

History – Aims/Intent

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should encourage students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our intent is to provide opportunities for students to:

1. Know and understand British history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and failures of mankind
3. Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

Key stage 3:

Students in Y7 will spend the first half term on historical study skills and how to use them effectively. They will then study a variety of topics from the Battle of Hastings to the Tudors.

Students in Y8 will study key events from the Twentieth Century. They will be honing their historical skills and looking at how key events have shaped modern day events.

Eduqas Specification

Key stage 4:

During Y9, Y10 & Y11 students will be studying GCSE History which includes the topics Medicine Through Time c500 to the present day, The Elizabethan Age, 1558-1603, Germany in Transition, 1919-1939 and The Development of the USA, 1929-2000.

AQA Specification

Key stage 5:

In Y12/Y13 students will be undertaking a Breadth study - The Tudors: England, 1485–1603 and a Depth study - Italy and Fascism, c1900–1945. Historical skills relating to A Level will be taught in depth.

To support the GCSE History curriculum the students visit The Old Operating Theatre in London and Hampton Court. The students have the opportunity to reinforce their learning outside the classroom through visiting the places mentioned in their syllabus to listening to talks delivered by specialists in their field and having the opportunity to discuss any points raised. This is a great learning opportunity for all our GCSE students.

Impact

Our aim is for the learning of History to be an enjoyable and exciting experience, to ensure that all students have a good understanding of how the past has influenced the present and are successful in their learning at every level. Students are aware of what it means to be an historian and the career opportunities within History.

Enrichment opportunities-

Students participate in visits to the Old Operating Theatre in London, A GCSE visit to Hampton Court various local trips to places of historical interest. Students also have the opportunity to extend knowledge during our Enrichment programme.