



## History Curriculum Intent Hilbre High School

What do students study for each Key Stage?

### Key Stage 3

Year 7:

Crown, conquest and country

*The emergence of a nation (1066-1603)*

Year 8:

Colonies, conflict and co-operation

*The making of the modern world (1603-1918)*

Year 9:

The World in the 20<sup>th</sup> Century (1918-2000)

### Key Stage 4

#### Paper 1:

The British sector of the Western Front: injuries, treatment and the trenches

Medicine in Britain, c1250 to present

#### Paper 2:

Early Elizabethan England, 1558-88

Superpower relations and the Cold War, 1941-95

#### Paper 3:

Weimar and Nazi Germany, 1918-1939

### Key Stage 5

**Paper 1:** In search of the American Dream: *the USA, c1917-96*

**Paper 2:** South Africa. 1948-94: *from apartheid state to 'rainbow nation'*

**Paper 3:** The British Experience of Warfare, 1790-1914

## Paper 4: Coursework

### What we think is important about our subject?

- We believe History is an important academic subject which provides all students with an understanding of Britain's past and its position in the modern world.
- History helps students to understand the complexity of people's lives, the diversity of societies and the changing relationships between different groups, and an appreciation of the culture and attitudes of societies other than our own.
- We believe equipping students with powerful historical knowledge and understanding, enables them to learn the importance of tolerance, empathy and respect.
- History teaches students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument.
- Learning History emphasises the importance of key communication skills such as reading, speaking, listening and writing. Where possible literacy and oracy is promoted through classwork and homework.
- History and culture are intrinsically linked and we strive to increase the cultural capital for all students through opportunities both within and beyond the classroom. Through exposure to film, music, art, religion, language and politics, students will improve their cultural awareness. Over the years there have been opportunities to participate in enrichment visits to Chester, Speke Hall, the Normandy beaches (with the MFL Department), Auschwitz (with the RE Department) a First World War event at Birkenhead Park, a visit to the International Slavery Museum in Liverpool as well as experiencing visiting theatre companies. Further visits and opportunities are planned.

### Why is our curriculum constructed this way?

- Our rationale is to ensure all students see the relevance of History in the modern world.
- Our chronological approach is designed to improve their knowledge of change and continuity and cause and consequence. Lessons are sequenced in order to build upon and make links to prior learning and address key enquiry questions such as: *Was the First World War the 'war to end all wars'?*
- In Year 7 the History curriculum is designed to help students develop a broad understanding of how British life and culture has been shaped by different settlers and invaders from early times, through the Norman Conquest to the arrival of the Empire Windrush. The Year 8 curriculum enables students to understand the impact of significant events from the English Civil War, through the period of the Industrial Revolution, including the Transatlantic Slave Trade, to the outbreak of the First World War. Our Year 9 curriculum focuses on the key changes and developments which have shaped our modern world both in Britain, Europe and beyond.
- Fundamentally, History at Hilbre follows a knowledge-led curriculum which engenders a thirst for learning and enables students to apply key concepts such as using evidence, interpretations and significance.

## **What are your assessments?**

### Key Stage 3

Assessment is regular and develops a variety of skills. In each term pupils will complete at least one knowledge test, source assessment and piece of extended writing.

### Key Stage 4

Assessment focuses mainly on examination skills and the testing of knowledge applicable to specific topics for each unit.

### Key Stage 5

Assessment relates to the requirement of the different unit examinations and will develop essay writing skills and the source evaluation and interpretation skills. Regular knowledge tests are used to gauge student understanding.