

CURRICULUM SUBJECT: HISTORY

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“History is who we are and why we are the way we are.”– David McCullough

CURRICULUM INTENT

Why is it important that pupils at Vale of York study History?

Studying History allows pupils to understand how events in the past have shaped the world today. It improves students' ability to think critically, form their own judgements, reach sustained conclusions and gain a range of transferable skills. These transferable skills are very important in many career fields. For example, History allows students to develop their analytical and problem solving skills, excellent for pursuing a career in law. History provides students with many opportunities to build on their research skills and communicate their findings, excellent for pursuing a career in journalism. This is just a few of the exciting career opportunities available to young people when they study History.

In their History lessons, students will learn about different civilisations, cultures, religions and traditions which is essential when understanding ourselves and the world around us. In their History lessons students will learn not just about the achievements of significant people but also the struggles and sacrifices of others. This builds empathy, incites curiosity, and allows for our students to become well rounded individuals and citizens who understand different viewpoints, and respect differences of opinion.

CURRICULUM STATEMENT

At KS3: The purpose of KS3 History is to ignite students' curiosity and promote their love of learning about people and events that have shaped the world in which we live today. History is taught chronologically at KS3, so students can understand the development of British and world history over time. Year 7 begins with an understanding of 'What is History?' and an introduction to historical skills. Students continue to develop these skills within a study of the Roman times to the Tudors. In Year 8, students learn about the Stuarts to the First World War. Students continue to learn about the 20th and 21st centuries in Year 9, including a study of Nazi Germany as a significant

society in world history.

Within the chronological study of history, students learn about key events, such as the Norman Conquest, signing of the Magna Carta, English Civil War and the Holocaust. Students learn about the local history of York within national and international events. The lives of ordinary people are studied along with significant individuals including Thomas Becket, Henry VIII, William Wilberforce and Winston Churchill. Students also learn about the development of key themes and concepts in History, such as power and empire.

Students develop their historical skills throughout KS3, which prepares students for studying History at KS4. This includes change and continuity, cause and consequence, significance, similarity and difference, and source/interpretation skills.

All aspects of the KS3 National Curriculum are covered. It builds on the KS2 History curriculum, while also preparing students for KS4. The knowledge taught at KS3 provides students with an overview, before studying key events in more depth at KS4.

At KS4: The purpose of KS4 History is to cultivate the transition from students to historians by deepening their understanding of important historical individuals and events. History is one of the EBacc options at GCSE. Students follow the AQA specification, which involves two exams at the end of Year 11.

Paper 1 – Understanding the Modern World (2 hours, 50%):

- *Section A – Germany: Democracy & Dictatorship 1890-1945.*
- *Section B – Conflict and Tension, 1918-1939.*

Paper 2 – Shaping the Nation (2 hours, 50%):

- *Section A – Britain: Health and the People, c.1000-present day.*
- *Section B – Elizabethan England, c.1568-1603.*

The GCSE course prepares students for the next stage in their learning and future careers. Students learn the knowledge and skills required for studying History further at A Level or university. Transferable skills are also useful in other subjects/courses studied post-16 and a range of different careers.

CURRICULUM SEQUENCE

Key Stage 3:

	Year 7	Year 8	Year 9
Curriculum time (pw)	3 hours a fortnight	4 hours a fortnight	4 hours a fortnight
Curriculum framework	National Curriculum	National Curriculum	National Curriculum
Core knowledge & understanding covered	<p><i>The Roman Empire</i> <i>The Normans</i> <i>The Middle Ages</i> <i>The Tudors</i></p>	<p><i>The Stuarts & the Civil War</i> <i>The Industrial Revolution</i> <i>The British Empire (including slavery)</i> <i>Women's Rights (including suffragettes)</i> <i>The First World War</i></p>	<p><i>The Interwar Years</i> <i>The Second World War</i> <i>The Holocaust</i> <i>The Civil Rights Movement</i> <i>The Cold War</i> <i>Post-war Britain (through the decades)</i> <i>Nazi Germany</i></p>
Subject specific skills	<p><i>Source/Interpretation skills: inferences, provenance, reliability, utility, how convincing</i> <i>Explanation of historical concepts: cause and consequence, change and continuity, similarity and difference, and significance</i> <i>Historical enquiry</i> <i>Chronological understanding</i> <i>Write an account (sequencing events)</i> <i>Categorising information into factors</i> <i>Linking factors</i> <i>Asking perceptive questions, thinking critically, weighing evidence, sifting arguments</i> <i>Developing judgements</i> <i>Evaluating the importance of people/events</i> <i>Comparison of people/events across periods</i> <i>Understanding abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i> <i>Making connections and analysing trends</i></p>		

