

Curriculum Vision

Faculty	Humanities	Subject	History
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Our Vision

Subject Vision

The History Department aims to stimulate the student's curiosity about people living in the past, the local area, in Britain, Europe and the wider world. We also want to ensure that all pupils know and understand as a coherent, chronological narrative, from the earliest times to the present day. By engaging in the past, students will develop an appreciation of societies, political structures, cultures and beliefs to understand the motivations of individuals, themes and events in History.

We strive to largely focus on the national curriculum, in keeping with major themes and skills that are developed throughout the Key Stages, but with a particular focus on our own students context. This is to engage our students with their own past and background based on the area of the school and catchment area. Whilst largely in keeping with the national curriculum we also aim to develop disciplinary concepts throughout the Key stages, such as developing an understanding of significance and enabling students to think like historians with confidence and clarity. We aim to use these disciplinary concepts to evaluate overarching themes across the history curriculum, allowing students to build on their long-term memory whilst engaging with new contexts, for example the concept of invasion is an overarching theme which continues to be reviewed throughout the Key Stages and continues to build in depth as well as breadth.

Curriculum Intent

In Key Stage 3 the focus is on developing confident historians with the disciplinary skills to engage with the past and to foster an appreciation of societies, cultures, and beliefs. Throughout KS3 we continue to build a foundation of understanding of essential historical skills, these include chronology, interpretations, source analysis, similarity and differences and the use of significance. Once these foundational units are established, students are then challenged further through the ambitious rigor of lesson structure and content, allowing for mastery to be achieved. Alongside these disciplinary skills we also establish the start of key themes, which build in depth and understanding each year, that continue to have impact throughout the curriculum, such as invasion, war, monarchy and religion.

In Key Stage 4 students use their firm grasp of historical disciplinary concepts to begin their study of the AQA syllabus. The four units they will be exploring through years 10 and 11 include:

Wider World Depth Studies: Conflict and Tension: The First World War 1894-1918.

Period Studies: Democracy and Dictatorship: Germany 1894-1945

Thematic Studies: Medicine Health and the People: 1000AD to Present Day

British Depth Studies: Elizabethan England: 1568-1603

Curriculum Sequencing Rationale and Implementation

KS3

Starts with a transition module, this has been designed to build students confidence with a familiar topic, Ancient Romans, but to develop their disciplinary skills by focussing on source skills. This module aims to encourage historical investigation and debate around familiar knowledge but also start to develop the higher order thinking skills needed to be a successful historian. Throughout Year 7 we continue to build a foundation of understanding of essential historical skills, these include chronology, interpretations, source analysis, similarity and differences and the use of significance. Alongside these disciplinary skills we also establish the start of key themes which continue to have impact throughout the curriculum. For example, the first theme Year 7 are exposed to is the idea of invasion, this is established in the first topic of The Battle of Hastings and the invasion of the Normans. This theme of invasion and the cause and consequence of it is revisited several times through KS3, WWI and

WWII. Further themes include revolution, the role of religion and the monarchy, all of which are established in Year 7 and continuously built upon throughout the curriculum. In KS3 we aim to establish confidence in the essential skills of effective historical writing and argument, for example the importance of supporting assertions with evidence and structuring paragraphs using PEE in order to ensure a clear focus on the question. These skills are embedded throughout KS3 to ensure the students have an established understanding of the requirements to be a successful historian.

We follow a chronological approach through the KS3 curriculum, starting with a depth study of the Norman Invasion. Whilst moving largely chronologically through the history of Britain, students continue to build upon the disciplinary skills and key themes established throughout all topics and resources. This then allows us to create a strong foundation of understanding, essential for students to become successful historians. KS3 ends its chronological path at the end of Year 9 with the Civil Rights Movement, where the students use the culmination of the historical skills to debate and investigate an essential part of history.

KS4

Having completed the KS3 curriculum students commence their GCSE content in Year 10. The students start their KS4 careers with the topic: Britain: Health & The People, the students study this course through the familiar chronological approach, starting in Ancient Greek times and ending at present day. Throughout this chronological approach, students continue to build upon their disciplinary skills already established from KS3. For example, the idea of significance and similarity and difference is built upon in the first unit of this topic with the investigation of the Black Death and medical hospitals, students also must harness their understanding of the importance of themes to be able to understand and use the medical factors of importance which run through the entire topic. Students then move onto their second topic: Conflict and Tension: The First World War. This builds from their familiar understanding of the event from KS3 with a heavier focus on disciplinary skills. These include the use of evidence and the ability to identify the significance of several events, again, students will build on the already established themes of invasion and the role of monarchy whilst studying this topic, enhancing their understanding of the time.

At the end of Y10, students commence their third topic: Democracy and Dictatorship: Germany 1890-1945. Students are given the opportunity to build on their prior knowledge of WWII from KS3 to investigate the impacts in another perspective, the German perspective. Students will further enhance their skills of investigation by analysing interpretations and highlighting similarities and differences between different historical accounts. They will also follow the topic in the usual chronological fashion but again using their understanding of themes and their role in this new perspective. The students complete their KS4 career with the final topic of: Elizabeth I: 1558-1603. Students are again given the opportunity to build on their prior knowledge of the Tudors from KS3 and the source skills developed in that time to establish confidence when investigating the reign of Elizabeth I in greater depth. Students will again focus on themes throughout the topic, these include religion, politics, society and economics. The final topic also gives the students an opportunity to harness their independent enquiry skills they have been building throughout the curriculum to complete the historical site study, which changes each year and requires them to use not only source and analysis but extended writing skills to be successful.

KS5

The course provides students with a broad chronological overview stretching well over 200 years and includes aspects of thematic study, as well as studies in-depth, focusing on British, non-British and European History. It allows students to gain knowledge and understanding of the Tudor Period and Early Modern Period of History which is excellent preparation for those who continue to study History or History-related subjects at University. Students study a breadth study of the Tudors, a depths study of Democracy and Nazism: Germany 1918-1945 and complete an NEA on the Civil Rights Movement in America. On both sides of the examination unit, students develop and build their skills on essay writing and analysis. Equally they develop their skills of analysis with regular practice of using extracts. The courses are planned in a chronological fashion, but with a focus on key questions and key themes throughout; such as the role of key individuals.

Students start their NEA in the summer term of Year 12; building upon their Historical skills. Lesson focus upon the skills and research methods required, before students select a question and work independently on it.