

The study of history is essential to help our pupils understand that they are global citizens with global responsibilities. To study history is to understand how our world and society have developed and shapes the world that we live in today. Linking the past to the present reminds us of the importance of morality, equality, tolerance and self reflection. It allows students to be able to make links between the political, spiritual, sociological and economic elements of societies. The skills and talents developed within an historian are transferable to many other subjects and are life skills that we use in order to analyse, explain, describe, assess and evaluate. Studying history helps students to acquire attitudes and skills relevant to adult and working life and an aesthetic appreciation of human achievement and aspirations.

As history teachers we are custodians of our subject. The key themes and concepts that underpin our history should be embedded and made concrete for pupils. Students should have a mastery of transferable knowledge that allows pupils to make links through time and across the school curriculum, to be able to see the 'Bigger picture'. Studying history should develop a depth of understanding that brings richness to the subject but also a breadth of understanding that enriches wider life and learning. Our students should enjoy a broad and rich encounter with the past, underpinned with a golden thread of secure, specific, interconnected knowledge. This knowledge includes a meaningful understanding of how historians and others study the past and construct their accounts. Indeed, our students are considered as, and become, historians in their own right.

All our students are challenged to the full realisation of their potential. The exam focus of the KS4 curriculum and the demanding nature of the GCSE papers mean that History is a challenging subject for students. We aim to offer as much support, modelling and scaffolding as possible so that all students can access the subject. We aim to develop inquisitive, curious and passionate young historians who care for and respect the world around them, at a local, national and global level. In an era of increasing isolationism and populism, the breaking down of international obligations, 'us and them', scapegoating and 'fake news' we must challenge the idea of 'the outsider' and encourage students to understand the subtle, dynamic and positive nature of our 'melting pot' society. We recognise the importance of learning across the curriculum and seek to build links across the school with other departments, with opportunities for joint planning that can enrich, deepen and broaden our students' learning experience. We seek to increase our students' cultural capital through regular discussion about history and current affairs, offering stimulus like newspaper articles and books, encouraging young people to widen their worldview through art and culture and to look beyond low aspirations and limited opportunities. Our role is to open eyes, to inspire awe and wonder, to challenge misconceptions, conspiracies, stereotypes, populism and apathy.

Our students' learning of history must include:

- a focus on their local and community history and their place within it.
- Their 'roots and identity', including the history of their own family and community.
- To learn more about the way society is organised and structured, for example, how democracy works and has developed over time.
- Explicit teaching and embedding of subject specific vocabulary and key concepts.

Our aim is to produce highly skilled, knowledgeable and thoughtful young historians with Catholic Values