**History**

History students, never experience the events that they study; instead, they must build up a picture from the evidence that has been left. They must become skilled at asking questions, sometimes awkward questions; learning not to take everything at face value. Historians must develop empathy and understanding of the actions and achievements of others; they must be prepared to put forward their case and argue it well; they have to use evidence to draw conclusions and make judgements. These skills are highly desirable in many different careers and A -Level History is excellent training for any career where you must use evidence or make decisions, especially where those decisions affect other people.

**KS3**

Students at Key Stage 3 are taught fundamental historical skills of change and continuity, cause and consequence, significance, interpretations, source analysis and essay writing. This helps students build a strong foundation that will support them in KS4 and beyond. The curriculum is broken into several units across Y7 & 8.

Topics for each year group are as follows:

**• Year 7 – Historical skills and Chronology, The Norman Conquest of England, The impact of the Catholic Church in the Middle Ages, The Crusades, The Black Death, The impact of the Reformation and the Renaissance.**

**• Year 8 – The Trans-Atlantic Slave Trade, The Industrial Revolution, The British Empire, Change and Continuity in the 20th century and the Holocaust**

At Key Stage 3, knowledge organisers are used as part of our ‘do now’ retrieval practice to support retention of knowledge. Homework set is centred around revision of sections of these knowledge organisers. Within KS3 students receive a midyear and end of year assessment, this is used to support intervention, the feedback cycle and group settings. A Question Level Analysis is provided after each assessment point which allows us to understand the strengths and weaknesses of each child and support future planning.

**KS4**

Students are examined at the end of year 11, completing GCSE History with the exam board Edexcel Pearson. The students complete three papers.

History GCSE will engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects. We have designed the GCSE to extend students’ knowledge by studying new areas of content and by revisiting and deepening their knowledge of content studied previously.

The topics taught include:

**Paper 1 – Medicine in Britain, c1250 to present and The British sector on the Western Front: injuries, treatment and trenches.**

**Paper 2 – Superpower relations and the Cold War 1941-91 and Early Elizabethan England 1558-88.**

**Paper 3 – The USA 1954-75: conflict at home and abroad.**

All 3 papers are written examinations with paper 1 lasting 1 hour 15 minutes and making up 30% of their overall GCSE grade. Paper 2 is 1 hour 45 minutes long and makes up 40% of their overall GCSE grade. Paper 3 is 1 hour 20 minutes long and makes up 30% of their GCSE grade.

The use of QLA’s are utilised post assessment to support independent learning and future planning for staff. Homework is set weekly and centred around exam practice.

Assessment points take place throughout the year that are in line with school assessment calendar. These assessments help with students gaining familiarity with the exam style questions, track progress and obtain up to data gap analysis though the QLA’s, informing the feedback cycle.

**KS5**

Students are examined at the end of year 13, complete A Level History with the exam board AQA. The students complete 2 written papers and 1 piece of coursework. Both paper 1 and paper 2 are 2 hours 30 minutes long.

Our A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our qualifications will help them to gain a deeper understanding of the past through political, social, economic, and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as A-level historians.

The topics taught include:

**Paper 1J – The British Empire, c1857-1967**

This option allows students to study in breadth issues of change, continuity, cause, and consequence in this period through the following key questions:

* Why did the British Empire grow and contract?
* What influenced imperial policy?
* What part did economic factors play in the development of the British Empire?
* How did the Empire influence British attitudes and culture?
* How did the indigenous peoples respond to British rule?
* How important was the role of key individuals and groups and how were they affected by developments?

**Paper 2R – The Cold War, c1954-1991**

This option provides for the study, in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

**Component 3- Non-Exam Assessment –** Coursework where students have a choice of topic.

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.