**The History Department at Bishop Challoner Catholic Federation of Schools**

The mission of the History Department is to stimulate and encourage an understanding of History and to promote its effective study in terms of skills such as interpretation and use of evidence. We firmly believe that students can only have an effective understanding of their world and their place within it if they understand the past. The Department of History at Bishop Challoner delivers an innovative and thought-provoking curriculum and an engaging learning environment. We cater to a wide range of ethnicities and thus help to broaden cultural experiences, improve skills in written and verbal communication, deepen and refine abilities in critical thinking, and prepare students for universities and/or careers.

We are dedicated to preparing our students to be leaders in the wider society and subsequently, we are developing critical thinking and analytical writing skills of students which have steered many of our students in reputable universities across the country. Apart from academic attainment we participate in key events such as Holocaust Memorial Day and Remembrance Day, and lead trips to WW1 sites in Belgium, Cold war sites in Berlin as well as visiting Auschwitz in Poland. These opportunities have resonated with our students and have helped develop their understanding of their past and their place within it. We were the first school in the country to gain quality-marked UCL Centre for Holocaust Education, Holocaust Beacon School status which puts us at the forefront of teaching and learning about the Holocaust nationally.

***The Department***

The History Department consists of 4 classrooms that showcase exemplar work by students and exciting displays that remind students about the significance of studying History. Displays also serve to prompt students about the basic rules of literacy and grammar, which is a school wide focus. The department has five teachers who are all specialists. All five of these teachers deliver GCSE lessons and A Level, and engage in wider historical and pedagogy research. We are

***The Curriculum***

At KS3 we teach six set modules for each academic year. These modules follow the chronological history of Great Britain from 1066 until 1945, along with other wider modules:

Year 7: How has London changed over time? Why are the Romans significant? How dangerous was Medieval Britain? Why did the Crusades happen?

Year 8: Who was the greatest early modern dynasty: Mughals or Tudors? Protest and Democracy over time, How did the slave trade work? How did life change for black people in America? Why do people interpret the Industrial Revolution differently? What was it like for ordinary people in the 19th century?

Year 9: Did two bullets cause 20 million deaths the 20th century? What was it like to fight during WW1? What is the most significant turning point of WW2? Why did the Nazis persecute Jewish people? How has terrorism changed over time?

In KS4 students are actively encouraged to choose History for GCSE. We are in the first year of delivering the new AQA Modern World GCSE including Germany 1890-1945, Korea and Vietnam 1945-1975, as well as Elizabethan England and Empire and Migration over time.

At KS5 we deliver the OCR A Level course. Students cover four units comprised of the Cold War 1941-1995, The Mid Tudor Crisis, and the Middle East 1908-2008: Ottomans to Arab Spring, as well as completing an independent topic based essay for their coursework.

We also run the HET ‘Lessons From Auschwitz’ project in the sixth form, and have supported the application of six Oxbridge candidates in recent years, with two successful applications.

***The History Department Pathway***

All key stage three classes are taught for three periods per week. Each period lasts 50 minutes.

At KS4 (Years 10 – 11), students have a double lesson (100 minutes) and one single lesson each week. KS5 students (Year 12-13), have three double lessons per week.

***Assessment***

In KS3 each student is assessed on every unit every half term. Each assessment covers a key historical skill such as causation, significance, using evidence or interpretations. Each assessment is levelled and the averages of those levels are used for their final level at the end of the year. Our schemes of work further incorporate conduits through which personal learning and thinking skills are developed. Entry data, target grades and ALPS are also used to inform our teaching, to set individual targets and to track pupils’ progress across all Key Stages. In KS3, more able students are encouraged to develop their independent learning skills through completion of an ‘ILP’- an Independent Learning Project alongside their regular studies.

We also assess frequently at KS4 and KS5 – students are given regular exam practise and consistent feedback to ensure progress is being made towards the target grade.

***Extra-Curricular activities***

* After school and lunchtime intervention for knowledge for Years 10 and 11
* Clubs to develop historical skills for KS4 and KS5
* Visits to museums and galleries
* Guest speakers such as Holocaust survivors and D Day veterans
* Students take part in the Lessons From Auschwitz Project
* Students take an active role in Remembrance and Holocaust Memorial Day
* History club to organise events like for Black History Month
* Overseas trips to the WW1 Battlefield sites for Year 9, Germany and Poland visit for Years 10-13