

CURRICULUM OVERVIEW

HISTORY

Key Stage 3 Curriculum Milestones

The curriculum is designed to tie in with the aims laid out in the National Curriculum for KS3 History. As per the requirement that students gain an understanding of Britain through a 'coherent, chronological narrative, from the earliest times to the present day', the curriculum adopts a chronological approach, beginning with events from 2,000 years ago and ending with events in the 21st century.

-As part of the Y7 curriculum, there is a study of Britain under the Romans and the religion, government and society in the Medieval and Tudor period. In Y8, there is then a focus on the British Empire and slavery, the emergence of the Civil Rights Movement, the rise of democracy in Britain and WWI. The Y9 curriculum focuses on the emergence of radical ideologies in Europe in the inter-war years, the Holocaust, WWII, the Nuclear Age, the War on Terror, cultural changes and continuities in Britain and issues in the wider world (with a focus on America, Ukraine, Russia, China and North Korea)

-Students develop understanding of key historical terms such as 'empire', 'democracy' and 'dictatorship' and historical concepts such as continuity and change, cause and consequence.

By the end of Year 7 students will be able to:

- Display an understanding of important substantive concepts such as empire, monarch and others to ensure they can access content in both Y7 and in later years of the curriculum.
- Display an understanding of how to put forward an effective argument and judgement effectively as a historian.
- Display an understanding of second-order concepts such as sources, evidence, cause and consequence, change and continuity and significance.

By the end of Year 8 students will be able to:

- Display an understanding of previously-taught and newly-taught substantive concepts such as empire, slavery, industry, democracy to ensure they can access content in both Y8 and in later years of the curriculum.
- Explain the key message/themes of a source more thoroughly and begin to consider the various aspects of what makes these useful, with a focus on understanding an author's background/status and how the time the sources written will influence their view.
- Confidently put forward an effective argument and judgement effectively as a historian, based on a greater range of evidence.

By the end of Year 9 students will be able to:

- Explain the key message/themes of a source or an interpretation, with a focus on understanding an author's background/status and the time the source or interpretation is written will influence their view.
- Use sources and evidence to analyse historical interpretations and understand second-order concepts such as cause and consequence, change and continuity and significance.
- Confidently put forward an effective argument and judgement effectively as a historian, based on a greater range of evidence than Y8.

Key Stage 4 Curriculum Milestones

The curriculum is designed to ensure a substantial study of British history as its structure embeds the requirement to study this area thematically (across a 2,000-year period when looking at Health and the People Through time) and through a Depth Study (Elizabethan England from 1568-1603). It's also designed to give students a substantial study into world history through wider world depth studies (Germany 1890-1945 and Conflict and Tension Between East and West 1945-1972)

- Students develop and extend their knowledge and understanding of periods and societies in both a British and wider world context.
- Students develop a secure understanding of chronology, knowledge and understanding of different periods of history (based on the units they're studying), apply historical concepts (such as similarity, difference, cause, consequence, significance) and develop the ability to analyse and evaluate interpretations and sources effectively.
- Students engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups in history.
- Students develop knowledge of topics covered at KS3 (such as Medieval England, Tudor England and the rise of radical ideologies in the 20th century) when studying individual historical units.

By the end of Year 11 students will be able to:

- Form effective answers to essay questions by selecting and using detailed evidence from broad historical periods to support their points about the causes/changes/consequences of historical events.
- Form effective answers to source and interpretation questions by selecting and using detailed evidence from broad historical periods to explain the causes/changes/consequences of historical events.
- Know o evaluate the most important cause or consequence of a historical event or individual within essay questions.

Key Stage 5 Curriculum Milestones

By the end of Year 13 students will be able to:

- Gain a deeper understanding of specific periods of the past through political, social, economic and cultural perspectives.
- Become increasingly critical and reflective thinkers capable of formulating and conveying a detailed argument using a range of historical sources.
- Develop their ability to work independently, organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
- Evaluate the key features related to the Tudor period, America in the mid-20th century and (for the historical investigation into anti-Semitism), making substantiated judgements.
- Analyse and evaluate, in relation to the historical context, ways aspects of the past have been interpreted through analysing primary source material (for the exam-based course) and study in more depth how a historians own experiences and background can influence their attitude towards a topic (for the historical investigation)
- Pick out key arguments of a historical interpretation and use their own knowledge to assess how convincing these are. Consider key debates, turning points and significance throughout the course.