

## KS3 Curriculum: History

### The Curriculum

#### Department Vision

We have written a departmental manifesto together, which sets out what we believe a good History education should seek to foster.

#### Intent

As stated in our manifesto, we will seek to teach a curriculum that will:

- Aim to develop students' ability to *do* history as opposed to only learning some facts *about* history.
- Give an understanding of the nature of historical interpretations embedded in the curriculum. Which history is important and to who?
- Provide a deep and rich chronological framework of historical knowledge.
- Encourage a passion for the subject and thirst to learn more.
- Provide a global and international perspective of historical concepts.
- Foster an ability to construct well-informed and valid opinions about the past and the world around us.
- Develop the ability to use historical language and terminology.
- Promote a cultural literacy that enables genuine engagement with the world.
- Make use of local history to give voice to the past.
- Creatively use a wide variety of interesting primary sources to illuminate the work of the historian and what is known of the past.
- Aim to go further than the textbook or specification at every Key Stage.

#### Sequence of Learning

Taking the National Curriculum for KS3 as a starting point we have sought to create a curriculum that forms solid chronological understanding and period-awareness for students in Year 7 and Year 8 before using Year 9 to address historical questions in a slightly more thematic way. Each enquiry has been selected to highlight particular substantive ideas in each topic that can be referred to throughout the curriculum to build ever more complex schema associated with these concepts.

#### Building Citizens of the World

Firstly, through the content we have selected, we have sought to include material that reflects SMSC concerns in terms of understanding issues surrounding citizenship and morality. Additionally, our curriculum reflects the demands of the National Curriculum, its breadth, depth and range. This means that we frequently touch on ideas related to PSHE, RSE, literacy, numeracy etc.

### Implementation:

Students should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content.

#### Subject specific content from national curriculum

Students should be taught about:

- ✓ the development of Church, state and society in Medieval Britain 1066-1509
- ✓ the development of Church, state and society in Britain 1509-1745
- ✓ ideas, political power, industry and empire: Britain, 1745-1901
- ✓ challenges for Britain, Europe and the wider world 1901 to the present day (In addition to studying the Holocaust)
- ✓ a local history study
- ✓ the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- ✓ at least one study of a significant society or issue in world history and its interconnections with other world developments

#### Inclusion

We have taken the time to carefully consider the representation of minority groups in our curriculum. Whilst it may not be the place of history education to impose moral judgements onto the past, it is important that a range of stories and voices are a part of the overall experience. To that end we have sought to include enquiry questions such as 'What was the British Empire' as a means of exposing students to a variety of experiences. We have also included enquiries that seek to better represent the stories of women throughout history.

## KS4 Curriculum: History

### The Curriculum

#### Department Vision

We have written a departmental manifesto together, which sets out what we believe a good History education should seek to foster.

#### Intent

These statements remain our aim in all decision making related to the curriculum:

- Aim to develop students' ability to *do* history as opposed to learning some facts *about* history.
- Give an understanding of the nature of historical interpretations embedded in the curriculum. Which history is important and to who?
- Provide a deep and rich chronological framework of historical knowledge.
- Encourage a passion for the subject and thirst to learn more.
- Provide a global and international perspective of historical concepts.
- Foster an ability to construct well-informed and valid opinions about the past and the world around us.
- Develop the ability to use historical language and terminology.
- Promote a cultural literacy that enables genuine engagement with the world.
- Make use of local history to give voice to the past.
- Creatively use a wide variety of interesting primary sources to illuminate the work of the historian and what is known of the past.
- Aim to go further than the textbook or specification at every Key Stage.

#### Sequence of Learning

Having developed KS3 in such a way as to provide both breadth and depth to student understanding of History, we have sequenced KS4 to balance British and world history in each year and expose students to knowledge and skills that are cumulatively beneficial. The sequence is as follows:

The specification followed is OCR History B The following options have been selected:

Paper 1

<ul style="list-style-type: none"> <li>• People's Health</li> <li>• Living Under Nazi Rule</li> <li>• Kenilworth Castle</li> <li>• Elizabethans</li> <li>• Making of America</li> </ul>	<ul style="list-style-type: none"> <li>• The People's Health c.1250-Present</li> <li>• Elizabethans 1580-1603</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>• Site Study of Kenilworth Castle</li> </ul> <p>Paper 3</p> <ul style="list-style-type: none"> <li>• Making of America 1793-1900</li> <li>• Living Under Nazi Rule 1933-45</li> </ul>
<p><b>Implementation:</b></p> <p>Lesson resources are shared across the department. Following the sequence outlined above, in conjunction with the exam board content specification and approved materials including textbooks, the lessons are designed to build content knowledge over time whilst also providing students the opportunity to practise the thinking and writing skills that students will need to be able to draw on in the exam.</p>	
<p><b>Inclusion</b></p> <p>We have selected topics that allow us to include stories from a range of socioeconomic, national, racial and gender perspectives. We have sought to continue this expectation from our choices at KS3.</p>	

## KS5 Curriculum: History

### The Curriculum

#### Department Vision

We have written a departmental manifesto together, which sets out what we believe a good History education should seek to foster.

#### Intent

These statements remain our aim in all decision making related to the curriculum:

- Aim to develop students' ability to *do* history as opposed to learning some facts *about* history.
- Give an understanding of the nature of historical interpretations embedded in the curriculum. Which history is important and to who?
- Provide a deep and rich chronological framework of historical knowledge.
- Encourage a passion for the subject and thirst to learn more.
- Provide a global and international perspective of historical concepts.
- Foster an ability to construct well-informed and valid opinions about the past and the world around us.
- Develop the ability to use historical language and terminology.
- Promote a cultural literacy that enables genuine engagement with the world.
- Make use of local history to give voice to the past.
- Creatively use a wide variety of interesting primary sources to illuminate the work of the historian and what is known of the past.
- Aim to go further than the textbook or specification at every Key Stage.

#### Sequence of Learning

Taking the National Curriculum for KS4 as a starting point we have sought to build upon the GCSE content specification. Selecting options at A-Level that build on prior learning to support student outcomes at KS5. The course followed allows students to gain a deeper understanding of the past through political, social, economic and cultural perspectives.

The specification followed is AQA History :  
Breadth Study Tudors- England 1485-1603  
Depth Study Democracy and Nazism-Germany 1890-1945.  
NEA - Student choice within guidelines of specification -200yrs  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>.

## Implementation:

### Breadth Study: 1c Tudors

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

### Depth Study: 2O Germany

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

NEA: The non-exam assessment (NEA) for the A-level specification only is a Historical Investigation

## Inclusion

Each subject at KS5 has individual entry requirements that must be met to continue at post 16 level. An initial suitability period allows staff and students to identify any areas for support/intervention and if they (the student) wish to remain on the pathway. Lessons are planned consistently with the teaching and learning policy across the rest of the Academy. Adaptive teaching, live modelling and scaffolding techniques are used to support all students.