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| **History** |
| **Key Stage 4:**EdExcel | **Key Stage 5:**EdExcel |
| **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| 2 lessons per week | 2 lessons per week | 2 lessons per week | 3 lessons per week | 3 lessons per week | 6 lessons per week | 6 lessons per week |
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| **Staff** | **Role** | **Staff** | **Role** |
| **C. Newton** | Curriculum Leader | **P. Ley** | Teacher |
| **N. Mataria** | TeacherSENDCo/ Assistant Principal | **A. Ahazie** | Teacher/ Subject Lead - Sociology |
| **L. Ramshaw** | UT Trainee(Unsalaried) | **J. Kristiannsen** | Intervention Group Teacher |

**Intent: what are we trying to achieve with our curriculum?**

The intention of the History curriculum area is to create a curriculum through which students come to enjoy both the challenge and the stories of history in an environment that is both welcoming and conducive to learning. Through the KS3 curriculum, we aim that students gain a chronological understanding of some of the key moments in British and world history. Students should be able to see themselves in the people they encounter in their studies and understand, by the end of KS3, the diverse nature of British and world history and the societies with which we have interacted over time. The KS3 SOWs are sequenced to ensure an understanding of chronology and the features and characteristics of specific time periods.

The GCSE course is planned so as to ensure smooth progression between key stages, allowing students to apply existing knowledge to their new context. We intend that students are able to understand, and use, concepts such as causation, change and continuity and significance as well as abstract terms such as ‘empire’, ‘kingship’, and ‘democracy’. Students should be able to use historical terminology with alacrity in order to create historical narratives, analysis and evaluation. We intend that students gain historical skills that will prepare them for further historical study such as how and why differing interpretations of the past exist. Students should develop an understanding of how to infer from sources and evaluate their utility. These key skills are to be taught in KS3 and embedded and honed at KS4 and KS5.

**Implementation: how do we deliver our curriculum?**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | World in 1000 Norman Conquest  | World in 1000Norman Control  | Religion in the Middle Ages - Britain and the world | Challenges to Medieval Monarchs (1) | Challenges to Medieval Monarchs (2) | Renaissance and ReformationRevision for Examinations |
| **Year 8** | Tudors and religious change (1) | The English Civil War | Trans-Atlantic Slave Trade | Victorian Britain | The British Empire  | The British Empire Revision for Examinations |
| **Year 9** | Causes of WW1WW1 | Impact of WW1 - Britain | Impact of WW1 - Europe | World War 2The Holocaust | Impact of WW2  | Revision for ExaminationsIntroduction to GCSE - Whitechapel Historic Environment Paper 1 |
| **Year 10** | Crime and Punishment in Britain, c1000–present; and Whitechapel, c1870-c1900: crime, policing and the inner city  | Crime and Punishment in Britain, c1000–present; and Whitechapel, c1870-c1900: crime, policing and the inner city  | The Weimar Republic and Nazi Germany (1918-1939)  | The Weimar Republic and Nazi Germany (1918-1939)  | The Weimar Republic and Nazi Germany (1918-1939) | Revision and Examinations |
| **Year 11** | Superpower Relations and the Cold War, 1941-91 | Superpower Relations and the Cold War, 1941-91 | Early Elizabethan England, 1558-88 | Early Elizabethan England, 1558-88 | Revision of all taught content | Public Examinations |
| **Year 12** | Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ (1) | Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ (2) | Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ (3) | Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ (4) | Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ (5) | Revision for ExaminationsPreparation for coursework and independent study  |
| **Year 13** | Paper 3, Option 35 Britain: losing and gaining an empire, 1763–1914 (1)Independent Study (2) | Paper 3, Option 35 Britain: losing and gaining an empire, 1763–1914 (2)Independent Study (3) | Paper 3, Option 35 Britain: losing and gaining an empire, 1763–1914 (3)Independent Study (4) | Paper 3, Option 35 Britain: losing and gaining an empire, 1763–1914 (4) | Revision of all taught content | Public Examinations |

By taking a ‘top down’ approach, embedding source, interpretation, and analysis skills required at GCSE and A Level, students are challenged in their learning and are prepared for the academic rigours of exam board courses. SOW and lessons are content-rich, with an emphasis on knowledge acquisition. Opportunities for independent practise of historical writing and skills is planned into lessons.

