



Curriculum Statement – History

The importance of studying history is to enable students to understand our past, which in turn allows them to understand our present and future: if we want to make sense of the world today, then we have to look to history for answers. People often say that “history repeats itself,” but if we study the successes and failures of the past, we may be able to learn from our mistakes and avoid repeating them in the future. It teaches our students a range of highly valued and sought after skills in the world of careers from research skills, analysis, evaluation, independence in learning and the ability to appreciate the experiences and opinions of cultures other than our own.

We try hard within the almost infinite sweep of history to pick on various key themes which we revisit, whether that be the concept of democracy and how various groups in England struggled to stop it, as well as groups such as the Suffragettes who have struggled to obtain it. Our intent therefore is that students of St. Ives should appreciate the democracy we inherited and promote participation in the future of our nation through our democratic systems and its direction of travel. We aim to promote key strands of being a modern citizen of our community, of belonging to the United Kingdom and our nationhood as well as being global citizens. We are trying to move away from a British royalist view and interpretation of history and to encourage our students to look through different eyes at the same events.

Learning in history is assessed both formatively and summatively throughout each unit of work. Formative assessment will include; verbal feedback and class discussions, peer and self-assessment against a range of clearly structured criteria, short quizzes and low stakes tests within class. Summative assessment will be done on selected pieces of work throughout units and marked to show student's their highlights, next steps and activities to enable them to improve their piece of work to show progress.

Within lessons students are supported to challenge themselves by a variety of tasks that gives them the support and structure to challenge themselves. In line with the new GCSE curriculum, our lessons are designed to develop the skills necessary for students to succeed both at further study and in the working world.

Students books are formally marked each half term for Key Stage 3 where one piece of summative work will be completed and receive full feedback; At Key Stage 4 this will be twice a half-term and often focused on developing skills, alongside the knowledge, for students' GCSE exams. All students are required to make improvements on their written feedback, this is done within planned lessons and gives pupils the opportunity to develop resilience and to learn from mistakes.

At the end of each year students will sit an end of year exam which will include questions from topics learnt throughout the year. This will allow us to assess students overall knowledge and understanding and ensure we are able to celebrate their

successes from the year and go into the following year aware of how they can keep progressing.

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt