



Curriculum *Newsletter*

HISTORY

History tells us who we are, where we came from and how we are connected. Without studying history, we cannot understand where we are now or where we are going in the future. Studying history often ignites a passion, a curiosity and a determination in students. A passion to ensure that wrongs in the past are not repeated in the future. As a historian, you need to think critically and analyse sources, this is a skill that is important in a world where we are bombarded with information constantly.

Curriculum intent

History ignites a curiosity about how people in the past thought differently, or similarly, to us – though our lives may be separated by hundreds of years. It fosters a determination to study hard and write with maturity and authority; accepting that a piece of writing or research may take time to develop and refine before it is completed.

By studying history, we develop knowledge and understanding of chronology, we can identify key features of historical periods, the role of significant individuals, events and turning points. History develops our understanding of continuity and change, cause and consequence, similarity and difference, historians do this by making connections, analysing trends, and investigating big historical questions. History enables us to make connections between different aspects of the periods and themes studied; between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long-term timescales.

Historians never stop questioning. They question why things happen, how they can truly know what happened. They even question other Historians! This ability to question and think critically

encourages confidence to communicate ideas and challenge injustice.

Key Stage 3 Curriculum

In **Year 7**, students begin their journey with a study of the Romans, this is an opportunity to consolidate learning that has already taken place but also to focus on the skills that will be required to be successful moving forwards. Students then move on to look at the situation in England in the 1060s followed by the invasion of William Duke of Normandy. This continues to allow students to look at the methods that William used to take control of England and how his predecessors had to begin to cede power. We then move to the reformation and the rule of the Tudor monarchs before finishing the year by looking at the crusades and their impact on the Middle East.

In **Year 8**, students continue their studies by looking at the English Civil war and how far this changed life in England for people. They then investigate the experiences of people during slavery. They will look at the slave trade and the treatment of who were slaves in the Americas. This is followed through to the Civil Rights movement and the fight for equality for Black people. Students then look at the industrial revolution and its impact on Britain, including a focus on mining in the North-East. The year finishes by looking at the First World War, considering life in the trenches for soldiers, the impact on people at home and how it helped women to gain the vote in this country. This also includes our local study where we look at the experiences of men from the North East in the war, as well as the plight of the Birtley Belgians who were refugees seeking safety in England.

In **Year 9**, students will look at the rise of dictators in Europe after WWI, the focus will be on Russia and the Communist revolution followed by Mussolini in Italy and finishing with Hitler in Germany. Students then discover the road to World War II before learning about the key events of the war both at home and abroad. They then look at the Holocaust through the eyes of individuals to give a thorough understanding of its impact on people both during the time and after it ended. Students finish the year by looking at Weimar Germany as this is a time that allows them to consider the impact of war, changing power from above and below, all in one place.

Key Stage 4 Curriculum

Throughout **KS4**, students follow the Edexcel GCSE course. They start by looking at the rise of Hitler in Germany, starting with him helping to form the Nazi Party and looking at its development all the way until 1939. They then move on to look at the development of medicine over time in Britain. This starts with looking at Medieval ideas about the causes of disease and how they treated it and tried to prevent it. This is followed through up to the present day. As part of this study students also look at the development of medicine during WWI.

Students then look at Elizabeth I, focusing on the problems that she faced at home and abroad as well as the changes to society during her reign. Finally, students consider the development of America between 1835-1895. As part of this, students look at the traditional way of life of the Native Americans before looking at reasons for white settlers moving west and the impact that this had on the country, ultimately finishing with a study of the destruction of the Native American way of life. Lessons then focus on revision to ensure students are ready to sit their exams.

Key Stage 5 Curriculum

At **A level**, students follow the OCR course. They begin their studies by investigating the early Tudors. This requires them to hone their source skills as they are required to place evidence from the past in the context of the time it was written

to allowing them to assess the provenance. Alongside this comes a study of Germany 1919-1963, where students can see change over time as they track the development of the country and its shift from democracy to dictatorship and ending with the country being split.

In Year 13, students complete their coursework. This is an extended piece of writing that requires students to complete research and collect sources to help them answer a question about the Tudors. This requires them to hone skills which will put them in good stead if they are accessing a university degree. Students will also discover the origins of the problems that exist in the Middle East today by beginning in 1908 and considering the impact of key events on the region, all the way up until the Arab Spring in 2011.

Studying history can open doors ...

The obvious ones are either becoming a teacher or working in a museum, however the skills it teaches will open many doors. Services like the police and intelligence gathering organisations like Mi5, Mi6 and GCHQ value it as you have learnt source analysis skills and how to make decisions using a range of information.

Based on this, History is also a good subject to choose if you wanted to follow a career in law or journalism. The knowledge you gain would support you if you were looking to move into politics, either as a politician or working on an MPs campaign team. History can even land you a job in the movies, working as an advisor on Hollywood blockbusters!