



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

The History Curriculum is designed to create pupils that are curious, discerning and inquisitive about how History has shaped British society today. Therefore curriculum choices reflect the substantive concepts of power, rights and freedoms within the development of British democracy. Within this, the department has chosen to highlight the voices of those that have struggled for their equality. This should make pupils understand the progress of human rights and the development of democracy within Britain.

A final substantive concept is Empire. Students should be empathetic of how the British impacted the lives and experience of others around the world seeking power through the construction of the British Empire. This should help create well rounded pupils that are aware of the strengths and faults of the British in the past, the progress of our free society and be leaders in how to make society a better place for all in the future. Embodying the Jesuit phrase of being 'Men and Women for others'.

The Key Stage 3, 4 &5 curriculum all aim to ensure that at all stages, pupils are critically reflective thinkers who are able to objectively analyse and evaluate sources and interpretations and discern how and why contrasting arguments and interpretations of the past have been constructed.

Implementation

Each module benefits the next with regards to how specific disciplines in history are developed. Each half term module focuses on multiple skills within a concept which are adapted to suit the level of each year group. For example, every year pupils will look at historical interpretations, source analysis and evaluation, written narratives including significance, cause and consequence and continuity and change. Some modules are specifically picked for their concept, for example the British Empire has multiple historical interpretations so that concept is purposefully picked for that module to enable the pupils to create their own argument. The module on the Magna Carta lends itself to cause and consequence for the power of the people and the monarch.

Lessons are adapted so that each pupil has the opportunity to access the content and skills of the lesson. Therefore, lessons have scaffolded materials and the teacher or learning support assistant can make a judgement on where each pupil should start. Writing frames are provided for activities with increasing difficulties but are actively encouraged for all pupils of all abilities. Activities in the classroom vary to enable the pupil to remember the lesson more and recall information and have a broad chronological understanding of the past and the stages in the development of the world we live in today.



Key Stage Three

- All pupils at Key Stage Three are given a year's overview of what they will be learning that is printed at the front of their books. This helps them reflect on previous learning and draw connections eloquently on the concepts of power and empire. The History Learning Journey is printed and displayed in all classrooms that tracks what pupils will learn from Key Stage Three to Key Stage Four.
- The Key Stage Three curriculum is a platform to Key Stage Four and Five. It tracks how British Society went from the Feudal System with no or limited rights for the people and the power struggle of the Monarch and the Church right up to our modern-day democracy including our human rights and freedoms. Due to the overarching themes and linear vision there are constant opportunities for knowledge retrieval and evaluation. For example comparing one monarch to the next, similarities and differences in rebellions, evaluating how parliament and power of the people developed over time.
- Pupils in year 7 go through an Introduction to History course where they learn key terms and how to learn history i.e. by analyzing and evaluating primary and secondary sources. This helps mitigate the variation in history teaching at KS2. The introduction ensures they are equipped with the key terms and skills to start studying History at a Key Stage Three Level.
- In some cases, the content taught is also age specific; Slavery and the Empire is taught in year 8, but the break up of the Empire and Windrush movement is taught in year 9. This is because there is a level of maturity required to investigate these topics and students can draw on past learning within slavery to review interpretations of Empire. This sequencing also allows for cross curricular links in English; students study Black experience in slavery in literature and poetry and books from the World Wars in the same year as these topics appear in the history curriculum.

Key Stage Four

- Key Stage Four follows the suggested Schemes of work from the examination board Edexcel alongside the specification and topic booklets.
- Modules have been selected at GCSE based on pupil interest and developing the themes of power, rights and freedom from Key Stage Three. History of Warfare, Cold War, Weimar Republic to Nazi Germany as well as Henry VIII and his ministers.
- Sequencing of content is based on chronology and the weighting of the papers in the exam. Warfare was picked due to pupil interest and the school's long standing history with the British Army. It is started at the beginning of year 10 as it is a heavily weighted paper and revisits parts of Key Stage Three in more depth so is a gentle transition into GCSE. Weimar Republic and Nazi Germany leads on from this, again a heavily weighted paper but also links to some of the last battles and time periods studied in Warfare - World War One Battle of the Somme and World War Two the Blitz. The Cold War follows on chronologically from Nazi Germany. Henry VIII and his ministers was picked due to the links with the school such as the death of Thomas More and John Fisher, two of the school Saints. It is taught last as it is one of the smallest weighted papers and has less chronological links to the other modules.
- Skills are taught interwoven with content. The first assessment at Key Stage Four is the essay with the most marks on the GCSE paper. This is to first ensure that students do not feel anxious about the longer written answers and tackle that skill straight away but also it will develop their most recent essay writing skills from year 9. Assessments then follow each style of exam question on an exam paper alongside a content test each half term that tests the detail they need to know to write high level longer answers.



Key Stage Five

- Key Stage Five follows route F from Edexcel; 'Searching for rights and Freedoms'. This compliments substantive themes at Key Stage Three and Four but broadens to focus on America including African Americans, Native Americans, Gay rights and Women's rights. Similarly Indian independence and the British Empire is taught which links and develops prior learning from Key Stage Three.
- Key Stage Five both have thematic elements and therefore even though taught chronologically, lessons are put aside to revise thematically and revision resources are thematic too.
- Skills are taught interwoven with content and take place in class with the teacher to bridge the gap between GCSE and A - Level. To make time for this, there is an element of flipped learning where the content is learnt via homework tasks and lesson time can be dedicated to developing A - level essay writing skills.

