

History – Aims/Intent

History follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study

A high quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should encourage students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims in History are that student will be taught:

1. To know and understand British history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2. To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and failures of mankind.
3. To gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
4. To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
5. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
6. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.
7. To read and develop specific technical vocabulary.
8. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through History:

Personal Development

The History department ensures that the students are aware of how the skills learned in lessons, e.g. critical thinking, creativity, different interpretations of the same event can be transferable to different career paths. The students are encouraged to discuss complex historical situations and to support their arguments with evidence and to make links between the past and the present. Students are taught the importance of self-respect and individual responsibility while being able to discuss issues and ask questions in a supportive environment.

Social Development

Students learn to respect others' opinions and that there are many interpretations of one event which is dependent on the background and the experience of the person who has witnessed the event. The aim is to promote tolerance and understanding of why individuals might have a different reaction to an event. Students learn about how the past has an impact on the present.

Physical Development

At KS3 students study Sugar, Empire and Slavery which tracks the development and consumption of sugar from 300AD to the present day. This concludes with looking at the current obesity crisis. There is also development of healthy choices in terms of diet, exercise through the study of 'Medicine Through Time' at GCSE.

Spiritual Development

From Y7 to A level, the curriculum reflects the role of religion and the impact it has had on key events worldwide. Students discuss the role of religion in relation to key historical events and current affairs.

Cultural Development

Students study many different cultures from across the world and compare and contrast with other cultures.

Moral Development

Students engage in debates on topics from Children Working in Factories, the Bombing of Hiroshima and the Holocaust. Students are encouraged to express their opinion in a respectful manner while listening to contrasting viewpoints. Students also evaluate contemporary views and discuss why views change over time.

How students' vocabulary is developed through History

- Students are introduced to the key words relevant to the lesson with definitions, e.g. parliament.
- Students are introduced and encouraged to use technical terminology, e.g. bias, source, interpretation.
- Specific examination vocabulary is explicitly taught, e.g. context, purpose, useful, reliable.

Examples of Key Vocabulary:

agricultural, ancient, artefact, castle, century, chronological, civilisation, colonisation, cultural, decade, defence, disease, document, dynasty, emigration, eye-witness, government, immigrant, independence, industrial, interpretation, invasion, local, modern, museum, nation, parliament, past, political, population, present, propaganda, rebel, rebellion, reign, republic, revolution, settlement, siege, society, time, trade, traitor, world

Implementation

Key stage 3:

Students are taught three lessons of History over the two week timetable.

Students in Y7 will spend the first half term on historical study skills and how to use them effectively. They will then study a variety of topics from the Battle of Hastings to the Tudors.

Students in Y8 will study key events from the Twentieth Century. They will be honing their historical skills and looking at how key events have shaped modern day events.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge skills and understanding.

Eduqas Specification

Key stage 4:

During Y9, Y10 and Y11 students will be studying GCSE History which includes the topics Medicine Through Time c500 to the present day, the Elizabethan Age 1558-1603, Germany in Transition 1919-1939 and the Development of the USA 1929-2000.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge developing and hone their skills and understanding in a deep and rich way.

AQA Specification

Key stage 5:

In Y12/Y13 students will be undertaking a 'Breadth' study - the Tudors: England 1485–1603 and a 'Depth' study - Italy and Fascism c1900–1945. Historical skills relating to A Level will be taught in depth.

To support the GCSE History curriculum the students visit the Old Operating Theatre in London and Hampton Court. The students have the opportunity to reinforce their learning outside the classroom through visiting the places mentioned in their syllabus, to listening to talks delivered by specialists in their field and having the opportunity to discuss any points raised. This is a great learning opportunity for all our GCSE students.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Students take part in critique sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of history our students will demonstrate that they have made good progress from their starting points and become well rounded individuals.

Our aim is for the learning of history to be an enjoyable and exciting experience, to ensure that all students have a good understanding of how the past has influenced the present and are successful in their learning at every level. Students are aware of what it means to be an historian and the career opportunities within the subject area of History. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of history and capital have been considerably enhanced

Students participate in visits to Hampton Court and various other local trips to places of historical interest.

