

History Curriculum Overview

Subject Curriculum Intent Statement

The History curriculum facilitates opportunities to develop ambitious, critical thinkers through the study of big ideas, developing awe and wonder for the world around us, past, present and future, equipping them to become responsible citizens.

'History is for human self-knowledge... the value of History is that it teaches humanity what we have done and thus what we are'.

R.G. Collingwood

In History this will be achieved through:

- A high quality History curriculum helping pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Equipping students with a deep knowledge of historical themes encompassing power, society, protest, divisions and ideas.
- Building historical arguments in relation to big questions assessing significance, turning points and progress; making clear links between the past, present and the future.
- Challenging lessons that provide opportunities for all students to engage with historical narratives, and critique sources and interpretations.
- Developing a historical perspective using a growing knowledge to understand the links between local, national and international contexts.
- Preparing students for a dynamic, rapidly changing world developing the tools for deep analysis and evaluation alongside the ability to present and substantiate a line of argument.

History Curriculum Offer @ SNA

Key Stage 3 – Years 7- 9

- History – Three lessons a fortnight– all students

Key Stage 4 – Years 10-11

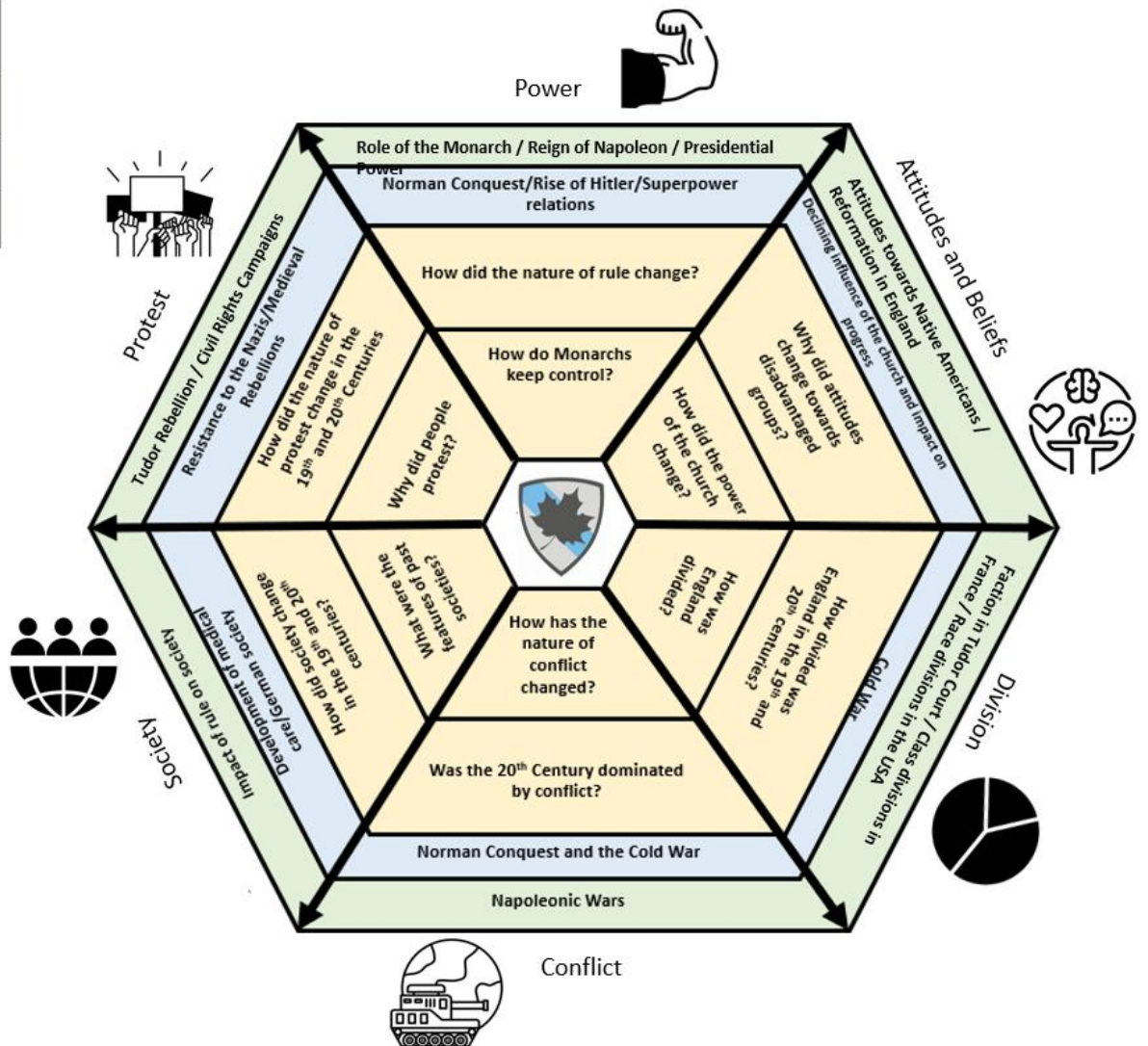
- History – Five lessons a fortnight

Key Stage 5 - Years 12-13

- History – Ten lessons a fortnight

History Curriculum Map

History Overview	
KS3	
KS4	
KS5	



Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Extended Writing	Extended writing, success criteria and teacher led feed forward feedback provided where appropriate to stimulate progress.							
Low Stakes Quizzing	Short answer / multiple choice recall questions on prior learning							
Teacher Level Assessment	A variety of feedback loops in class, live teacher marking, verbal feedback, peer and self assessment							
Subject Level Assessments	Skill and Understanding based assessment dealing with a wider than topic scope of work. Summative tasks completed by all students in cohort							

NEA	Independent Coursework task, based on a topic refined by students							
Mock exams using past papers	Past GCSE/A-level papers and exam style questions used to test how student can apply the knowledge into the exam context.							

Cross Curricular links

Within our History curriculum, we offer a variety of opportunities for cross curricular links, that benefits students at all levels. Our cross curricular links are as follows;

