



Quality of Education

Curriculum Intent Statement

Subject: History



CURRIUCLUM VISION

The curriculum vision for History at Bedale High School is about explaining the world as it is by exploring the world as it was, in an intriguing and ambitious way. It is about building factual knowledge and chronological understanding but, above all, it is about developing a fascination with the past. Students studying History will gain a superb understanding of past societies, economic systems and political changes over the years that have had a significant impact on how we live and think today. Students will also be taught how to think analytically and construct both written and spoken arguments with two exceptionally **committed** and **compassionate** teachers.

The curriculum in History at Bedale High School is ambitious because it challenges students to develop **courage** and frequently reflect on their own learning throughout Key Stages 3 and 4; this approach is part of the whole-school's emphasis on 'metacognition' – and ultimately will help students to develop their own awareness of how past events have shaped their place in world.

Throughout Key Stages 3 and 4, a rich, broad and sequenced History curriculum has been designed to develop historical knowledge and understanding through the study of a range of topics. It is an inclusive curriculum with high aspirations to meet all students' individual needs through developing independence and a healthy curiosity to learning. We do this by creating an interesting and engaging learning experience and throughout their journey all student encounter a range of historical eras and themes. From Year 7 to Year 11 all students have an opportunity to study a broad range of topics from the peasant's revolt, 1348 right through to the cold war of the twentieth century. History promotes an inquisitive mind-set which enables students to discover and engage with the challenging world in which we live.

CURRICULUM RATIONALE

Our new Year 7 students come from a wide range of feeder primary schools – and have received a varying experience of History at Key Stages 1 and 2. However, all of our primaries focus on ancient history from Year 3 and all of our feeder primary schools cover the Egyptians, Greeks and Romans, therefore we have tailored our KS3 curriculum to ensure our KS3 History curriculum starts in the middle ages.

The first part of our Key Stage 3 curriculum is designed to engage students through starting with such a significant event in British History, The Battle of Hastings and also to start developing their historical skills such as **interpretation** through source analysis, and **change and continuity** through looking at the chronology of the key events throughout the middle ages. These skills are revisited throughout Year 7 within different topic areas such as the reformation and renaissance in Europe, the industrial revolution in Britain and Empire building, slavery and the impact this had on the wider world. Other skills that are developed through KS3 are students' ability to argue why events are significant and this skill of **significance** is taught and developed throughout KS3 through studying a wide variety of topics such as the English Civil War, the Holocaust and even a new unit on terrorism. The final skill of **causation and consequence** is developed throughout KS3 by studying the events and impacts that WWI and WWII had on the wider world, not just Britain. Our Home learning at KS3 gives students the opportunity develop their independent learning skills by working on extended 'project based learning' activities where they are given a brief and have a range of problems to think through before presenting their final projects; some of these examples include designing and building Motte and Bailey castles or create a trench project that resembles those used during

By following the National Curriculum¹, topics such as these spark an interest in how the past has shaped the world around us, and touch upon topics covered in more depth at GCSE and A Level.

At Key Stage 4, students follow the AQA History A specifications². We believe that this is the right course for our students as it provides them with opportunities to study a variety of historical periods some in depth and some with breadth. Paper 1 section A is on America, 1920-73 and section B covers the major Asian wars of the 20th century - 'conflict in Asia 1950-73'. Paper 2 section A is on medicine from 1000 to present day and section B is based around Elizabeth I's reign. These exam style questions are asking students to use the silks we start to develop at KS3 so there is natural progression in how we will teach and develop these key historical skills, please see our curriculum maps for more details.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study#key-stage-3>

² <http://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

