

INTENT:

Providing students with a high-quality history education equips them to ask questions, think critically, develop skills of inference, 'weigh up' evidence and evaluate source material, ensuring they are better able to develop perspectives, reach judgements and to solve problems. Above all, the study of History helps young people to know who they are and why they are the way they are.

Our teaching provides an understanding for young people of their place in an increasingly diverse, confusing and changing local, national and global society. They will be able to understand the complexity of people's lives, the relationships between and within different groups and the challenges facing their generation.

We are passionate in our support of the school's overarching vision; for students to be ACE. We focus on Attainment, supporting students to make rapid progress from each starting point; on Care, encouraging students to lead happy, safe and successful lives – particularly through their understanding of the challenges faced in the modern world as a result of historical events; and on Excellence, supporting students to be truly aspirational and to achieve more than they first thought possible.

Key Stage 3

Our Key Stage 3 provision is allied to the National Curriculum in England and blends depth/thematic study with understanding of key historical concepts to ensure all students leave with a clear awareness of the key chronological narrative of the British Isles alongside significant aspects of the history of the wider world.

This means that they will be able to:

- **Application of Knowledge (K1-3):**
 - 1) Demonstrate a precise knowledge of key events, dates and historical terms.
 - 2) Demonstrate an understanding of the chronology of key events that impacted Britain.
 - 3) Describe key features of the periods studied using contextual knowledge.
- **Explanation of Causation (C4-7):**
 - 4) Describe a narrative of events.
 - 5) Describe and explain causes of events.
 - 6) Categorise causes and explain the relationship between them.
 - 7) Identify and explain examples of change and continuity.
- **Use of Historical Sources (S8-12):**
 - 8) Describe what can be learnt from sources and understand different types of sources.
 - 9) Make supported inferences using contemporary sources.
 - 10) Explain the provenance of sources and analyse sources for value and use.
 - 11) Reach critical judgments on the value and use of sources.
 - 12) Identify sources that can be used to investigate the past and pose independent enquiries
- **Historical Interpretations (I 13):**
 - 13) Identify different interpretations and be able to give reasons for differences.
- **Historical Judgments and Literacy (J14-17):**
 - 14) Be able to recall knowledge on what has been studied to support own judgments.
 - 15) Explain the significance of events / individuals.
 - 16) Develop supported judgements using PEEL literacy skills
 - 17) Construct supported judgements and balanced arguments in extended writing

We seek to create Historians. KS4 and KS5 Assessment objectives seek the same goals and we aim also to prepare students for success at GCSE and beyond. As such, students are challenged to respond to GCSE style questions and skills from the very beginning of KS3 and will receive advice and guidance about how to improve their written answers in line with GCSE success criteria. Through the focus on GCSE criteria all students will be adapt at the essential skills all Historians possess; in short students will be able to structure an academic argument, apply historical knowledge, understand how to evaluate sources of information and write like a historian. So that regardless of progression onto KS4 all students have a strong grounding in history and its associated skills.

In addition, the History department is committed to supporting whole school Enterprise Skills. We have planned into our schemes of learning explicit teaching of 'Skillsbuilder' steps across years 7-11 in all six skills – Teamwork, Leadership, Creativity, Problem Solving, Listening and Presenting.

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork			X – Unit	X – Unit 1	
Leadership				X- Unit 1	
Creativity			X- Unit 2		X – Unit 1
Problem Solving	X – Unit 2 &3				X – Unit 1
Listening					X – Unit 1
Presenting		X – Unit 2		X – Unit 1	

Key Stage 4

Key stage 4 will follow the Edexcel GCSE Syllabus;

- Medicine Through time C.1000AD The British sector of the Western Front: injuries, treatment and the trenches.
- Germany 1918-1939.
- Early Elizabethan England, 1558–88.
- British America 1713–83: empire and revolution.

KS4 provides new content alongside a revisiting and deepening of knowledge of content and skills studied previously. The GCSE provides clear progression to A Level through provision of similar approaches to assessment to better ensure a clear, coherent approach from KS3 to KS5 using Edexcel specifications.

In Key stage 4 students will specifically be able to:

- Describe key features of the topics studied
- Explain reasons for events and changes
- Create supported judgments and balanced arguments in extended answers
- Identify and explain the difference in historical interpretations
- Write a historical narrative of events
- Explain the significance of historical events
- Explain source use

Where necessary, the implementation of the curriculum may involve extra bespoke intervention sessions for students who are not making expected progress.

Key Stage 5

Studies at KS5 are through the Pearson Edexcel History A Level. This programme of study challenges students to develop interest in and enthusiasm for history and an understanding of its intrinsic value and significance.

Route D: Challenges to Authority

- Unit 1 Britain, c1785–c1870: democracy, protest and reform
- Unit 2: The unification of Italy, c1830–70
- Unit 3: The witch craze in Britain, Europe and North America, c1580–c1750
- Unit 4: Coursework; students will be given a free choice of topics to suit their own specific interests

Students will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity as they build on their awareness of the past through experiencing a broad and balanced course of study.

As a result, they will improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds. They will develop the ability to ask relevant and significant questions about the past and to research them so that they are able to make links and draw comparisons within and/or across different

periods and aspects of the past and organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

The Key themes / units studied in KS3 are:

Year 7:

- **What skills do Historians need?**
- **Norman Conquest and control of England**
- **Role of the church in Medieval England**
- **The origins of Power and Parliament**
- **Migration to the Britain**
- **Medieval life and disease in England**

Year 8

- **The religions divisions of Tudor England**
- **The threats faced and rule of ELizabeths I**
- **Origins and impact of the British Civil War**
- **The origins of exploration and the British Empire**
- **Consequences of Empire and the Human Slave Trade**
- **The Industrial revolution in Britain and Swindon**

Year 9

- **The origins, events and impact of female suffrage movements**
- **The origins, nature and impact of the First World War**
- **Political divisions and ideologies in the inter-war years**
- **The narrative events of the Second World War**
- **The Holocaust**
- **The Space race in the cold war**

IMPLEMENTATION:

These schemes are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage. In key stage 3 planning is based on the History Progress Map which is aligned to the national curriculum and broader skills required of Historians in KS4 and beyond.

Our schemes of learning include:

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills

- Appropriate challenge and differentiation opportunities

IMPACT:

Underpinning impact measures in KS3 is the progress map

