

| | | |
|--|---|---|
| <p>Curriculum Aims</p> <ul style="list-style-type: none"> ▪ To encourage independent learners, listeners and thinkers ▪ To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects ▪ To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past. ▪ To challenge prejudice and to address the moral issues thrown up by any study ▪ To provide the questions to assist students in developing skills of analysis and argument – both oral and written ▪ To guide students in opening their minds to alternative ideas and outcomes ▪ To ensure students achieve to the best of their ability ▪ To assist students in the discovery and understanding of the world that is constructed around them | <p>What will you see in History lessons?</p> <ul style="list-style-type: none"> ▪ Motivated teachers delivering topics that they are passionate about ▪ Students building on skills that they have developed in GCSE ▪ Students engaging in a range of learning activities that stimulate their thinking. This can range from role play, to comprehension, to debates ▪ Learning focused around getting students to explore material, produce balanced arguments and form substantiated and sustained conclusions ▪ Students undertake more independent tasks engaging them in the pursuit of unpicking the conflicting narratives that History produces through class work and independent study ▪ Students taking a more leading role in conversations and presentations, providing substantiated opinions of the past | <p>What will you see in students' History books?</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 - Even at A Level, 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>Exam Focus - Students will undertake a range of practice questions. They will have guided support in how to understand A level mark schemes and be able to reflect on progress through self and peer assessment</p> <p>Independence - No students notes will be the same as they are motivated to record their views on History</p> |
| <p>Curriculum Content and sequencing</p> <p>Stuart Britain and the Crisis of Monarchy 1603-1702: This breadth unit covers a 100-year period and explores issues such as; power of the monarchy, religion, finances, individuals and ideas</p> <p>Civil Rights NEA: This unit is a non-examined assessment of 3,500 words on the Civil Rights Movement in America. Students will analyse and evaluate sources and interpretation, whilst responding to a focused historical question.</p> <p>France in Revolution 1774-1815: This depth unit focuses on the causes, events and consequences of the French Revolution.</p> | <p>What formative assessment will you see in History?</p> <p>We engage in a range of formative mini tests, such as quizzes, kahoots, factual knowledge tests, etc. Each half term, students complete one formal essay for each teacher. This is aimed at building up skills needed in the exams.</p> <ul style="list-style-type: none"> ▪ The Stuarts: 2 1/2-hour exam, with one extract question and two essays, worth 40% of the grade ▪ The French Revolution: 2 1/2-hour exam, with one sources question and two essays, worth 40% of the grade ▪ NEA: One piece of coursework, with a minimum of 3,5000 words, worth 20% of the grade <p>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>What is the faculty currently reading and discussing and why?</p> <p>The English Civil War at First Hand by Tristram Hunt. The sources provided in the book give a really rich insight into the different perspectives. Reading these first-hand accounts really brings the events of the Civil War into focus, as you can see the people's experiences, hopes and fears.</p> <p>'Why I'm no longer talking to White People about Race' by Reni Eddo-Lodge. This is offering an insight into racism in society that is more covertly hidden through prejudice and discrimination</p> <p>We also listen to podcasts (Dan Snow's History Hit and the BBC History Hour to name but two) and discuss the varying topics and historians that are presented to ensure that we are keeping up to date with current thinking, whilst also broadening our knowledge beyond the topics we teach.</p> |

