

History

Key Stage 3

Intent

Through the Key Stage 3 History curriculum we aim to develop the cognitive and analytical skills required for students to orientate themselves, historically, within a changing world. We want to equip students with the skills needed to interpret the increasingly complex and conflicting streams of media narratives they will be presented with in the present and future. We want them to be able to ask perceptive questions, weigh evidence, sift arguments and develop their own perspective and judgement.

Students will pursue various enquiries and engage with a range of sources to understand how historical claims are made and how and why contrasting arguments and interpretations of the past have been constructed. This will enable them to make connections, changes and consequences over short and long periods of time, with a key focus upon the last thousand years. They will learn how the UK has developed into a stable democracy as the relationship between monarch, parliament and the church has developed and adapted from 1066 to the present day. We seek to build an understanding of how the growth of global trade and the building of an Empire enabled these rocky islands to become, for many years, the wealthiest and most powerful in the world; the cost to others will also be evaluated. Students will learn about the origins and impact of the Great War and its subsequent economic and political impact on Europe and the world, with the rise of left and right-wing dictatorships. Students will learn about the horrors of the holocaust, as well as its impact on the post-war world and issues of rights and diversity. As the British Empire came to an end, we will learn about the complexity and diversity of British society and to appreciate that this has shaped the multicultural UK in which they are growing up.

Implementation *(How is your subject taught and assessed?)*

- Students follow schemes of work of roughly 7-10 lessons, with a clear focus but enabling students to achieve strong learning at different levels
- Most lessons will begin with an engaging visual starter designed to spark interest and to link in to the lesson's learning
- We use regular low-stakes quizzes at the start of lessons in order to check and secure prior learning
- A wide variety of visual images and video clips will be used to support learning
- Literacy skills will be a key focus as we aim to build the levels of writing required for GCSE
- Modelling of high quality writing will be used to support this progress
- Exemplar answers are regularly used to help students see concrete examples of the style and quality of writing required for good progress
- Peer marking of each other's work is used to help build recognition of how to make progress
- Formative and summative assessment is used to track and record progress
- Feed-forward (improving first drafts) is a central part of building and demonstrating learning progress
- In order to build the skills of content-recall needed for GCSE. Students will be given clear resources on the shared area from which to revise for end of unit tests.

Impact

Through the study of UK history, we seek to enable students to realise that this was not an evolution without struggle or negative effects on others and that the benefits were not felt by all. Students will learn to recognise that the rights and freedoms we take for granted have been hard-won and that democracy can be fragile in times of crisis. Students will have a strong grounding in the key areas of British history covered in GCSE and will have built familiarity with the analytical literacy skills required to enable them to make strong progress beyond Key Stage 3. Most importantly, we want to inspire students to want to know *more* about the past and to be better able to understand their own present and future.

Key Stage 4

Intent

Through GCSE History curriculum we aim to develop the cognitive and analytical skills required for students to orientate themselves, historically and politically, within a changing world.

In GCSE History students study: Crime and Punishment in Britain from 1000-present + Whitechapel crime, policing and the inner city, 1870-1900; Germany 1919-1939; Superpower Relations and the Cold War 1941-1991; Early Elizabethan England 1558-1588.

Implementation *(How is your subject taught and assessed at KS4?)*

- Most lessons will begin with an engaging visual starter designed to spark interest and to link in to the lesson's learning
- We use regular low-stakes quizzes at the start of lessons in order to check and secure prior learning
- A wide variety of visual images and video clips will be used to support learning
- Literacy skills will be a key focus as we aim to build the levels of writing required for GCSE
- Modelling of high quality writing will be used to support this progress
- Exemplar answers are regularly used to help students see concrete examples of the style and quality of writing required for good progress
- Peer marking of each other's work is used to help build recognition of how to make progress
- Formative and summative assessment is used to track and record progress
- Feed-forward (improving first drafts) is a central part of enabling and demonstrating learning progress
- In order to build the skills of content-recall needed for GCSE. Students will be given clear resources on the shared area from which to revise for end of unit tests
- Exam questions will be set both for homework and for in-class timed practise to build capacity to approach the exams at the end of Year 11
- The www.senecalearning.com website will be a key feature of ongoing revision and homework tasks

Impact

Students will have developed their skills and knowledge from Key Stage 3 to have the analytical and literacy skills required to not only enable them to make strong progress at A' Level and beyond – which many do – but also to enable them to become thoughtful and informed adults. They will be able to formulate and evaluate different arguments and opinions and be able to orientate themselves into the historical and political environment into which they will become active citizens.