Personal attributes evolved that support learning	<i>Empathy</i> <i>Understanding different viewpoints and respecting differences of opinion</i> <i>Resilience</i> <i>Forming an argument, persuading and debating</i> <i>Revision and recall skills (independence, self-managers)</i> <i>Independent enquirers and problem solving – e.g. history mysteries</i> <i>Team workers</i> <i>Reflective learners - DIRT work</i> <i>Numeracy - interpreting data, graphs etc. as evidence, analysing trends</i>
Disciplinary Literacy	Key terminology: https://docs.google.com/document/d/1B6wTXDI1sBtOMyt8_3KRuYBzmMQJt-iQQ0KBUEqA6DY/edit

Key Stage 4:

	Year 10	Year 11
Curriculum time (pw)	5 hours a fortnight	5 hours a fortnight
Curriculum framework	<i>AQA GCSE History</i> <i>Paper 1 – Understanding the Modern World (2 hours, 50%):</i> <ul style="list-style-type: none"> ● <i>Section A – Germany: Democracy & Dictatorship 1890-1945.</i> ● <i>Section B – Conflict and Tension, 1918-1939.</i> <i>Paper 2 – Shaping the Nation (2 hours, 50%):</i> <ul style="list-style-type: none"> ● <i>Section A – Britain: Health and the People, c.1000-present day.</i> ● <i>Section B – Elizabethan England, c.1568-1603.</i> 	
Core knowledge & understanding covered	Germany Specification: https://docs.google.com/document/d/1wrs5ygbLLi9-hzCzQYX6soJpULNBtm5/edit Conflict & Tension Specification:	

	<p>https://docs.google.com/document/d/1DS1nPkw0f1Cjw4XaXfOOtQ6H_8aZprx/edit Health and the People Specification: https://docs.google.com/document/d/1JPYFkdbVcu1ikkLOS3Uq6_uoyFGCxG7l/edit?rtpof=true Elizabethan England Specification: https://docs.google.com/document/d/17nVLLleA3aUy7nqURIOURSrM3_g0IK663/edit?rtpof=true</p>
Subject specific skills	<p><i>Source/Interpretation skills: inferences, provenance, reliability, utility, how convincing</i> <i>Explanation of historical concepts: cause and consequence, change and continuity, similarity and difference, and significance</i> <i>Historical enquiry</i> <i>Chronological understanding</i> <i>Write an account (sequencing events)</i> <i>Categorising information into factors</i> <i>Linking factors</i> <i>Asking perceptive questions, thinking critically, weighing evidence, sifting arguments</i> <i>Developing judgements</i> <i>Evaluating the significance of people/events</i> <i>Selection and organisation of relevant examples</i> <i>Comparison of people/events across periods</i> <i>Understanding abstract terms such as 'parliament'</i> <i>Making connections and analysing trends</i></p>
Personal attributes evolved that support learning	<p><i>Empathy</i> <i>Understanding different viewpoints and respecting differences of opinion</i> <i>Resilience</i> <i>Forming an argument, persuading and debating</i> <i>Revision and recall skills (independence, self-managers)</i> <i>Independent enquirers and problem solving – e.g. historical enquiries</i> <i>Team workers</i> <i>Reflective learners - DIRT work</i> <i>Numeracy - interpreting data, graphs etc. as evidence, analysing trends</i></p>

CURRICULUM OPPORTUNITIES

Key Stage 3:

	Year 7	Year 8	Year 9
Within the formal curriculum	<p><i>In the summer term we take the entire Year 7 cohort to Helmsley in the North Yorkshire Moors. They are given the opportunity to visit Helmsley Castle and learn about the history and development of the castle. This links to topics students study as part of the History curriculum - Life in Medieval England (Spring term) and the Norman Conquest (Autumn term)</i></p> <p><i>In Year 8 students get the opportunity to visit the York Castle Museum, which enhances student's learning of topics studied throughout the year. For example, the museum has interactive sections on World War One and the Victorian period, both of which are taught in Year 8.</i></p> <p><i>In Year 9 the entire cohort are given the opportunity to listen to a Holocaust speaker and take part in interactive workshops.</i></p>		
Links to other curriculum areas	<p><i>Our main curriculum links at KS3 are with English, Religious Education, Geography and Music.</i></p> <p>English - Lots of shared content including 'Arthur: High King of Britain' (medieval knights); 'Billy Elliot' (coal mining); and 'Merchant of Venice' (Anti-Semitism & Holocaust). Shared skills are sources/interpretations (inferences, provenance including audience & tone), reading and comprehension of written sources/texts and extended writing.</p> <p>Geography - Key words and the study of maps to highlight key geographical differences.</p> <p>Religious Education - Many links, including Christian denominations after the Reformation & persecution of Jews.</p> <p>Music - African drumming and the origins of Blues music.</p>		
Preparation for adult life	<p><i>Studying key individuals in History provides students with role models of good, well-rounded citizens who have contributed to the improvement of society (e.g. William Wilberforce, Martin Luther King).</i></p> <p><i>Topics enable students to reflect on morals, values & actions of individuals/societies, encouraging them to become valuable members of their own community as adults.</i></p>		

