

	<h1>Curriculum Overview</h1>
SUBJECT	HISTORY
OVERVIEW	<p>Our History curriculum inspires students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to provoke curiosity to discover more about the past and to recognise how this knowledge can guide and influence the choices we make in the present. As with all the learning at All Saints, we see learning about History as another way to develop well rounded, critical thinkers who recognise and respect their place in the world. History lessons will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History connects to other curriculum areas and helps our students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of our time.</p> <p>In Key Stage two and three , our staff have worked together with a specialist History consultant from PKC to develop a curriculum that specifically meets the needs and interests of the students in our school. Learning is sequenced for skills and knowledge to build up through the years of study but is also adapted to meet the individual needs and abilities of our students. A variety of trips have been planned into the curriculum to bring classroom learning to life.</p> <p>Learning is assessed against the statements on our own bespoke frameworks (covering National Curriculum objectives) which are accessible through Arbor (the School’s chosen Management Information System) and allow progress to be measured in small steps to meet individual needs. This is analysed termly by Subject leads and monitored by SLT. Where required, interventions are discussed with the class teacher, actioned and reviewed.</p> <p>As with all learning at All Saints, our History team delivers lessons which are planned to meet the needs and interests of the students in each class and lessons are adapted to ensure everyone is able to access the curriculum. Teacher and TA support will ensure that students receive the right amount of challenge and feedback for the level they are working at and everyone will be encouraged to give and receive feedback in a supportive and productive way.</p>
KEY STAGE 3	<p>Progressing from the concepts studied at Key Stage 2, students will extend and deepen their knowledge and understanding of British, local and world history and build on their skills as Historians. This provides a well-informed context for wider learning. We study History chronologically through Years 7-</p>

	<p>9 to encourage an understanding of timelines and cause and effect. Students will learn about significant aspects of the history of the wider world e.g. the nature of ancient civilisations and the expansion and dissolution of empires. They will make connections, draw contrasts, and analyse trends in and across these periods. They will demonstrate understanding of how different types of historical sources are used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Through this learning students are encouraged to gain an historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. The English programme of study will interconnect with the Humanities to add depth and context to the students’ understanding and Literacy is consciously planned into lessons, with students having access to a wide range of historical texts including poetry. Key vocabulary is planned and built into lessons.</p> <p>In years 7 and 8 History and Geography are taught as a topic with a focus on each half term or term. Subjects in year 8 include The Slave Trade, The Industrial Revolution and Victorian England.</p> <p>In year 9, as preparation for options, they are taught as discrete subjects on a weekly basis. Topics include The Suffragettes, World War I and World War II.</p>
KEY STAGE 4	<p>The students will follow Edexcel GCSE History (9-1) covering three papers:</p> <ul style="list-style-type: none"> •Paper 1 Thematic study and historic environment: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (option 11) •Paper 2 Period Study: Early Elizabethan England, 1558–88 (B4) and Superpower relations and the Cold War, 1941–91 (P4) •Paper 3 - Modern Depth Study: Weimar and Nazi Germany 1918 – 1939 (option 31) <p>Students will extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Students will question the past, investigate issues critically and make valid historical claims by using a range of sources in their historical context. They will develop an awareness of why people, events and developments have been accorded historical significance, and how and why different interpretations have been constructed.</p>
KEY STAGE 4 ASDAN HISTORY	<p>The students will follow a two-year ASDAN History Short Course covering:</p> <ul style="list-style-type: none"> • Local history • British history and our island stories

<p>SHORT COURSE An alternative to GCSE</p>	<ul style="list-style-type: none">• Britain, the empire and the world• History from below• European history• History in the world <p>This modular course enables students to complete challenges. They will accumulate credits over the two-year period, without written examinations. The aims of the short course are to:</p> <ul style="list-style-type: none">• Develop a range of skills through history activities and studies• Develop and demonstrate understanding of history issues• Accumulate credit for learning from a wide variety of activities both inside and outside of formal education. <p>Where appropriate the ASDAN will be complemented or replaced with AQA Unit Awards which can be adapted to meet with students' special interests and needs.</p>
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