

# History

**Curriculum Intent:** To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally and globally.

**Core knowledge:**

Germany 1919-63.  
The Later Tudors, 1553-1603.  
Civil Rights in the USA, 1865-1992.

**Procedural knowledge (how to..)**

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 materials, 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.

**Assessment:**

Formal assessment; three exams at the end of Year thirteen;  
Paper 1 – The Later Tudors, 1547-1603 – 1 hour 30 minutes, 25% of the marks.  
Paper 2 – Germany, 1919-1963 – 1 hour, 15% of the marks.  
Paper 3 – Civil Rights in the USA, 1865-1992, 2 hours 30 minutes, 40% of the marks.

Additionally, students will complete one piece of non-examined assessment (NEA). The NEA will be started at the end of Y12 and completed by the end of the autumn term in Y13. 20% of the marks.

Formative assessment – students will complete practice questions throughout the course and receive feedback on this work. They will also have examination weeks in Year 12 and 13 when they will practice A-level papers.

**Homework:**

Students will be set approximately one piece of homework by each of their teachers every week.  
Homework will include completing and preparing for practice exam questions, learning key vocabulary and completing on-line learning using Seneca Learning.  
All homework will be set on Satchel:One; students will always have at least three days to complete homework.

**Links to careers and personal development include:**

**British Values:** Democracy, individual liberty, rule of law, mutual respect and tolerance.

**Character:** Reflect Wisely, learn eagerly, behave with integrity, cooperate.

Promoting **inclusivity** and diversity of all protected characteristics.

**Prepare** learners for future success in education, employment and training.

**Cultural development:** Understanding the wide range of cultural influences that shape individuals.

**Studying history can lead to a great number of excellent careers** as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

History is actually very practical, because it involves:

- **Learning about people** – 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!)
- **Learning about countries, societies and cultures** – 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?
- **Learning to locate and sift facts** – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)
- **Presenting what you've learned in a way that makes sense to others** – whether in graphs, essays or illustrated reports – **and** having the confidence to defend your findings.