

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

There are some well-established ideas about the building blocks of a history education. We believe these should be the bricks and mortar of a young person's historical education. These include:

- Substantive concepts (Know-what)
 - People, events, dates etc. from the past
 - Abstract concepts that encompass the ideas, beliefs and practices of society
- Disciplinary concepts (Know-how)
 - Causation
 - Significance
 - Change
 - Continuity
 - Consequence
 - Sources and evidence

- Interpretations
- Similarity and difference

All of the above are deeply intertwined and inter-connected. A range of enquiries throughout a student's history education should seek to develop them.

Further to these, we believe a good history education should:

- Aim to develop students' ability to *do* history as opposed to learning some facts *about* history.
- Give an understanding of the nature of historical interpretations embedded in the curriculum. Which history is important and to who?
- Provide a deep and rich chronological framework of historical knowledge.
- Encourage a passion for the subject and thirst to learn more.
- Provide a global and international perspective of historical concepts.
- Foster an ability to construct well-informed and valid opinions about the past and the world around us.
- Develop the ability to use historical language and terminology.
- Promote a cultural literacy that enables genuine engagement with the world.
- Make use of local history to give voice to the past.
- Creatively use a wide variety of interesting primary sources to illuminate the work of the historian and what is known of the past.
- Aim to go further than the textbook or specification at every Key Stage.

Subject Intent

Key Stage 3

The purpose of Key Stage 3 is to take advantage of the sole compulsory stage of secondary History in order to maximise students' historical understanding and appreciation. This includes both substantive knowledge that we believe it is important for young people in 21st century Britain to engage with and the kind of questions we believe historical education should ask.

We aim for the content we choose to be rich, diverse and stretching. We also want the content we deliver to build strong foundations for the students that go on to study History at KS4 and beyond.

Key Stage 4

The aim of Key Stage 4 History is to provide students with an opportunity to succeed in a broad and rich curriculum offer that aims to be ambitious within the context of the specification. Building on strong conceptual foundations from Key Stage 3, Key Stage 4 seeks to balance global, national and local history, as well looking to develop students' appreciation of both political history and social history. We also seek to develop students' ability to communicate confidently and effectively orally and in writing.

Key Stage 5

Key Stage 5 is where we expect those with a passion for History to hone their expertise and foster their love for the subject. We want to give students the chance to go into real depth in the content we teach, equipping them to succeed in higher education by building up habits and skills in reading widely and writing with clarity and precision. The NEA should be a chance for students explore history they are passionate about and should complement their studies up to this point.

Curriculum Specification

[Key Stage 3 National Curriculum](#)

Academic GCSE: [OCR History](#)

Academic A Levels: [AQA History](#) [AQA Government and Politics](#)

Wider Curriculum Contribution	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
We have worked as a department to highlight and deploy strategies that support students with the demands of History as a subject. Each lesson utilises these methods to support all learners. This includes strategies to support areas such as writing by making use of writing frames and co-construction of topic sentences and modelling techniques such as 'I do, we do, you do'. We also believe in the power of a well-constructed curriculum in fostering engagement and sequencing ideas in a way that builds confidence and understanding over time.	Extra challenges and learning opportunities are available throughout each area of study. We have developed specific stretch and challenge questions to provide students with the opportunity to think hard about each topic. Staff have considered the key conceptual demands of each enquiry and are prepared to stretch students' thinking.
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
We have included enquiries that showcase the work of professional historians in order to demonstrate what a career directly in history looks like. We have also displayed posters showcasing some of the careers that History can complement. We also emphasise the transferrable skills that students will be able to take from our subject.	Students across both Key Stages 3 and 4 make use of disciplinary reading to enrich the curriculum. Rich and challenging texts are regularly made use of. This focuses on the use of Tier 2 and 3 words which are pre-taught using strategies such as the Frayer model. Students are given regular opportunities to read out loud and contribute to discussion to develop aural skills.
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
We consider the historical impact of different events and eras on the environment across all key stages. This allows students to understand the forces that have contributed to change and their wide-ranging impacts.	As a department we are fully committed to supporting these policies. All staff are prepared to engage with and challenge the ideas and beliefs that are raised through our curriculum. We understand the value of including on our curriculum events that deal with conflict, social change and religious and racial toleration. We promote British values through our curriculum design.
Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
<p>We regularly consider the significance of a range of religious beliefs and philosophies, how these have changed over time and the impact they have had both then and now. This is regularly engaged with throughout the key stages. Also implicit in many of the enquiries we cover are the ethical dimensions of citizenship, government and diversity.</p> <p>Students regularly engage with important social, moral, spiritual and cultural questions throughout their study of History across the key stages. Not least of these is the important question of representation in history, who controls the narrative and who decides what is told. It is important to us that many different voices are heard throughout the curriculum and whilst the perfect balance will remain elusive, students will see that History is not completely fixed or homogenous.</p>	We reinforce the Academy's values of developing students who are Ready, Respectful and Responsible both through our lesson routines and through the content we study. We seek to allow students to learn from the past by engaging with questions that have important moral and character resonances today.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
We contribute to the digital literacy of our students through Independent Learning tasks that utilise word processing software and online research skills as well as judiciously using lesson time to develop fluency with IT systems and software.	History contributes to the development of numeracy through its focus on chronology and the related development of understanding period and chronological distance. We also contribute to this by including examples of graph interpretation and simple data analysis.