



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> Humanities	<b>Subject:</b> History
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### Our Vision

#### Faculty Vision

The humanities faculty at NGHS consists of the history, geography, religious studies, psychology, politics and economics departments. Our overriding vision for the faculty is to produce learners who have an excellent understanding of all aspects of the world we live in. Our range of subjects allows students to glean an understanding of global cultures and world views, whilst also enabling them to learn from the past and apply their learning to the relevance of today's society. We endeavour to encourage learners to make links between society, people and the physical environment, and work to make well-rounded, intellectually curious young people with excellent thinking skills, and with empathy and respect for the views of others. We strive to keep our curriculum relevant and up to date, incorporating contemporary issues such as climate change and conflict alongside historical comparisons in all of the humanities subjects. By the end of key stage 5, we expect students to be leaving us with an excellent understanding of global issues and challenges and to be literate in the use of specialist subject terminology.

#### Subject Vision

The History department aims to stimulate students' curiosity about people living in the past, in the local area, in Britain and in the wider world.

By engaging with the past, pupils develop their understanding of societies, political structures, cultures and beliefs, the very essence of what influenced the actions of people in the past. Students develop their individual and collective sense of identity and learn to appreciate the diversity of human experience, by understanding and valuing their own and others' histories. In acquiring historical perspective, we are able to develop a deeper understanding of the present.

### Curriculum Intent

**At KS3**, students build a wide range of subject skills mainly focussed around the key historical concepts of chronology, historical interpretations & source analysis, as well as a study of second order concepts such as cause & consequence. Through a study of wide chronological breadth, students are able to build a firm knowledge and understanding of British, European and Global histories. Within this course, students are also introduced to key subject specialist vocabulary which they are able to use in the correct historical context. We further aim to facilitate students to develop the written word and be able to express their ideas with confidence and clarity. Underpinning the intent at Key Stage 3 is the aim to ensure that learners from diverse primary settings are able to build firm foundations as historians that will enable them to make the transition to Key Stage 4 smoothly and effectively. We are always reviewing our schemes of learning to ensure they are both relevant to the world today, as well reflecting the diverse backgrounds of learners. We pursue all opportunities to enrich learning, for example through working in partnership with Historic England, UCL, Historical Association and Newport History Society, which has also enabled us to enhance students understanding of local history.

**At Key Stage 4**, we aim to build on the skills already developing and offer a broad curriculum which considers topics across a wide chronological frame and of a global perspective. We look to build on the excellent progress made at Key Stage 3 through the development of critical thinking and increasingly independent learning skills. The AQA course studied is multi-faceted in the sense that it considers aspects of history relating to socio-economic, political and those of a religious nature, helping students better understand the world around them and how it has developed.

**At Key Stage 5**, we aim to further instil a passion and curiosity for our subject in the expectation that students will go on to be influenced by their study of history in which ever future pathway they choose to follow. We go beyond curriculum demands to offer a variety of diverse and enriching experiences and opportunities such as the Lessons from Auschwitz Project, Belsen 75 and activities endorsed by and organised through the Historical Association. Through this demanding but rewarding course, we equip students with the transferable skills that will support them at higher education levels and in varied future career paths, including critical thinking, analysis and evaluation, as well as developing academic writing skills. We want our students to be impassioned, interested in the world around them, compassionate, intellectual, tolerant and engaged citizens of the 21<sup>st</sup> Century.

## Curriculum Sequencing Rationale & Implementation

**Our curriculum planning is based around skills and concepts rather than always taking a chronological approach to the past, in order to provide students with a greater awareness of themes/change and continuity over time and therefore enables a more in-depth exploration of developments over time, which is appropriate in order to challenge more able students.**

### **KS3:**

Our KS3 curriculum aims to develop the base knowledge and skills that students will be able to build on through GCSE history, as well as enabling all students [including those who do not choose to continue with history at key stage 4] to develop their knowledge and understanding of important concepts such as political ideologies, bias and intolerance.

