

## HISTORY AT STANBOROUGH

Our aim in history is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. In lessons we aim to inspire students' curiosity to know more about the past. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



## CURRICULUM KS3

Students extend and deepen their chronological knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways. Students pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

### Year 7 (3 Year KS3)

Key Skills: An introduction to History

Medieval Britain 1066-1509: Anglo Saxon and Norman England.

Medieval Britain 1066-1509: The Middle-Ages and the Crusades

Medieval Britain 1066-1509: England at War in the Middle Ages

A Local History Study: Hertfordshire and Welwyn Garden City

World History: Voyages of discovery

Britain 1901-Present: The Titanic

### Year 8 (2 Year Ks3)

Britain 1745-1901: Industrial Revolution

Britain 1745-1901: Imperialism and Slavery

Wider World 1901-Present: Martin Luther King

Wider World 1901-Present: World War One

Wider World 1901-Present: Causes of World War Two

Wider World 1901-Present: Events of World War Two

Europe 1901-Present: The Holocaust

## CURRICULUM KS4

We follow the Edexcel exam board GCSE 1-9. The aims and objectives of this qualification are to enable students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them is also a key skill. Students will need to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**Historic Environment:** Whitechapel, c1870-c1900. Crime, policing and the inner city.

**Thematic Study:** Crime and Punishment in Britain, c1000-present

**Period Study:** Superpower relations and the Cold War, 1941-91

**British Depth Study:** Anglo-Saxon and Norman England, c1060-88

**Modern Depth Study:** Weimar and Nazi Germany, 1918-39

## CURRICULUM KS5

We follow the Edexcel exam board A Level Route H. The aims and objectives of History A-Level are to enable students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate, and build on their understanding of the past through experiencing a broad and balanced course of study. Students will develop as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds as well as developing their ability to ask relevant and significant questions about the past and to research them. They will acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. Students need to develop their use and understanding of historical terms, concepts and skills and make links and draw comparisons within and/or across different periods and aspects of the past. Lastly, they need to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

### **Unit 1H: Breadth study with interpretations**

Britain transformed, 1918–97

### **Unit 2H.1: Depth study**

The USA, c1920–55: boom, bust and recovery

### **Unit 30: Themes in breadth with aspects in depth**

Lancastrians, Yorkists and Henry VII, 1399-1509

### **Unit 04: Coursework**

## RESOURCES AND FACILITIES

Each key stage is well resourced with textbooks that are accessible to all students. To compliment students learning the following website has many resources:

[www.stanboroughhums.wix.com/history](http://www.stanboroughhums.wix.com/history)

## EXTRA CURRICULAR ACTIVITIES IN HISTORY

Previous extra-curricular visits have included:

A visit to the Imperial War Museum  
A trip to Whitechapel – Jack the Ripper Tours  
A residential trip to Normandy

STANBOROUGH SCHOOL

Curriculum Leaflet 2020

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