

History allows us to make sense of the world around us and our place within it. Given History's importance, the History Department aims to develop students into global citizens who have an awareness of history's impact on and relevance to the modern world. Students emerge articulate in their ability to apply their understanding of history to their understanding of themselves and their community.

History at RPHS aims to develop students' oracy and written communication, to equip our students with the substantive knowledge and disciplinary expertise to be able to write analytically, weigh arguments, and critically evaluate evidence. The skills they learn will enable them to present their views in well-written, cogently argued, and coherently organised arguments.

History lessons deploy a 'warm strict' approach to behaviour management, where all students are expected to give their best, and recognised for doing so. Relatedly, we have a 'No opt out' culture, emphasising 100% participation, where all students are ready to contribute.

Key Stage 3 Curriculum

- Students benefit from a clear chronological spine to the curriculum, to build up historical understanding: Medieval and Early Modern Period in year 7, Industrial Period in year 8, and Modern period in year 9.
- Each year is connected by big themes: 'Power in the Medieval and Early Modern Period', 'Empires and Revolutions' in year 8, and 'Human Rights and Protest' in year 9. By circling back to common themes throughout their studies, students make comparisons and connections across time periods which enrich their understanding, seeing where history rhymes and resonates across different times and places.
- Students progressively build their understanding of 'second order' concepts in History: cause, consequence, continuity and change, similarity and difference, significance, interpretations, and handling evidence through a spiral curriculum.

Key Stage 4 Curriculum

Students in Year 10 and Year 11 study four topics from the Edexcel GCSE History specification. These options build on Key Stage 3 by blending content that is familiar from Key Stage 3 with new History topics, which driving student interest and engagement. GCSE History continues the spiral skills curriculum, which develops students' understanding of the 'second order' concepts above. 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)
- Henry VIII and his ministers, 1509-1540 (Option B3, taught in Y11)

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)

Extended Learning

What we offer to extend the learning of our students

Teaching and homework assignments encourage students to undertake wider reading and research into the subject which enriches their understanding, such as the year 9 'Merton in WWII' homework project, which allows students to relate global events to their local area.

The Department's 'Super-Curricular' Activities' document shows a range of ways that students can 'read, watch, visit and create' in order to deepen their understanding of the History learning journey.

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.
- Encourage students to engage with the History 'Super-Curricular Activities' document.
- Encourage students to use websites like BBC Bitesize or Seneca Learning.