

## Statement of Intent

History education within RPHS aims to equip our students with both powerful knowledge and the skills required to become well-rounded individuals. Successful study of History will provide students with the power to critically evaluate the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians. This in turn empowers students to engage directly with difficult questions and issues, forming independent opinions supported by facts and data. The skills they learn will enable them to present their opinions in well-written, clearly expressed, coherently organised arguments, effectively supported by relevant evidence.

Over the course of study, students develop the five key concepts of using evidence, understanding interpretations, determining significance, identifying change and continuity and explaining causes and consequences. These concepts are used as tools for students to make sense of the volume of knowledge and to help them explain important historical events.

## Key Stage 3 Curriculum

- Students in Year 7 study a wide range of historical periods from the migration of early medieval people through to the Renaissance.
- Students in Year 8 study a wide range of historical periods from the Reformation through to the Industrial Revolution.
- Students in Year 9 study a wide range of historical periods from the fight for women's suffrage through to the making of Modern Britain.

As per the National Curriculum guidelines, this provides students with a chronological understanding of British History and values. They will study the various periods in depth, analysing examples of change and continuity, identifying significant events and then explaining the causes and consequences. This will provide them with a broad foundational knowledge of British History, providing essential information and context to modern society.

## Key Stage 4 Curriculum

Students in Year 10 and Year 11 study four units from the Edexcel GCSE History Scheme of work across the two years. The four units, listed in order of study, are as follows:

- Weimar and Nazi Germany, 1918–39 (Option 31, taught in Y10)
- Superpower relations and the Cold War, 1941–91 (Option P4, taught in Y10)
- Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city (Option 10, taught in Y11)
- Early Elizabethan England, 1558–1588 (Option B4, taught in Y11)

A significant focus is the teaching of the skills needed to satisfy the demands of the four Assessment Objectives which are as follows:

- **AO1** - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

- **AO2** - Explain and analyse historical events and periods studied using second-order historical concepts.
- **AO3** - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4** - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Key Stage 5 Curriculum

Students in Year 12 and Year 13 study four units from the Edexcel GCE History scheme of work, one of which is a coursework unit. Students will be taught two units concurrently on a 3/2 lesson split. The four units, listed in order of study, are as follows:

- Britain transformed, 1918-97 (Option 1H, taught in Y12 x3 lessons a week)
- The USA, 1955–92: conformity and challenge (Option 2H.2, taught in Y12 x2 lessons a week)
- The British experience of warfare, c1790-1918 (Option 35.2, taught in Y13 x3 lessons a week)
- Coursework unit (taught in Y13 x2 lessons a week)

A significant focus is the teaching of the skills needed to satisfy the demands of the three Assessment Objectives which are as follows:

- **AO1** - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance
- **AO2** - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
- **AO3** - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

## Extended Learning

In history we aim to undertake a range of historical trips to enhance the curriculum experience and to increase the cultural capital of students. These include:

- A local field trip for KS3 students
- Tower of London trip KS3
- Hampton Court Palace trip KS4
- Ripper Tour KS4
- National Archives trip KS5
- Holocaust Tour (If the school is selected, a small group of Y12/13 students)

What can parents do to support extended learning in this subject?

- Encourage students to complete optional History homework tasks.
- Discuss their History lessons with them, ask questions and share opinions.
- Discuss topics from the news to help them develop confidence in their opinions.
- When/if possible, visit historical sites.

- Encourage students to watch age-appropriate historical documentaries and films
- Encourage students to read at least once a week from an historical article.
- Encourage students to use websites like BBC Bitesize or Seneca Learning

## Useful websites:

<https://www.bbc.co.uk/programmes/genres/factual/history>

<https://www.bbc.co.uk/bitesize/subjects/z7svr82>

<https://www.english-heritage.org.uk/learn/story-of-england/>

<https://www.bbc.co.uk/sounds/series/m000hmmf> (Homeschool History Podcast)

<https://www.bbc.co.uk/sounds/brand/p07mdbhg> (You're Dead to Me Podcast)

<https://www.bbc.co.uk/sounds/brand/b006qykl> (In Our Time Podcast)

<https://www.history.co.uk/>

<https://www.british-history.ac.uk/>

<http://www.academicinfo.net/histaameta.html>

<https://spartacus-educational.com/>

<http://www.hnn.us/>

