

History



Curriculum Staff:

Department Intent: To see students gain confidence in understanding key historical events that have shaped our history and understand how to critically consider information to reach a clear judgement.

KS3

Intention Overview:

Curriculum Knowledge	
<p>Keeping in line the demands of the National Curriculum, we have chosen the following topics. Further, we have chosen to teach in a chronological order to create a sense of narrative purpose, culminating in modern history in Year 9 to facilitate a smooth transition into the GCSE.</p> <p>Year 7: Students begin Y7 with an introduction to historical skills (chronology and causation), before beginning a chronological study of England from 1066. The year ends with a local focus; studying York through the ages, allowing us to cover pre-1066 History whilst learning about our city.</p> <p>Year 8: Year 8 begins with the early modern history; looking at the Stuarts, English civil wars and continuing through to the end of the Industrial Revolution. As part of our focus on industry and Britain becoming more powerful, we spend HT4 studying slavery, considering our involvement and role in this, as well as learning about life as a slave and how it came to an end.</p> <p>Year 9: Y9 begins with WW1 and continues chronologically to consider the inter-war years, causes of WW2, and then the USA 1900-2000. We spend HT6 looking in detail at post-WW1 Germany, in order to commence the GCSE content.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> Retention of chronological order of events Source analysis – consider nature, origin and purpose 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> Critical thought and the ability to question and make judgements. Creating and communicating a coherent argument
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> History teaches students about important and significant events which have helped to create the world that students live in today. Creating and communicating a coherent argument Critical thought and the ability to question and make judgements. Topics focussing on the changing nature of power and the development of a meaningful democracy. Students encouraged to consider the diversity of our society, and how attitudes towards this have changed over time. Students develop an understanding of their local history, and are able to talk about how it fits into a national context. Discussion of current affairs as a way to enhance personal understanding of the past. A range of trips to enhance our students' cultural capital eg. Y9 trip to the Holocaust Museum, trip to the Mining Museum. 	

Intention Overview: To deepen the students' historical understanding to better consider impact and significance. Students will also learn skills in critically receiving information and learn how to question different interpretations of history.

Curriculum Knowledge	
<p>We follow the Edexcel GCSE. We begin with Germany to build on the knowledge students have gained during Year 9, and then leads chronologically on to the Cold War. Elizabeth makes up the second part of Paper 2 (alongside the Cold War), and so we teach it at this point as both topics build exclusively on AO1 and AO2 skills. We finish with C&P as this draws together much of the content and concepts from the previous units.</p> <p>Year 10: Students begin with Germany (1918-39) for HT1-2, then Cold War (1941-90) HT3-4 and finish with Elizabeth (1558-1588) for HT5-6.</p> <p>Year 11: Students begin by completing Elizabeth KQ3, and then spend HT1-3 studying Crime and Punishment. We begin with formal revision lessons following February HT.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the events studied. • Understanding of how to analyse sources. • Ability to test the veracity of interpretations. 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Constructing a coherent argument. • Planning extended answers that demonstrate both K&U but also focus on the question.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Y11 have a 3-day trip to Berlin, which covers Weimar Germany, Nazi Germany and the Cold War. • Studying Nazi Germany provides opportunities to discuss persecution and tolerance in society. This allows us to compare past to present to make links about how views can become more extreme over time. • Crime and punishment looks at broader factors influencing history ensuring students are familiar with different systems of government (ie monarch and later, parliament), impact of urbanisation on towns and crime rates, and the impact that poverty has on crime. • Elizabeth's reign established a new era in English history, with the beginnings of global exploration, tolerance around religion and a growth in international trade (which would go on to underpin the development of the British Empire). • Superpower relations is especially relevant currently, but allows an opportunity to look at the impact that ideology can have, and why personal freedoms are a key part of our values in Britain today. • Constructing a coherent argument. • Critical thought and the ability to question and make judgements. 	

KS5

Intention Overview: A broad range of topics covering differing aspects of History – social, political, economic – equipping our students well for further study.

Curriculum Knowledge	
<p>Year 12: Britain transformed: 1918-97. This unit studies Britain’s history thematically covering a broad range of foci. It concludes with a study in interpretations based on Thatcher and her legacy. USA: 1920-55. This unit is a depth study on the USA, considering social and economic challenges throughout this period.</p> <p>Year 13: Witch craze: 1580-1750. This unit merges the skills from Y12 into one, focusing on the social, religious and political drivers for the witch craze, and requiring students to handle sources in order to reach a clear conclusion. Holocaust NEA. This links to the Thatcher interpretations sections, with students presenting and critiquing the views of historians before considering the topic themselves and reaching a clear judgement as to the timing of the decision to exterminate the Jews.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none">• Highly-detailed knowledge and understanding of the topics we cover.• Ability to present and criticise historians’ interpretations of history.• Ability to select and deploy evidence effectively to support a coherent argument.	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none">• Handling information critically• Presenting a coherent argument
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none">• Handling information critically• Presenting a coherent argument• Ability to select and deploy evidence effectively to support a coherent argument.	