This table outlines the key topic areas covered in **History** across KS3, KS4 and KS5, which are taught chronologically. A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should encourage students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum map - subject: History

AGE-STAGE	TOPICS					
Year 7	<p>Introduction to History Skills L.O. an introduction to History skills and key vocabulary, e.g. analysis of sources and interpretations.</p>	<p>The Norman Conquest L.O. to examine the context of the Norman invasion and reasons why the Normans won the Battle of Hastings. L.O. to examine the consequences of the Norman conquest and the impact this had on society.</p>	<p>The Development of the Church in the Middle Ages and the Role of Religion L.O. to examine the role and impact of religion on medieval people's lives.</p>	<p>The Black Death and the impact it had on society L.O. to evaluate the causes and consequences of the Black Death. The Peasants' Revolt L.O. to evaluate the causes and consequences of the Peasants' Revolt.</p>	<p>The Tudor Dynasty and the Gunpowder Plot L.O. to examine the impact the Tudors had on religion and other aspects of society with a focus on change and continuity and source analysis.</p>	<p>The Civil War L.O. to be able to describe the different experiences people had during the Civil War. Comparison between the rule of the Mughals, the Tudors and Stuarts L.O. to compare and contrast the rules of different dynasties.</p>

	<p>Migration to Britain through time</p> <p>L.O: to analyse the impact of migrants on Britain and the challenges faced by migrants to Britain.</p>	<p>Medieval Society</p> <p>L.O. to examine the role of women during this period, and how law and order was maintained.</p>	<p>The Murder of Thomas Becket</p> <p>L.O. to examine the relationship between Church and State during Medieval times.</p> <p>Treatment of the Jews in the Middle Ages.</p>	<p>King John and the Magna Carta</p> <p>L.O. to evaluate King John's reign and how he has been portrayed over time.</p>	<p>The English Reformation and Counter Reformation</p> <p>L.O. to examine the impact of religion on society.</p>	
Year 8	<p>Oliver Cromwell</p> <p>L.O. to evaluate different interpretations of Cromwell.</p> <p>Sugar, Empire and Slavery 500AD to present day</p> <p>L.O. to examine the causes of slavery, the experiences of slaves and the abolishment of slavery.</p> <p>To analyse empire and slavery through a depth study of the development of the sugar trade.</p>	<p>The Industrial Revolution</p> <p>L.O. to explain how and why Britain changed between 1750-1900.</p> <p>WWI – including the local study</p> <p>L.O. to examine the causes of WWI and the impact on society 1914-18.</p>	<p>Life in the Twentieth Century</p> <p>The Suffragettes</p> <p>L.O. to examine the fight for suffrage and the impact of WWI.</p>	<p>The Rise of the Dictators</p> <p>L.O. to examine the reasons dictatorships were established and the impact these dictatorships had on European affairs.</p> <p>WWII</p> <p>L.O. to examine the causes of WWII and the impact on society 1939-45.</p>	<p>The Holocaust</p> <p>L.O. to explain how and why the Holocaust happened and why it is so important to study it.</p> <p>The Decline of the British Empire</p> <p>L.O. to describe the decline of the British Empire and the impact on former colonies.</p>	<p>The Cold War</p> <p>L.O. to examine the key events of the Cold War and the steps towards peace.</p> <p>Germany 1933-2015</p> <p>L.O. to examine how Germany developed over time.</p> <p>The Partition of India and the creation of Pakistan</p> <p>L.O. to examine the end of empire in India and the events surrounding the creation of Pakistan.</p>

