

History

Intent

The History curriculum at St Bede's is designed to provide students with a broad and balanced understanding of Britain's past and that of the wider world. We aim to provide a high quality education that will inspire students' curiosity, train them to ask perceptive questions, think critically, weigh evidence, justify arguments and develop perceptive judgments.

- By the end of KS3 students will gain a broad and balanced understanding of Britain's history from 11th to 20th Century and its relationship to the wider world. Examples of topics taught include: Native American History (Y7); Empire – Expansion and Decline (Y8); Conflict and Tension within 20th Century Europe (Y9)
- These themes are important for students to gain an understanding of History within global, national and local contexts.
- We follow statutory requirements and teach in depth units on the Transatlantic Slave Trade (Y8) and the Holocaust (Y9) St Bede's is a beacon school for Holocaust education
- Throughout KS3, 4 and 5 we intend to create an awareness in students of the complexity of people's lives, the process of change over time, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The following disciplinary skills will be introduced from Year 7 and built upon each year. These skills include:
 - Knowledge and Understanding
 - Chronology
 - Cause and Effect
 - Change and Continuity
 - Similarity and difference
 - Significance
- We want to support our students in being independent learners and provide a curriculum that is appropriate for each stage of their development, provides challenge and engagement, and allows every student to fulfil their potential.

Implementation

- **Curriculum Delivery**
 - Lower School
 - Yr. 7 and Yr. 9: 3 1 hour lessons a fortnight
 - Yr8: 4 1 hour lessons a fortnight
 - Upper School
 - GCSE: 5 1 hour lessons a fortnight
 - A Level (Yr12): 9 1 hour lessons a fortnight
 - A Level (Yr13): 8 1 hour lessons a fortnight
- Broadly our curriculum is organised in a chronological format but within that we take thematic approaches to topics, for example 'Power, Government and the Church'. These themes reoccur in each year of study with different historical focusses.
- Each lesson within the curriculum is framed within an enquiry question that requires students to make judgments and conclusions each lesson.
- Our lessons follow a SOLO taxonomy model that allows students to develop higher order thinking skills.
- Each year group will revisit historical skills, be assessed and receive feedback on a regular basis throughout each year of study.
- 3 formal assessments will be in place for each year of the lower school and end of unit testing will be used to assess the knowledge and development of KS4 and 5 students.

Impact

- Teaching of knowledge, understanding and skills will be developed in complexity each academic year in KS3 to adequately prepare students for the rigour of KS4. This will in turn be developed upon within KS5.
- The students who undertake qualifications in history develop clear analytical skills, the ability to produce well substantiated and coherent arguments; History is a highly regarded academic qualifications which has transferable skills into a wide variety of careers and professions