



Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

History

Intent *Explain what is distinct about History and why it is important for our students to study it.*

The History Curriculum at Richard Lander aims to equip our students with an understanding of chronology. The curriculum has breadth covering over one thousand years, whilst also including depth studies such as the transatlantic slave trade. Furthermore, we aim for students to understand concepts such as parliament, power, empire, slavery and monarchy through repeated encounters. The acquisition of substantive knowledge will allow our students to develop disciplinary knowledge such as: change and continuity, cause and effect, evaluation, historical significance, sources and evidence. The accumulation of core historical knowledge, concepts and History specific skills will allow our students to understand modern day Britain and the wider world, the challenges we face and how we can participate in shaping the future. Our intent is that students will be able to form opinions based on a solid foundation of knowledge, evidence and critical analysis.

Skills *Detail the wider skills that History can deliver to our students, helping to prepare them for leaving RLS.*

Our History students will focus on skills such as:

- Chronology
- Using evidence and interpretations
- Analysing historical significance
- Research
- Constructing a reasoned argument
- Empathy

There are five key questions that underpin our KS3 curriculum:

- Who has the power?
- How and why do wars and conflicts happen?
- How do people experience 'Empire'?
- Have people's everyday lives improved? Why?
- What do people believe in?

These will be referred to regularly in lessons.

Purpose of Study *Look at the History programmes of study in the National Curriculum and define what this means for our students and their future*

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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 their time.

Aims *Look at the History programmes of study in the National Curriculum and define what this means for our students and their future*

The national curriculum for History aims to ensure that all students:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain 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

Rationale *Explain History's rationale for the sequencing of the History curriculum. Why are KS3 and KS4 taught in the order that they are eg use of interleaving etc*

- The History Curriculum in KS3 is organised chronologically to aid understanding of cause and effect, change and continuity, evaluation, historical significance, sources and evidence. This also allows repeated encounters with concepts such as power (a golden thread throughout our units of study), monarchy, democracy, slavery etc.

Year 7

The National Curriculum states that students should study a period of time pre 1066 – hence our students will study the Anglo-Saxon period. This links to our GCSE curriculum and is required for future study.

The Middle Ages:

The rest of the Year 7 Curriculum takes place in the Middle Ages and Tudor period. Students will learn about the changing nature of royal power in this period and how people lived. It is necessary for our students to understand for example the role of the church in the Middle Ages if they are to understand the importance of the reformation in the Tudor period. Reformation and the treatment of heretics appears in our KS4 curriculum in more than one unit.

The Early Modern period

Tudor life and monarchy. The effect of the reformation and the leadership of the Tudor monarchs. Links to future studies at GCSE – Early Elizabethan England.

Year 8

Continuation of Early Modern studies:

Students study the Gunpowder plot and English Civil War – this is important for concepts such as power, parliament and revolution.

Depth study:

Mali empire and the Transatlantic slave trade – this depth unit links to the theme of diversity. This also links to future learning regarding exploration in the Elizabethan age.

The Industrial Revolution:

The Industrial revolution – this allows our students to consider the concept of revolutions and what causes them. Within this unit our students analyse change and continuity and the factors which cause change. This links to future studies in Year 9 on the changing nature of society in the IR, and GCSE History Crime and Punishment.

C20th:

Early Twentieth Century study – the work of Suffragettes and women in WW1 links to future studies on the changing status of women and changes to society on Britain in the C20th in our Crime and Punishment GCSE unit.

Causes of WW1 and life in the trenches – student develop disciplinary knowledge regarding cause and effect, significance and empathy. Furthermore, this unit focuses on the contributions of soldiers from the empire which links to our school curriculum aim of diversity.

Year 9

Depth study:

The changing nature of society in the C20th. This unit tackles issues such as the decriminalisation of homosexuality, the legalisation of abortion, women's rights, racial diversity and the criminalisation of drugs in the Twentieth Century. This enhances our students' understanding of causation, change and continuity and the factors affecting these changes. Furthermore, it links to our curriculum aim of diversifying the curriculum. The future studies link is Crime and Punishment.

Rise of Hitler and life in Nazi Germany

The rise of Hitler allows students to focus on causation and explain how dictatorships can be created in democratic societies. This also links to future studies At GCSE level. Life in Nazi Germany focuses on how women, young people and minorities were treated. It is in this unit that students study the Holocaust which is a legal requirement in the History curriculum. This also links to Unit 3 Germany 1918-39. The final part of this unit looks again at causation and the events leading to WW2. Within this unit, students will evaluate the arguments for and against appeasement.

Significant events of WW2

This unit allows students to study the key events of WW2 including Dunkirk, the Battle of Britain, Stalingrad, Pearl Harbor and D-Day. This knowledge is used to analyse the most significant event in WW2 and why.

The final part of this unit is about the end of the war in the Pacific and the use of nuclear bombs on Hiroshima and Nagasaki where students evaluate the arguments for and against the bombs being dropped on those cities.

Cold War 1945-1989

This unit re-introduces the ideologies of communism and capitalism. The unit links to their future GCSE Unit 2 Cold War 1945-1989. Topics covered include: The Berlin blockade and airlift, the arms and space race, the creation of the Berlin Wall, Cuban missile crisis, death of JFK and a depth study on the Vietnam War. The Vietnam War is not in the GCSE spec but this conflict allows students to see US involvement in a country with the aim of stopping 'domino theory'. This unit allows for independent research and evaluation

GCSE History

Students follow Edexcel GCSE History.

Unit 1: Crime and Punishment 1000-present day

This unit covers crime, punishment and policing across four distinct time periods. We teach this unit thematically because the questions are asked thematically – the main focus on the unit is change and continuity.

Whitechapel is the death study and we teach this in terms of content and then source skills.

Unit 2: Elizabeth 1558-1588

This is the only unit 2 which focuses on the leadership of a woman. The unit is taught in three sections; The 'queen and government', followed by 'challenges at home and abroad' and finally

'society and exploration'. The big question running through this unit is whether Elizabeth was a good queen.

Unit 3: Germany 1918-39

This unit is taught chronologically. Throughout the unit, students are given multiple opportunities to practise the question types within this unit as the interpretations questions are different from units 1 and 2.

Unit 2: Cold War 1945-1989

This unit is taught chronologically as the students are required to explain consequence and write analytical narratives in chronological order.