

INTENT: A powerful, knowledge-rich curriculum

By the end of their education, a student of History at Dixons Fazakerley Academy will:

- Have an understanding of how the past has developed from available evidence, and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- Be passionate and enjoy the study of History as it will be clear to them that it is a subject that is extremely relevant to their lives.
- Be adept at using a wide range of sophisticated historical terminology appropriately to demonstrate their understanding of the world.
- Be aware that the knowledge and skills they acquire through the study of History can help pupils succeed, no matter what path they choose beyond their formal education, and can assist in equipping them suitably as they enter the next stage of education, employment and training.

Our unifying 'sentence' is: "The History department ensured that all pupils acquired the knowledge necessary for them to understand how the past has shaped their current world, and how they can contribute positively to the future".

In order to achieve a true understanding of History, topics have been intelligently sequenced based on the following rationale:

- History is a subject that deals heavily with knowledge of events from the past and how they have shaped the world. Good historians are able to use this knowledge and apply disciplinary skills to demonstrate a developed understanding of the past. At DFA, we ensure that all pupils are given the opportunity to demonstrate their substantive and disciplinary knowledge in numerous ways. It is important that pupils can confidently and coherently express their own versions of the past.
- It is also pertinent to address that history has been interpreted differently throughout the ages. This involves exploring sources and interpretations to understand how and why the past has been viewed the way it has, as well as challenge these interpretations and allow students to create their own. Bringing the historian into the classroom is a cornerstone of our curriculum.
- Enquiry questions are the basis of learning in History. Each lesson is part of a sequence of learning which will help pupils understand a greater concept and build up a 'bigger picture' of the past; how events from the past have influenced periods of history. This contributes to the progression model the DFA curriculum is based on.
- Abstract concepts are continually revisited throughout the key stages and old learning interleaved with new, in order to develop a coherent understanding of specialised terminology.
- Most importantly, the History curriculum at Dixons Fazakerley Academy is under constant review. As the world constantly changes, and the demands and expectations of young people continuously increase, it is important that children are educated in a way that allows them to meet these expectations. For that reason, the History curriculum will always be tailored to reflect these changes and ensure that pupils are given the education to which they are entitled.
- As pupils enter the final stages of KS3, we begin to introduce powerful knowledge that allows them to form a foundation on which to build for success in GCSE. We make genuine links between Britain and the wider world, exploring how our cultural values and beliefs have been shaped, but also explore what life was like in areas where these values were not adhered to.

The History curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- History gives students rapid exposure to powerful knowledge that allows them to explain the past, understand the present and envisage the future; something which can provide pupils with real purpose in the ever-changing modern world.
- History also contributes towards the development of cultural capital, through exposure and familiarity with cultural, social, economic and political events from around the world that have shaped it into what it is today.
- Literacy is the key to education and a successful life, and History is a significant vehicle in promoting this. The subject depends on frequent application of tier II and III terminology which can enthuse and inspire students to engage with challenging and exciting material.

We fully believe History can contribute to the personal development of students at DFA:

- History as a subject requires pupils to think outside of their own frames of reference and consider other viewpoints and beliefs. This can greatly aid in pupils' own personal development. We want pupils to be lifelong learners that understand that they have a role to play in shaping the world in which we live.
- At DFA, we want pupils to be able to thrive in a top job and have a great life. To that end, History contributes significantly as an academic subject which creates a plethora of opportunities post-GCSE.
- The knowledge gained from the study of History can be a contributory factor towards tolerance and acceptance in modern society. As we expose students to diverse and varied experiences throughout the past, students begin to build up the tools needed in order to become positive citizens.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Throughout all key stages, students will encounter a wide-range range of vocations.
- Each topic taught has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- Links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, journalism, research, or the media.
- Guest speakers will be invited to speak to the students and model the value of a historical understanding.

We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- We promote resources linked to taught material and beyond, so that pupils can explore History out of genuine interest rather than as a school subject.
- Students are given opportunities to explore historiography and further reading is promoted.
- The department will arrange for external trips that can allow pupils to develop the knowledge they have acquired and expose themselves to real-life historical investigations.