







The History Curriculum at Nova is Ambitious, Sequenced Carefully, Principled, Inclusive, Research-informed and Enriching.

 <div>AMBITIOUS</div> <p>History is messy; conflicts are rarely truly resolved, there are no clear heroes and villains, and might is often right. At Nova Hreod, the History department aims to encourage pupils to relish this complexity, while also grappling with the big questions which bridge topics: from where does power derive? Does the suffering of others justify economic development? Why and how have people attempted to eradicate the culture of others?</p>	 <div>SEQUENCED</div> <p>History at Nova Hreod is taught in chronological order, starting in the 11<sup>th</sup> century and finishing in the 20<sup>th</sup> century and the modern day. Alongside this, we also revisit a number of key 'threads', such as the nature of power, as well as key disciplinary skills, such as using sources or discussing significance, at different points in each year.</p>	 <div>PRINCIPLED</div> <p>The topics and questions which we grapple with in the History department are designed not to examine injustices in the past, but to question practices in the modern day. Our curriculum is designed to encourage pupils to question interpretations and consider why history has not always been fair or equitable. In the words of philosopher George Santayana, "Those who do not learn from History are doomed to repeat it."</p>	 <div>INCLUSIVE</div> <p>Successful historians can read and understand others' arguments and construct well-reasoned and nuanced arguments in response. In order to ensure that all of the pupils at Nova Hreod can and do develop these skills, we regularly read a wide range texts as a whole class, and check pupils' understanding before we move on. We also explicitly teach vocabulary that pupils encounter and which they are expected to use in their writing. Before writing, we carefully model pieces of work in order to give pupils structure and</p>	 <div>RESEARCH INFORMED</div> <p>Current educational research is at the heart of what we do as a History department; research into cognitive load and vocabulary acquisition has informed our approach to reading, Doug Lemov's <i>Teach Like a Champion</i> informs our classroom management, and the principles behind data driven instruction define our approach to standardising, moderating, and giving feedback on Common Interim Assessments and other assessment tasks.</p>	 <div>ENRICHING</div> <p>At Nova Hreod, the History department endeavours to demonstrate that studying History in the classroom is only the beginning of a pupils' journey within the subject. For each topic, we offer a reading list of both fiction and non-fiction texts. We are also in the process of developing a selection of trips which align topics in each year group, such as a trip to a 19<sup>th</sup> century operating theatre in Year 10.</p>
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