

## **The History Curriculum**

History is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is why we are the way we are. Our aim is to give young people a sense of place in the world in both time and space and an explanation for how and why the world came to be as it is. We encourage students to be curious, inquisitive and have a healthy scepticism about issues in order to challenge accepted truths. Through studying history students obtain the necessary cultural capital to participate in the world as active citizens with informed opinions.

The history curriculum supports British values of democracy, equality and diversity and students are taught to value these through meaningful study of a variety of relevant topics such as the processes of our Parliamentary democracy whilst studying the Suffragettes; the features of democratic societies when studying the Nazi dictatorship and the Holocaust; the foundations of multicultural post-war society when considering the impact of World War Two and the importance of rights and liberties through studying the British and American Civil Rights movements. Students develop understanding of political systems and economic models in order for them to act as responsible citizens in the future, for example through studying the decisions made surrounding the war in Vietnam and influence of popular protest or the 'boom' and 'bust' of twentieth century American history.

Through studying history, students consciously develop a range of transferable independent learning skills and higher order thinking skills. They are able to select and analyse information, think creatively to problem solve and clearly communicate their ideas both verbally and in the written form. The value and transferability of skills learnt through the study of history to a variety of careers is made explored at various points across the key stages.

We maintain a high level of challenge and rigour in the teaching across the key stages. Topics are taught as a series of enquiries with each lesson forming one stepping stone towards investigating an overarching controversy. This engenders a focus on higher order thinking skills. Students are explicitly tasked to consider the work of the historian across these units and historical scholarship is interwoven into lessons in order to add authenticity and understanding of history as a living art form.

### **KS3**

The programme of study for history at Key Stage 3 has been developed with an explicit focus on the useful first order substantive concepts or cultural capital needed to progress into further historical study in the later key stages. Broadly the Key Stage 3 history curriculum follows the National Curriculum with Year 9 continuing chronologically from history taught in our feeder schools in order to ensure a broad curriculum and coverage of important events. History in Year 9 is therefore focused in the main on the twentieth century. We have chosen to teach topics such as Nazi Germany and the Holocaust at KS3 rather than 4 to ensure that all students will gain understanding of these significant events. The KS3's History curriculum's intent reflects the school's local context by allowing students to consider how people in Dorset were affected by global events for example during WWII or by Roman occupation. Greater diversity has steadily been incorporated into the curriculum in recent years with focus on diverse stories such as black footballer and war hero Walter Tull, within our studies of the Suffragettes and through a focus on the impact of WWII from both a global and British perspectives.

### **KS4**

At KS4 we deliver the AQA GCSE specification with components looking at international history in Year 10 (America: Opportunity and Inequality; Conflict and Tension in Asia) and with a British focus in Year 11 (Elizabethan England; Health and the People). We have ordered the units as such to allow students to build on the basis of American and global twentieth century history they will have developed in Year 9 history. Much of the content will be unfamiliar to students, not least the events of the Cold War in Asia, which really serves to broaden students' frame of historical reference.

### **KS5**

At KS5 we offer both Early Modern and Modern History courses which allows A Level students a rare opportunity to specialise in the period of history they are passionate about. We deliver the AQA Specification which supports students' transition from KS4 to KS5 as there is a clear progression of assessment styles and language. The units were chosen in each course to complement each other's themes: on the Early Modern course a clear theme is the challenges to monarchy, the evolution of political thought and nature of state-hood as Europe emerges into modernity as well as a consideration of the changing relationship between Church and state. In the Modern course, key themes include the nature of the state in the context of the challenges posed by nationalist tensions in Europe in relation to global empires, economic turmoil and the

emerging labour movement, and the rise of fascism. Through undertaking their historical investigation, students develop independent study skills such as research and note-taking, referencing and editing which they report as vital to them when undertaking university study in any academic field.

### **Enrichment**

The department is committed to providing a high-quality programme of enrichment to support the learning within the classroom. Students benefit from a range of relevant and exciting enrichment opportunities including academic speakers; Historical Association competitions; video-conferences; performances; and visits to historical sites in the UK and Europe such as the Golden Hinde, Old Operating Theatre, Berlin and Paris.

We mark key events on the history calendar such as Remembrance, Black History Month, Holocaust Memorial Day and centenaries through college competitions and assemblies. We aim to fortify students' passion for history by signposting students towards a variety of ways of learning beyond the classroom such as historical fiction, listening to podcasts, films and documentaries and engaging with appropriate interactive content online.