

Humanities: History Curriculum Statement

Curriculum Intent

The purpose of the History curriculum is as follows:

- to foster an understanding of the complexity of the modern world through the study of the past.
- to create independent learners, and critical and reflective thinkers.

The history department comprises passionate teachers with a wealth of teaching experience who want to use history as a vehicle to nurture students' innate curiosity and foster a love of learning. All staff in the history department are committed to promoting the school's ethos and our department's values of mutual respect, understanding, tolerance while encouraging high achievement, intellectualism, critical thinking, and reflection.

Our team uses their expertise to fascinate and inform thus engage students in a variety of activities that facilitate effective learning. We also invite student feedback to improve the offered curriculum so that it reflects students' interests and the school's diverse community.

The history curriculum covers multiple eras and historical periods and is laid out in a chronological order building on students' former knowledge and skills. While planning and sequencing the curriculum, we ensure that the necessary skills are introduced, regularly practised, and revised. Embedding key historical concepts and skills allows students to master the declarative and procedural knowledge, both vital for their academic progression.

Historical themes and wider concepts are also repeated within our curriculum allowing for a deeper understanding and, where possible, a multi-disciplinary approach to learning. The topics are carefully chosen to ensure a staggered and levelled study of the specific content, while personalisation and differentiation of resources remains a key priority when planning and delivering lessons.

To ensure coherence and inclusivity our curriculum is data- and research-informed. In addition, we aim to promote and reflect students' diverse social and cultural background, by selecting topics that students can relate to and bring their personal knowledge and experience in, meaning we encourage students to engage in discussions and activities that challenge their personal viewpoints, help them shape their identity and explore their role in the multi-cultural and ever-changing world we live in.



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All our lessons follow an agreed structure with “Do Now” tasks being completed at the beginning of each lesson to facilitate retrieval and consolidation of learning. As practitioners, we also model and promote high standards of behaviour and work and hold our pupils accountable when necessary.

Lessons are planned carefully to ensure they offer a plethora of learning opportunities, varying from independent learning to collaborative and group learning. Our students are aware of the climates for learning and the relevant features of each climate. This helps pupils regulate themselves and take control of their learning. In this light, we use every available opportunity to praise our students and help them build the resilience, grit and work ethos that will set them up for success in their adult life.

Homework is being deployed to further promote engagement and independent learning, alongside an effective use of IT resources. Pupils are expected to create original pieces of work and practise academic honesty. Homework is also utilised as a flip-learning tool to inform lessons and generate a student-led learning culture.

Trips are also important in terms of offering students an enriched “Stantonbury Experience” that goes beyond the classroom walls. The team carefully selects sites that offer experiential learning especially for the less advantaged students. In the same context, extracurricular activities and clubs are on offer.

In the premises, it is submitted that as a team, we emphasise not only on students’ academic but also on their social, spiritual, moral, and cultural needs, acting in loco parentis aiming to create all-rounded, knowledgeable, and disciplined individuals.

