilities with the skills and knowledge they acquire are endless and exciting.