- **Literacy** - Students use different types of sources and interpretations to investigate and analyse for deeper meaning. Students are taught how to critique interpretations and write balanced arguments.
- **Numeracy** – Students use their numeracy skills to analyse statistics and graphs to make inferences which are then used to support a historical judgement
- **PSHE/British Values** – Throughout all key stages, students are exposed to a variety of issues that increase their knowledge and understanding of key issues and trends in the development of civilisations and British Society. Students explore the development of democracy alongside changing attitudes and beliefs, reflecting on how they influence the present day.

Preparing for Life

At SNA, our History curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- **Critical thinking:** learners are provided with a range of source material and interpretations which are assessed and critically evaluated in order for learners to develop their own critical thinking skills.
- **ICT:** learners are given the opportunity to use ICT resources to access archives and create infographics representing aspects of history.
- **Research:** learners are given the opportunity to conduct primary research through local visits. Students also have the opportunity to use a range of sources to investigate history.
- **Source analysis:** throughout the history curriculum students are given access to different types of visual, written and oral sources. Objects are used to make inferences about the past. Learners have the continual opportunity to use sources to support the construction and delivery of individual perspectives of the past.
- **Building relationships:** Opportunities to understand the need for good relationships at a variety of scales as well as professional co-operation are embedded in all units of study.
- **Problem solving:** opportunities to develop problem solving skills are embedded in the history curriculum throughout the course, for example, deciding why historians disagree on the causes of Hitler’s rise to power. This would then lead to discussions and debate in order to reach a supported judgement.
- **Teamwork:** learners are given the opportunity to work in teams with others to analyse sources as well as tasks evaluating the relative importance of causal factors.

Extra-Curricular

At KS3, we offer students the chance to deepen their understanding of History through creative activities to look at alternative methods to portray the past which draw on themed topic across the year such as remembrance and Black History month.

In year 9 students visit Beth Shalom (the Holocaust Centre).

At KS4, we offer extra intervention sessions for students who want extra support or want to learn beyond the curriculum, which they can take into their post 16 studies.