Subject Specialism

- In order to maintain the departments subject specialist knowledge resources from PIXL, The Historical Association and History today are frequently used. The majority of the department took up the training from Merton Council and from Edexcel on embedding Black History into the Key Stage Three curriculum. Teachers are also part of online History Teacher support groups that are always providing a plethora of resources that are regularly updated for the teaching of History at all Key Stage levels.

Extra Curricular:

- Extra - Curricular days are important in developing a broad curriculum and enriching their cultural capital, providing them with opportunities they may not have outside of school e.g. Elizabeth I and Mary Queen of Scots exhibition at the British Library coincides with the timing of teaching the Tudors to year 8.
- Holocaust survivor talks are arranged for Year 9 learners, as this is the point where they learn about WW2, dictators and 2 genocides. It enables the pupils to put their lessons in to a reality and enables them to be empathetic towards their cause and take their understanding in to the wider world, developing their cultural capital, their compassion for others and making them more discerning in the way they treat others in society and prophetic in how everyone should live their lives (JPP).
- There is a wide variety of trips available at Key Stage 5 and these all strengthen the depth of pupils knowledge as well give them breadth of curriculum and beyond. One such trip was a visit to the Saatchi Gallery for an exhibition 'America in crisis' which enabled students to use photographs to evaluate how different themes of crisis in America have developed over time e.g. financial crisis, women's rights, minority rights and Gay rights.
- Trips to Krakow for A - level History provide pupils with a greater understanding of the Holocaust and enable them to be compassionate and prophetic, forming men and women for others

Impact

Assessment

- Mini plenaries and consistent Assessment for Learning throughout the lessons ensures that teachers are aware of which pupils need more stretch and challenge and which need additional support as it highlights common misconceptions, and supports planning for future lessons and future year groups.
- Across Ks3-5. Pupils are assessed in an end of module test which tests key concepts and content. At Ks4 this is supplemented by an EOY exam in year 10 and two mocks in year 11. At Ks5 this is supplemented by and EOY tests in year 12 and two mocks in Year 13.
- Pupils have their own tracking sheet that is glued to the front of their book so they can take responsibility for their own learning and have an awareness of their strengths and what needs more focus for the end of year exam.

- At KS4/KS5 - students have assessment feedback forms which are kept in their folders/books and help scaffold and track targets for improvement.
- **GCSE Results 2022** - Results compare very positively to schools nationally.

	7+	4+
Wimbledon College	50.8%	86.2%
National Average 2022	30%	71%

Positive increase in grades achieved in all areas, particularly the 7+ and 5+ in comparison to 2019.

	9	8+	7+	5+	4+
2022	16%	32%	50%	81%	86.2%
2019	12%	20%	32%	61.4%	75.9%

- **A Level Results 2022** - Results have improved since 2019

A*/A	A*/B	A*/C	A*/E
13	73	87	100

Monitoring

- There are Schemes of Work for every Key Stage and lesson resources which develop the learning of the pupils and work towards the end of module assessment. If teachers wish to use their own resources then they must ensure they are well planned, with a starter activity that either recaps prior learning or introduces them to a new skill or sub topic, a variety of activities to choose from dependent on the class which are scaffolded for all pupils to progress, and assessment for learning throughout. These requirements will ensure the teacher is able to monitor the progression of the class and adapt resources for the next lesson. The teacher is encouraged to upload these resources to the shared drive so that all teachers may benefit from them.
- Head of Department meetings are used to ensure that people are confident with what they are teaching, Schemes of Work made by the Key Stage Three Co-Ordinator or the exam boards are rigorous and are scrutinised in the planning of lessons so that the key concepts and questions are taught, analysed and evaluated.
- Key Stage Four and Five grades are recorded on SIMS and via a google tracking sheet. This way we can see which exam questions pupils are thriving with and which they are struggling with. This will enable teachers to offer individualised exam skill focus for each pupil and enables an in depth progress tracker to see the extent of their improvement with each exam question over time.
- Impact of 2022 GCSE exam data, there will be a focus on the 4 mark question for warfare and the teaching and revision of content from 1700 - present. This was the only exam question where the students performed under the national average. 4 mark questions will be integrated into starter and plenaries.



- We will give more focus to students that are targeted grade 4 or 5 as this was the target for FFT 20 that we did not meet. Flag students that will benefit from half term intervention.
- At A level, moderation is also conducted externally with the Ursuline High School for Girls, to ensure that we are marking accurately in line with national standards to enable the pupils to reach the best grade possible.
- Use the year 13 PPE to find where the gaps in students skills and knowledge.

Evaluation

- An evolving evaluation of the curriculum content began in 2021 and with support of the Black curriculum; new topics were introduced to broaden the curriculum offer and highlight individuals of colour within historical periods. An ongoing project, particularly at Key Stage Three is working towards an enquiry driven curriculum with each enquiry built around a clear conceptual focus. There is a particular drive to focus on Historical debates.
- An evaluation of the A Level Curriculum and previous results led to the department choosing to change exam boards to Edexcel. This decision had two aims; to provide greater breadth in papers, strengthening the departments interleaving substantive concepts of Rights, Freedoms and Empire. Secondly, to push forward attainment at A Level. This change ensured that the weighting of the papers was mirrored in teaching loads.
- Assessment marks are recorded and discussed in departmental meetings; teachers scrutinise as a cohort what pupils overall did well on and what they struggled with. This will inform planning and focus of teaching when that skill is taught again. This data analysis helps inform target reports and parents evenings.
- Pleasing improvement of results at GCSE and A - Level, we know where to focus our efforts this year. The department meetings dedicated to writing frames for students were clearly very beneficial.
- Use the downloaded scripts of grade 9 and grade 5 students from 2022 GCSE cohort so that teachers are more confident on marking year 10 EOY and can show model answers, it should help with predicted grades too.