

HISTORY

Curriculum Vision Statement

"I realise that to be a historian is to discover the facts in context, to discover what things mean, to lay before the reader your reconstruction of time, place, mood, to empathize even when you disagree. You read all the relevant material, you synthesize all the books, you speak to all the people you can, and then you write down what you know about the period. You feel you own it".

Doris Kearns Goodwin



Vision

The Northampton School for Girls' (NSG) History curriculum allows students to develop a coherent knowledge and understanding of Britain's past and that of the wider world. We uncover the complexities of people's lives, the process of change, the diversity of societies and the different relationships that exist between groups. Students are taught a broad range of topics which helps to foster a sense of development over time as well as an appreciation of cultures and attitudes of societies not our own. We encourage our students to have power over their knowledge allowing them to critically evaluate the significance and utility of a large body of material including evidence from contemporary sources and interpretations from historians. By engaging directly with questions and presenting their opinions about them in arguments, students are supported in producing well written,

clearly expressed, coherent answers, which are effectively supported by relevant evidence. Ultimately our goal is for students to develop confidence in self-directed learning, make the most effective use of their time and resources and increase their ability to define their own goals and questions.

Both historical content and skills prepare students for careers. Academic research, teaching, the arts, politics and many other fields benefit from a strong knowledge and understanding of the past. Furthermore, the skills of thorough research, carefully weighing evidence, understanding different perspectives, clear communication and reaching clear judgements are extremely useful for careers in law, journalism, medicine and many more.

Implementation

Our curriculum develops engaged British citizens, it enables students to think critically and reach judgements. We foster a love of learning and our students are prepared for further study of History. We use a diverse range of teaching and learning tools from classroom debate to higher order questioning. We teach students to look at sources critically and challenge their thinking through metacognition activities.



Key Stage 3 Topics to be covered from September 2020

YEAR 7	YEAR 8	YEAR 9
Key skills * Norman conquest and control Medieval Life * Black Death * The Tudors	The Stuarts, including the Civil War and Cromwell * Industrial Revolution (inc Local study) Empire and Slavery Suffragettes * Causes of WW1	WW1 * Versailles Interwar years * Nazi Germany * The Holocaust WWII

* Indicates topics that are assessed

Key Stage 4 Topics to be covered from September 2020

YEAR 10	YEAR 11
British Medicine 1250 - present - including British Sector of the Western Front Early Elizabethan England 1558-1588 The American West c.1835-1895 (Part 1)	The American West c.1835-1895 (Part 2) USA 1954-1975: Conflict at home and abroad

Assessment

Students at Key Stage 3 are assessed termly on both knowledge, understanding and their application of skills, through a range of assessments. The data is then used to track progress throughout the course of the year and also create *flight paths* that can be used to predict students' progress at the end of Key Stage 4. Throughout KS4, students are assessed after every topic to help consolidate learning whilst preparing them for their end of year examinations. Assessments are also used to inform the next steps of learning, through feedback and the planning of sequences of learning.

Independent Learning

As History is a subject that is all around us on a day to day basis we encourage our students to keep up to date with the local, national and international news to broaden their understanding of History.

Other independent learning tasks may be issued if appropriate to further their understanding. Home Learning tasks are set every 2 weeks for Year 7 and Year 8 students. Year 9 and GCSE students are set weekly Home Learning activities. Home Learning aims to reinforce and build on the knowledge and understanding that has been learnt in lessons, giving students the time and opportunity to research further, topics and issues in greater depth. At GCSE Home Learning is also set weekly and reinforces the skills and content of the GCSE course.

In this section you can find a copy of every knowledge organiser for every topic for each year group.

These are useful for students to have a summary of the historical content that has been learnt throughout the course of the year.