

Curriculum Statement for History

Intent

Our aim is to provide an excellent history education will help pupils gain a clear knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Implementation

In History we have 3 hours a fortnight to deliver the curriculum to years 7 and 8. Year 9 have 4 hours a fortnight and at KS4 this time allocation increases to 5 hours a fortnight. At key stage 3 we teach the following Core United Learning KPIs:

- Year 7-How effective were William I and the Normans in taking control of England?
 - To what extent did England change as a result of the Norman Conquest?
 - How significant was religion in medieval society?
 - How similar were the challenges to medieval kings?
- Year 8-Why did Henry VIII break away from the Catholic Church?
 - Why did England become so hostile to Catholics by the early seventeenth Century?
 - Why have historians disagreed about the abolition of the slave trade?
 - To what extent did popular protest win men and women the right to vote?
- Year 9-Why did the world go to War in 1914?
 - To what extent was the Second World War 'Hitler's War'?
 - Was the Holocaust unique in twentieth century persecution?

In addition, we teach year 7 a background unit on Tudor England in to build solid foundations and background knowledge for year 8. All KS3 students follow an appropriate history curriculum with a level of challenge and skills to develop knowledge and ensure context and wider understanding. These focus on the key historical enquiry skills of causation, change and continuity, consequence, interpretation, similarity and difference and significance. The AQA History syllabus is followed at KS4. This is made up of two exams at the end of year 11. Paper 1 is comprised of two units; **USA 1920-1973, opportunity and Inequality** and **Conflict and Tension; the First World War 1894-1918**. Paper 2 is also comprised of two units: **Britain, power and the People c.1170 to the Present day** and **Elizabethan England c.1568 to 1603**. Since the changes to the GCSE pupils are no longer required to complete a coursework element, however, paper 2 includes assessment of a historical environment depth study. The Historical environment for students taking the exam in 2020 is The Spanish Armada and for 2021 is Kenilworth Castle.

At KS3 each year group completes two common history assessments in an academic year. These are issued by United Learning. These are summative assessments which allow pupils to demonstrate their growing knowledge and understanding of the common units that have been studied in their history lessons. These summative assessments are taken in January and June. As well as this formative assessments are used in history lessons to monitor progress at various points during the units being studied.

By the end of year 9 through the teaching of the common geography units and extra optional units our pupils will extend and deepen their chronologically secure knowledge and understanding of British, local and world history. Pupils will be able to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time, using historical terms and concepts in increasingly sophisticated ways. They should understand how different types of historical sources are used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. Above all we hope they will develop a passion and active interest in the pursuit of historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.

Impact

Students undertake two common assessments in history each academic year and these are issued by United Learning; the benefit of these assessments is that students can gain a better understanding of their performance as part of a larger cohort. This also enables the history department, and the humanities faculty as a whole, to consider student performance against national benchmarks enabling appropriate intervention.

In history we work to ensure that students are competent in basic skills, literacy and numeracy by integrating numeracy and literacy tasks into our lessons. Literacy has also become more prevalent on the GCSE history exams, with marks awarded for accuracy of spelling, punctuation and grammar so we must ensure our pupils are prepared for this.

We strive to ensure that all students access further educational opportunities through history. We do this by offering them the opportunity to attend a humanities film club on a weekly basis during the co-curricular time allocation. At this club pupils are able to watch history related films and then discuss and analyse them for their content, story lines and ability to relate to what would happen in these situations in reality. The department has also teamed up with the MFL department to offer an overseas visit to France where pupils can visit the sites of the Normandy landings and explore the local legacy of D-Day. We also partner with local organisations such as the Stockport Veterans Association, which allows us to participate in events such as school visits from WW2 veterans.

We aspire for all students to leave the academy with a sound knowledge and understanding of the history of Britain and the wider world and skills which will transfer into their chosen field of employment or study. For students who wish to study in this area for GCSE, we aim to support students in fulfilling their potential, helping them to achieve the highest possible results, progress and attainment in both so that they are well equipped to pursue a future career in this area should they wish to do so.