



Intent	Delivery	Impact
<p>Through history, pupils come to understand their place in the world in the long story of human development.'</p> <p>The curriculum is designed to be knowledge rich, inclusive and challenging. With a focus on building a secure and complex understanding of the past alongside developing historical skills. The curriculum follows the National curriculum in a mostly chronological structure where knowledge is revisited with developing complexity with the aim of deepening knowledge and understanding of key periods and concepts. Assessment is used to identify gaps in knowledge and facilitate mastery in skills they require to succeed in future employment and life. The teaching of history makes links to Catholic Social teaching and supports each student in achieving their God-given potential. It is designed to be inclusive and diverse, helping students understand the world they live in through their study of the past and develop intellectual curiosity and the skills to be lifelong learners.</p>	<p>The KS3 curriculum schemes of work and lessons are based on enquiry questions that combine substantive and disciplinary knowledge and are taught by specialist teachers. The history curriculum is designed to be inclusive both in content and implementation to support the development of all students. Knowledge and skills are revisited regularly and assessments focus on the development of historical skills giving students the opportunity to reflect on their progress regularly.</p> <p>The KS4 curriculum is designed to follow the specification for Edexcel GCSE. Medicine through time and the USA and Vietnam are taught in year 10. The Cold War and Early Elizabethan England are taught in year 11. Formative assessments and mock exams allow opportunities for regular feedback to help students to develop mastery of skills and increasingly complex understanding of content.</p> <p>The KS5 curriculum is designed to follow the AQA specification for A level. The examined units taught are Industrial Britain 1783-1885 and The Transformation of China 1936-1997. The NEA develops pupils' ability to work independently and with increasing academic rigor to prepare them for further education and focuses on India gaining independence 1857-1947.</p>	<p>The KS3 curriculum schemes of work encourages students to engage with a rich variety of history, promoting intellectual curiosity to encourage students to think and revisit their understanding of periods and historical concepts regularly. Assessments are used to build skills required for GCSE and good contextual knowledge that deepens understanding in later Key stages. GCSE history is very popular with strong and consistent uptake.</p> <p>At KS4 all students are supported well and all GCSE students make good progress regardless of background or learning needs. GCSE students achieve very good results with good take up of A level history, as well as Classical Civilisations and Government and Politics.</p> <p>At KS5 students are well prepared for their future academic journey with many students choosing history related courses at university. Students are well prepared and perform well in both examined and non examined assessments. Students leave well equipped with a wide range of transferable skills that will help them in a variety of career paths.</p>