**Year 7:** the foundations are laid for the successful study of history through a content-rich course which introduces students to source skills through inference and analysis through explanations of causation and change and continuity.

**Year 8:** source skills are developed through analysis of utility and relative importance is explored in explanation of causation and significance.

**Year 9:** analytical skills are developed through the writing of narrative accounts and students explore how and why interpretations of the past differ. Pupils start the GCSE course with the Historic Environment aspect of Paper 1 Crime and Punishment in order to maximise their chronological understanding and create time for revision in Year 10 and Year 11.

**Year 10:** the GCSE course covers a wide range of content, from a variety of time periods. Paper 1, the thematic paper, enables students to develop a broad view of the past and develop an understanding of change and continuity, similarity and difference. Paper 3 focuses on sources and interpretations, building the critical skills that will support students in further study, historical or otherwise.

**Year 11:**

Paper 2 covers both early modern and modern history, with a focus on consequence and explanation.

**Year 12:** the first year of the A Level course covers 20th century history and the search for rights and freedoms in the USA and South Africa; a course that allows students to explore some key themes relevant to the world in which students are living.

**Year 13:** the NEA element of the A-Level enables students to develop research skills and independence and gives them an experience of academic study at undergraduate level. The examined unit in Year 13 explores wide-ranging themes by focusing on the Britain losing and gaining an empire in the 18th and 19th century. The conceptual basis of, and skills required in, the A Level course, prepare students for further study in a variety of fields.

**In History, the curriculum:**

* supports the vision of the department which is shared with teachers to ensure planning is reflective of this vision
* is collaboratively planned to maximise the expertise and time of teachers to create challenging, fully differentiated lessons
* includes multiple opportunities to challenge the most able, with stretch activities included in every task
* uses scaffolding and modelling to support students in their extended writing and exam questions
* includes regular review points throughout lessons and SOW to support knowledge retrieval and conceptual understanding
* supports students’ independence and knowledge acquisition through homework
* is developed in department meetings, where SOW and lessons are discussed to ensure consistency of delivery across the department and to allow more experienced teachers to support those in the early stages of their careers
* standards are maintained through drop-ins, learning walks, work scrutiny, and lesson observations
* benefits from the strong foundation pedagogy of Rosenshine’s, TLAC and the Bacon’s Way
* is developed through consistent use of Do Nows and regular reviews to gradually, and permanently, build up content knowledge and conceptual understanding
* instils a love of history in students which extends beyond lessons
* enables students to ‘see themselves’ in the past and to view parts of the world and aspects of the past they would not otherwise know about
* focuses on exam skills, allowing time in lessons to develop these skills through modelling, scaffolding, practice, and feedback
* supports the most able to achieve the highest grades at GCSE and A Level
* places history in the context of the values and concerns of the past and helps students understand how they have developed in the present in order to develop students’ SMSC
* ensures progress for every student through clear lesson objectives, differentiation, and AfL
* will include opportunities for assessment through exam style assessments at all key stages as laid out in the departmental marking policy and UL assessment schedule
* is supported by high-quality questioning for understanding
* makes full use of AfL verbally and in writing in response to extended written pieces
* supports students to become effective independent learners through modelling revision activities and consistent use of online learning resources

**Impact: what difference is our curriculum making to pupils?**

* gain an understanding of the world, the way it is, how it has come to be, and the role that diverse groups have played in creating our history
* rise to the challenge of history, developing resilience and independence
* Enable and encourage students to progress to A Level and to university study at respected institutions
* write fluently and analytically, using subject specific terminology with confidence
* understand the importance of using feedback to improve work
* respond to the high expectations of teachers and internalise these for their own success
* make progress in line with their MTGs and personal targets
* have developed skills and knowledge that will support them in the future

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**