

History

Curriculum Intent

History is an enquiry into the development of the world around us, it helps pupils to develop an understanding of the changes that have been experienced by ordinary people in creating cultural diversity and social complexity. History encourages pupils to consider their place in the modern world and the events that have taken place in creating this. The purpose of history as a subject is to allow pupils to develop knowledge about how the world in which they live has been created but also to consider history as a narrative; critically engaging with the source material they have access to in order to judge which versions of the historical construct they are convinced by. In doing this, pupils will develop high level thinking skills, like making inferences, evaluating the value of sources and making judgements about alternative historical interpretations. In honing these skills pupils will be better equipped to navigate the complex media world they are now exposed to; giving them a definitive connection to the time and community they belong to.

KS3

At KS3 we have the opportunity to study a wide range of history. From the Ancient Greeks all the way up to the fall of the Soviet Union. While studying this diverse curriculum, pupils will hone their historical skills of:

Interpretation: Pupils will engage with interpretations and make judgements on their historical reliability.

Evidential understanding: Pupils will use historical knowledge to draw inferences from historical source material and use these as the bases for understanding contemporary reactions to historical events and how useful they are in a variety of contexts.

Change and continuity: Judging how much things have changed throughout the course of history, identifying periods of time that have seen progression, regression or continuity and whether these changes are to do with power, belief or the people.

Causation: Understanding that events are not just influenced by one cause, however historical events are influenced by a variety of causes that are linked.

Chronological understanding: Pupils will be able to visualise historical events on a timeline and have a clear picture of different historical ages in order to make sense of the past.

Diversity: An understanding that people living through different historical ages were exposed to a variety of different experiences due to differing values, beliefs and experiences. Also, people in the past experienced different time periods differently

Year 7

Ancient Greek Mythology

Ancient Rome

Anglo-Saxon and Viking England

The Normans and Anglo-Norman England

The Tudors

The English Civil War

Slavery

Year 8

The development of Medicine Through Time

'Power to the People' a study of protest and revolt

The development of Empire

Conflict in 19th century Europe

Victorian Britain: local history study

Year 9

Conflict in 20th Century Europe

The Cold War

Nazi Germany and the Holocaust

Communism: Russia, Cuba, North Korea, Vietnam, USA.

KS4

At GCSE pupils will use the knowledge they have developed at key stage three to deep dive in to four specific areas:

USA 1920 – 1973: opportunity and inequality

Conflict and Tension in Asia: 1950 – 1975

Migration, Empires and the People: 790-Present Day

Mediaeval England: The Reign of Edward I

GCSE Exam

AQA History

Paper One:

Part A – Conflict and Tension in Asia 1950-1973 2 hours

Part B - USA 1920-1973: opportunity and Inequality

Paper Two:

Part A – Migration: Empires and the People – 790 – Present Day 2 hours

Part B – Edward I: Mediaeval Depth Study

Career Prospects

The skills built studying History lend themselves to almost any career but in particular these skills are valued by employers in industries like:- Law, Politics, The Civil Service, Publishing, Education, Journalism, Accounting and The Police Force to name but a few.