

<p><b>Curriculum Aims</b></p> <ul style="list-style-type: none"> <li>▪ To encourage independent learners, listeners and thinkers</li> <li>▪ To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects</li> <li>▪ To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past.</li> <li>▪ To challenge prejudice and to address the moral issues thrown up by any study</li> <li>▪ To provide the questions to assist students in developing skills of analysis and argument – both oral and written</li> <li>▪ To guide students in opening their minds to alternative ideas and outcomes</li> <li>▪ To ensure students achieve to the best of their ability</li> <li>▪ To assist students in the discovery and understanding of the world that is constructed around them</li> </ul>	<p><b>What will you see in History lessons?</b></p> <ul style="list-style-type: none"> <li>▪ Motivated teachers delivering topics that they are passionate about</li> <li>▪ Students developing skills they have developed in the middle phase</li> <li>▪ A range of resources, from pictures to video clips, to contemporary material being analysed</li> <li>▪ Students testing interpretations with knowledge they have gained</li> <li>▪ Sources being analysed to identify inferences</li> <li>▪ Learners engaged with discussion and debate</li> <li>▪ Students engaged in a range of learning activities that will stimulate their thinking. This can range from role play, to comprehension, to evidence organisation</li> <li>▪ A range of assessment methods, to find out not just if students have retained knowledge, but also to enable students to show the opinions they have developed about the past</li> </ul>	<p><b>What will you see in students' History books?</b></p> <p>Written responses - Most students' work is focused around taking the knowledge that they have learnt and applying it to the bigger questions in history to formulate well thought out, balanced responses.</p> <p>Creativity - Students will produce a range of materials that show their learning through creative mediums. This could be some prose form a hero of history, a storyboard of events or a pictorial representation of their understanding</p> <p>Annotations - Students will be encouraged to explore source material and annotate them to highlight the key meanings</p> <p>Assessments - Students will undertake a range of practice questions at the end of each unit. They will have guided support in the construction of responses and at times show their understanding of mark schemes through self and peer assessment.</p>
<p><b>Curriculum Content and sequencing</b></p> <p>Our course is based around six Key Questions that students will be asked to reflect up throughout their study, which will enable them to evaluate not just the importance of events at the time, but also in a broader context.</p> <ul style="list-style-type: none"> <li>■ Why has the past been interpreted so differently?</li> <li>■ How have people's lives changed?</li> <li>■ What was the most important turning point of the last 100 years?</li> <li>■ How have ideas about the role of the government changed?</li> <li>■ When did people become free?</li> <li>■ How have individuals shaped our world?</li> </ul> <p>We explore the following content:</p> <ul style="list-style-type: none"> <li>■ Chronology</li> <li>■ Impact of WW1</li> <li>■ International Relations 1918-48</li> <li>■ USA The land of the Free?</li> <li>■ Globalisation: Terror and Liberation</li> <li>■ Ancient Medicine</li> </ul>	<p><b>What formative assessment will you see in History?</b></p> <p>Students are given a History Handbook and set quizzes based on that. At the end of each unit students shall sit a practice paper, based on GCSE-style questions. Students are taken through the mark schemes and given opportunities to put their understanding into action through peer assessment. Following feedback, all students are asked to reflect on their learning and set targets and action points for the future.</p> <p>Our All Through Trust Assessment System requires students to work towards increasing progress in six key strands:</p> <ul style="list-style-type: none"> <li>■ Historical knowledge</li> <li>■ Sources</li> <li>■ Causation and consequence</li> <li>■ Change and continuity</li> <li>■ Interpretations</li> <li>■ Historical significance</li> </ul>	<p><b>What is the faculty currently reading and discussing and why?</b></p> <p>Another colleague has been reading 'White Tiger' by Aravind Adiga which tells of the relations and hierarchies that exist within India and its response to the Westernisation of its society</p> <p>'Bloody Brilliant Women' by Cathy Newman is also being explored as it gives insight into a range of examples of women who have impacted on the twentieth century.</p> <p>Some colleagues also listen to the podcast series 'You're Dead to Me' which is about key events/people in History. It is created by one of the writers of Horrible Histories, and features a prominent historian on the set topic as well as a comedian.</p>

