

## Humanities Faculty: History

### Overview of the Curriculum

#### History- Key Stage 3 (Years 7, 8 & 9)

The pursuit of History in KS3 should allow students to both pursue the subject in a pure sense, developing the skills of the historian in the process and acquiring the understanding of the past that can help them at KS4 and KS5, but also should allow students to follow their own areas of interest as far as possible, giving them a contextual understanding of the world around them. Currently the History National Curriculum is unable to meet these twin aims as it is either too rigid in determining what topics should be studied, thereby flattening interest of some of the most able students or too ephemeral and therefore difficult to incorporate common assessment.

In order to address this, we have developed a flexible curriculum that can be taught in a responsive way and on which can be hung expansion topics to go into certain subjects in greater depth, either as the interests of the class or teacher dictate or in response to current events. This allows each year to include elements related to the study of gender, local issues and ethnic and geographic diversity.

The structure of the course is built around a core of 80% of lessons per year, divided into four key studies. From these topics will be drawn the common assessments for each year group. This equips students with a coherent, chronological narrative of British, local, and world history from the 1060s through to the present day.

The remaining 20% of the course will be made up of a series of optional expansion topics, allowing depth studies, areas of special interest or cross-curricular work to take place. These will allow for experimentation without the risk to the core or progress through assessments.

The order of the Core Curriculum is prescribed, but the undertaking of the Expansion Topics will be at the discretion of the classroom teacher, allowing them to be more responsive to the needs of their students.

This curriculum is a mixed approach blending cumulative and spiral approaches. Knowledge and understanding of the topics taught are built upon throughout the schemes of work. Whereas all our key skills and methods of historical enquiry (Knowledge and Understanding A01, Explain and analyse A02, Sources A03, and Interpretations A04) are revisited throughout KS3 in increasing levels of complexity and depth. This revisiting of skills prepares students for further study of History at GCSE. However, our curriculum structure and sequencing provides more opportunities for meaningful cross-curricular work, as well as encouraging in students both an understanding of the world they live in as well as a love of History that will remain with them whether or not they opt to study it beyond KS3.

## **History GCSE - Key Stage 4 (Years 10 & 11)**

At GCSE level, we've chosen to deliver the Edexcel specification. The Edexcel GCSE has a clear and coherent structure which is assessed through three externally examined papers. This specification engages students with a broad and diverse study of the history of Britain and the wider world and gives them the skills that will support progression to further study of history and a wider range of subjects. There were no prohibited combinations of topics which gave us the flexibility to design and deliver a programme appropriate for our students.

We have carefully sequenced the different topics to provide a challenging yet accessible course for all students building on prior learning and teaching new more challenging content in the middle of the course. We begin the GCSE course in Y10 by learning about Weimar and Nazi Germany, 1918-1939, this builds on prior knowledge gained from their Year 9 lessons, they then learn two new topics; Superpower relations and the Cold War, 1941-91, and Crime and Punishment through time, c1000-present, finally they deepen their understanding of Henry VIII and his ministers, 1509-1540, which links to and develops previous learning from their Y8 lessons. All of the topics we've selected tell a story about a period that shaped the world we live in today and builds on skills and knowledge acquired in KS3.

The examination papers are clear and accessible for students and mark schemes are straightforward in making the requirements clear. Edexcel planned their GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history if they take both an Edexcel GCSE and A Level in History.

## **History A Level - Key Stage 5 (Years 12 & 13)**

At A Level, we've chosen to deliver the Edexcel specification because they planned their GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history.

When selecting this qualification and specific components we took into account student voice and opted to follow route 1F in Year 12 to study apartheid in South Africa. Students of A Level History are prepared for academic study and university and beyond. This course enables students to be critical, independent thinkers, and to treat evidence with discrimination to sustain complex arguments. The examination papers are clear and accessible for students and mark schemes are straightforward in making the requirements clear. The coursework provides a rigorous yet accessible academic challenge for all students.

## Overview of schemes of work at each key stage

<p><b>Key stage 3</b></p> <p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• History of Parmiter’s School- introduction to the key skills of the historian</li> <li>• The Norman Conquest</li> <li>• Medieval Britain</li> <li>• Henry VIII</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Tudors and Stuarts</li> <li>• Civil War and the Interregnum</li> <li>• Industrial Revolution</li> <li>• Democracy, Rights &amp; Responsibilities</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• A History of Africa</li> <li>• 20th Century Conflict</li> <li>• Post War Britain</li> <li>• Genocide</li> </ul> <p>Throughout this programme there is a focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations, source work. These skills are revisited each year in increasing difficulty and complexity.</p>	<p><b>Key stage 4</b></p> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Weimar and Nazi Germany, 1918-1939</li> <li>• Superpower relations and the Cold War, 1941-91</li> </ul> <p><b><u>Year 11</u></b></p> <ul style="list-style-type: none"> <li>• Crime and Punishment through time, c1000-present</li> <li>• Henry VIII and his ministers, 1509-1540</li> </ul> <p>Throughout this programme there is a focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations, and source work.</p>	<p><b>Key stage 5</b></p> <p><b><u>Year 12</u></b></p> <ul style="list-style-type: none"> <li>• In Search of the American Dream: the USA, c1917-96</li> <li>• South Africa, 1948-94 from apartheid state to ‘rainbow nation’</li> </ul> <p><b><u>Year 13</u></b></p> <ul style="list-style-type: none"> <li>• Rebellion and disorder under the Tudors, 1485–1603</li> <li>• Coursework options <ul style="list-style-type: none"> <li>→ The End of the Cold War</li> <li>→ The Rule of King John</li> <li>→ The Nature of the Nazi Regime</li> <li>→ The Abolition of the British slave trade</li> </ul> </li> </ul> <p>Throughout this programme there is a focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations, and source work.</p>
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