Year 7 starts with a unit entitled 'what is history?' in which students are able to develop their knowledge and understanding of the fundamental historical skills and concepts of chronology, historical interpretations, source reliability and continuity and change over time. During this unit, students are introduced to the skills of effective historical writing and argument, for example the importance of supporting assertions with evidence and structuring paragraphs using PEEL in order to ensure a clear focus on the question. These skills are developed throughout the key stage. After the 'what is history' unit we adopt a thematic approach throughout the rest of the key stage, blocking our learning of history according to the core concepts of continuity and change in the power of kings, continuity and change in the lives of ordinary people, Britain's changing place in the modern world, conflict and its impacts in the twentieth century and the extent to which protest led to political change in nineteenth and twentieth century England. This approach allows us to cover the core concepts and historical topics identified in the national curriculum within a two-year key stage three. It also enables students to gain a fuller understanding of topics which we have identified as being essential to their understanding of how history has shaped today's world. Within these units, students learn about topics such as the reasons for and impact of divisions between Catholics and Protestants in the sixteenth century, differing political ideologies and the impact of empire, all of which are crucial to their understanding of topics covered within the GCSE course. We are committed to ensuring that our scheme of learning at key stage three reflects both best practice and current historiography and scholarship, and as such we have worked with a number of academics and institutions in developing our curriculum offer. Our scheme of learning relating to the Holocaust was developed as part of our partnership with the UCL Centre for Holocaust Education and all members of the department and student teachers within it have undertaken CPD with UCL; our work on the First World War and conflict was developed through as part of a teacher fellowship programme with the Historical Association and our work on protest is based on resources endorsed by the Waterloo 200 legacy project.

### **KS4:**

Having completed the full KS3 National Curriculum by the end of Year 8, students commence GCSE courses in Year 9.

By starting with the topic of America 1919 - 72, students build on their learning of the Twentieth Century World from KS3 to further broaden their understanding of how the world developed and changed as a consequence of the two World Wars, but from different perspectives now. They are able to learn about the social, political and particularly the economic impact of the Wars and how this changed peoples' lives across the social spectrum, from the Wall Street Crash to the impact of women's work in the factories during World War Two. Further to this, having studied the impact of Conflict through case-studies at KS3, students at GCSE build on their knowledge by learning about Superpower Rivalries and the consequences of the Cold War by the 1970s. They do this through a study of the origins, the key developments and transformation of the relationship between East and West after World War 2.

In order to further complement their studies of history in Year 7 and 8, an in-depth study of the Normans and the thematic study of 'Migration and Empire' at GCSE enables students to make the connections and see the developments over time, building on prior knowledge of key case studies including the Scramble for Africa and India as the Jewel of Britain's Empire. This is developed by learning about the impact of Migration to, from and within Britain and the Empire at the time and the impact this has had on the formation of Britain today, making it highly relevant to the world in which we live.

### **KS5:**

The course provides students with a broad chronological overview, stretching well over 200 years and includes aspects of thematic study, as well as studies in depth, focusing on British, non-British and European history. It allows students to gain knowledge and understanding of the medieval early modern and modern period of history which is excellent preparation for those who go on to study history or history related subjects at university.

Students study a breadth study of Tsarist & Communist Russia 1855-1964, a depths study of The Wars of the Roses 1450 – 1499 and complete an NEA on The Golden Age of Spain. On both sides of the examination unit students develop and build their skills of essay writing and analysis, having practised firstly with scaffolding and no time pressures. Over time, students are able to hone their skills so that they are able to write an essay in 45 minutes. Equally they develop their skills of analysis with regular practise of using extracts. The courses

are planned in a chronological fashion, but with focus on the key themes and key questions throughout, for example, the role of key individuals.

Students start their NEA in the summer term of Year 12, building upon their historical skills. Lessons focus upon the skills and research methods required, before students select a question and work independently on it. Students receive guidance through teacher support of two draft copies before submitting their final piece, in line with specification guidelines.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.