Key Stage 4:

	Year 10	Year 11
Within the formal	<p><i>In Year 11 students have the opportunity to debate the 'Historical Environment' which is linked to their study of Elizabethan England.</i></p>	

curriculum	<i>Students are also invited to join and partake in selected online revision webinars in the summer term in preparation for their History GCSE.</i>
Links to other curriculum areas	<i>Our main curriculum links at KS4 are with Science and Geography</i> Science - <i>When studying 'Britain: Health and the People', students examine the roles of science and religion in helping or hindering medical progress. It also contains scientific understanding of germs, antiseptics, vaccinations and antibodies, and treatments such as penicillin. Students also learn about the importance of scientific methods of research.</i> Geography - <i>When studying 'Conflict and Tension 1918-1939' students are required to have an understanding of geopolitics. Students look at maps to understand the new countries created by the Treaty of Versailles, the reasons for the failure of the League of Nations and the aims/consequences of Hitler's foreign policy.</i>
Preparation for adult life	<i>Regular revision and the creation of revision folders encourages students to become independent learners which is crucial for post-16 education, training and employment.</i> <i>Topics enable students to reflect on morals, values & actions of individuals/societies, encouraging them to become valuable members of their own community as adults.</i> <i>The skills taught in KS3 and consolidated in KS4 prepare students for A Level History.</i> <i>History skills can be transferred to a wide range of careers and situations in adult life.</i>

CURRICULUM IMPLEMENTATION

As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.

Curriculum delivery:

In their History lessons students will develop their knowledge of the past through the content that they learn. Students will learn about the history of Britain but also important events and civilisations from other countries around the world. Students will also spend time developing their historical skill set by interpreting sources, making judgements and analysing links and trends. This will enable them to become successful historians.

Homework:

	Frequency	Expected time to complete	Completion notes and handing in	What to do if stuck
7	<i>Once a fortnight</i>	<i>30 minutes</i>	<i>Students will be given a full week to complete the homework. Homework will comprise of 'Meanwhile Elsewhere' studies, local history studies and research/revision tasks.</i>	<i>See teacher/refer to Google classroom for support</i>
8				
9				
10	<i>Once a week</i>	<i>Up to 2 hours</i>	<i>Students will be given a full week to complete the homework. Homework will be a mixture of revision and research tasks.</i>	<i>See teacher/refer to Google classroom for support</i>
11	<i>Once a week</i>	<i>Up to 2 hours</i>	<i>Students will be given a full week to complete the homework. Homework will be centred around revision and research tasks. Homework booklets for each GCSE unit will be provided.</i>	<i>See teacher/refer to Google classroom for support</i>

SUPPORTING YOUR CHILD

	Resources to support your child	Relevance - How it helps
Key Stage 3	<p>http://www.ducksters.com/history/ (Year 7/Year 8)</p> <p>http://www.historylearningsite.co.uk</p> <p>http://www.bbc.co.uk/education/subjects/zk26n39 (BBC Bitesize)</p> <p>http://spartacus-educational.com/</p> <p>http://www.historyofyork.org.uk/</p>	<p><i>Helps with research and homework tasks or to help broaden and consolidate knowledge.</i></p>
Exam courses	<p>Revision guide is available on Parentpay - 'CGP GCSE AQA History For Grade 9-1 Course.'</p> <p>Homework booklets for each unit - completion of these begins in Year 11.</p> <p>http://www.aqa.org.uk/subjects/history/gcse/history-8145 (exam specification)</p> <p>http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources (exam papers)</p> <p>http://www.johndclare.net/ (revision site for modern world)</p> <p>http://www.revisegcsehistory.co.uk/?page_id=10 (revision videos on Medicine and health)</p> <p>http://www.bbc.co.uk/education/subjects/zi26n39 (revision resources and information)</p>	<p><i>Helps complete homework booklets in Year 11.</i></p> <p><i>Revision guide is needed for revision lessons in class and for homework.</i></p> <p><i>AQA resources are important for exam practice and revision.</i></p>

WIDER INTEREST

Here is a list of organisations or resources that your child can access if they wish to dive deeper into this subject area.

<https://sites.google.com/york.ac.uk/yorkclio-history-nerds/home> - Link to York Clio/York Young HA website. This website supports keen historians years 9-13 in the York area who meet together at least once a term to study the past and share their love of history. In between times this website is the place for information, links and interesting developments.