<p>GCSE Y9</p>	<p>The Elizabethan Age 1558-1603</p> <p>L.O. to assess the success of Elizabeth's Government.</p> <p>To compare and contrast the lives of the rich and poor during Elizabethan times.</p> <p>To examine the popularity of cruel sports and the role of theatre during Elizabethan times.</p>	<p>The Elizabethan Age 1558-1603</p> <p>L.O. to assess the success of the religious settlement.</p> <p>To examine why Catholics were a serious threat to Elizabeth, including the Spanish Armada.</p> <p>To examine why Puritans became an increasing threat to Elizabeth.</p> <p>Changes in Health and Medicine in Britain c500 to the present day</p> <p>L.O. to examine the causes of disease, attempts to prevent disease and attempts to treat and cure illness from c500 to the present day.</p>	<p>Changes in Health and Medicine in Britain c500 to the Present Day</p> <p>L.O. to examine the advances in medical knowledge, developments in patient care and in public health and warfare over time.</p> <p>To examine a historic environment.</p>
<p>GCSE Y10</p>	<p>Germany in Transition 1919-1939</p> <p>L.O. to examine the impact of WWI, the recovery of the Weimar Republic and the rise of the Nazis.</p>	<p>Germany in Transition 1919-1939</p> <p>L.O. to examine the Nazi consolidation of power, their economic, social and racial policies and their use of terror and persuasion.</p> <p>To examine Hitler's foreign policy.</p>	<p>The Development of the USA 1929-2000</p> <p>L.O. to examine economic downturn and recovery, the economic impact of WWII and post war developments.</p> <p>To examine the fight for civil rights in the USA.</p>
<p>GCSE Y11</p>	<p>The Development of the USA 1929-2000</p> <p>L.O. to examine political change from 1960-2000, social change 1950 – 2000 focussing on change over time.</p> <p>To examine Cold War rivalry and the search for world peace since 1970.</p>	<p>Revision</p>	<p>N/A</p>
<p>A-level Y12</p>	<p>The Tudors 1485 - 1603</p> <p>L.O. to examine the consolidation of the Tudor dynasty – Henry VII and Henry VIII.</p>	<p>The Tudors 1485 - 1603</p> <p>L.O. to explore whether there was a mid-Tudor crisis and examine Elizabeth's achievements.</p>	<p>Italy and Fascism c1900 – 1945</p> <p>L.O. to assess the success of the Liberal Government, the impact of WWI on Italy and how Mussolini became PM.</p> <p>NEA - Independent enquiry on a chosen topic</p>

A-level Y13	Italy and Fascism c1900 – 1945 L.O. Mussolini's consolidation of power, his economic, social and racial policies and his use of terror and persuasion. To assess Mussolini's foreign policy. NEA Independent enquiry on a chosen topic	Revision	N/A
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KS3 National Curriculum coverage – Colour code for ease

The Development of the State 1066-1745
The Development of the Church 1066-1745
The Development of Society 1066-1745
Significant society in world history 1066-1745
Ideas, political power, industry and empire: Britain, 1745-1901
Challenges for Britain, Europe and the wider world 1901 to the present day
A local history study
Diversity link

RATIONALE

History sequencing has been planned out to enable pupils to develop skills and acquire knowledge in analysing, comparing and researching through a variety of contexts, cultures and topics with underlying threads in each unit building on students understanding British and American history and politics. Students look at the analysis of sources and interpretations and will build on this in a more fluent and masterful way.

The sequencing encourages students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement as the students progress through their learning journey. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

How do we support SEND students in History?

Modelling – demonstrating the differing hierarchy in varying countries, show past and present artefacts through handouts and videos to demonstrate the history of Britain

Scaffolding – Students will be provided with more steps and demonstrations to ensure they fully understand what they have been asked to do. Some may have written prompts so that they can remember key instructions or facts

Groupings- Students work best when they are in groups, collaboration works best when students can develop their individual skills within a group

Adaptive teaching – Tasks in lessons can be overwhelming, break these up into chunks for all students – individual demonstrations can support students with physical disabilities.

Literacy- provide students with examples of writing and writing frames, prompt word banks with meanings can be on each table or the teacher board. Differentiated success criteria for each lesson. Visual stimulation with key words to support memory and re-call.

Diversity in History

The study of History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum aims to reflect the diversity of Britain, which we launch from the outset in Year 7 with our scheme of work on migration to and from the UK from 500AD to the present day. Through studying the past, we learn lessons for the present and guard against prejudice and discrimination with the next generation of learners.

In Year 7 students learn about the history of migration to and from the UK from 500AD to the present day. Students are also encouraged to research their own family history of migration to deepen their understanding that Britain has always been a nation of migrants.

We look at the experiences of medieval women from both wealthy and poor backgrounds.

We also compare the rules of the Tudor and Stuart kings to the Mughal emperors in India in the 1500s. We look at styles of leadership, successes and failures and approach to diversity within 16C societies