

Subject	History
Head of Department	Mr Gascoyne
Teaching staff	Mrs Gourlay Mr Gascoyne
Department Vision	Humanities is committed to ensuring that students of all backgrounds are equipped to become global citizens who are keenly aware of their place in history, the world and culture. Students will be taught to think critically and use literacy and oracy to effectively articulate their understanding of religion, culture, history and geography. With these tools students will have a far greater chance of contributing positively to society and the world.
How students can 'ASPIRE to excellence' in this field	<ul style="list-style-type: none"> <li>• <b>Learning about people</b> - how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)</li> <li>• <b>Learning about countries, societies and cultures</b> - so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?</li> <li>• <b>Learning to locate and sift facts</b> - to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)</li> <li>• <b>Presenting what you've learned in a way that makes sense to others</b> - whether in graphs, essays or illustrated reports - <b>and</b> having the confidence to defend your findings.</li> </ul>
Rationale behind the curriculum chosen	<p>Our curriculum will ensure students think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, so we can build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focused on these areas.</p> <p>We have the National Curriculum, which we use as a starting point. We embellish and deepen it further as a department but at the heart of this is learners being exposed to quality experiences and need for independent thinking. Visits and enrichment clubs allow learners even greater opportunities to find and develop their</p>

	<p>individual interests and personal talents. Visitors and parents coming into school also help deepen experiences further.</p> <p>We believe that it is vital for us to develop:</p> <ul style="list-style-type: none"> <li>• Learner’s learning - The teachers plan using progressive skills and knowledge. Learning is checked against these to ensure progression and understanding. Teachers keep a record of how learners are achieving and intervene effectively and collaboratively to close any skills or knowledge gaps. We plan a variety of offsite educational visits. Visitors are also invited into school as a way of enhancing subject knowledge and providing the learners with real life experiences.</li> <li>• The character of our learners - We follow a programme in the department, which explores values that are critical for us to understand modern Britain and beyond. In classrooms teachers ask learners to undertake positions of responsibility, as we believe that children understand values by seeing them in action in others.</li> <li>• Behaviours and habits to become effective learners - Within the department we design learning opportunities that look for ways to develop good learning behaviours. We understand that learning about learning helps us to be better learners! In our curriculum, we ask learners to look for ways to develop concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. For example, in the curriculum we try to frame our learning around questions. For example: Why did Mrs Wiggins die? Who was Jack the Ripper? Who lived in a house like this?</li> </ul>
<p><b>Possible Careers</b></p>	<ul style="list-style-type: none"> <li>• Teaching in schools</li> <li>• Museums and Galleries</li> <li>• Historic Houses, Heritage Sites and Organisations</li> <li>• Record Offices, Archives, Libraries and Universities</li> <li>• Archaeology and Architecture, Conservation and Horticulture</li> </ul>

	<ul style="list-style-type: none"> <li>• National and Local Government, the Civil Service and the Diplomatic Service</li> <li>• The Media</li> <li>• Law</li> <li>• The Police and Armed Forces</li> </ul>
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### Key stage 3

Year Group	Topics covered	Dates of assessments	Link to Knowledge Organiser
<b>Year 7</b>	Anglo-Saxons Medieval Realms Tudors English Civil War Victorians The making of modern Britain	w/c 1 <sup>st</sup> February 2021 w/c 24 <sup>th</sup> May 2021	

<b>Year 8</b>	Slavery British Empire Industrial Revolution WW1 American West	w/c 1 <sup>st</sup> February 2021 w/c 24 <sup>th</sup> May 2021	
<b>Year 9</b>	Protests through time Democracy in Britain WW2 and the rise of dictators The Holocaust Terrorism through time	w/c 30 <sup>th</sup> November 2020 w/c 19 <sup>th</sup> April 2021	

## Key Stage 4

<b>Course Titles (as per specification)</b>	AQA History GCSE 9 – 1 specification.		
<b>Year Group</b>	Topics covered	Dates of assessments	Link to Knowledge Organiser
<b>Year 10</b>	America 1920-1973 opportunity and equality Conflict and tension in Asia 1950-1975	w/c 7 <sup>th</sup> December 2020 w/c 26 <sup>th</sup> April 2021	
<b>Year 11</b>	Elizabethan England Britain: migration, Empires and the people Revision	w/c 19 <sup>th</sup> October 2020 w/c 8 <sup>th</sup> February 2021	

## Enrichment and Useful Websites

<b>Extracurricular opportunities offered (clubs, trips etc)</b>	Lincoln visit
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<b>Links to useful website of interest for your subject Area.</b>	<a href="http://www.monkeymonkeyrevision.co.uk/index.html">http://www.monkeymonkeyrevision.co.uk/index.html</a> <a href="https://www.johndclare.net/">https://www.johndclare.net/</a> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>
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