

Statement of Intent

This subject provides the students with the power to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians. This then empowers students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence. This prepares the student, from the confidence gleaned, to undertake self-directed learning, making the most effective use of resources, and increasingly defining one's own questions and goals. History education within RPHS aims to equip our students with both powerful knowledge and the skills required to become well-rounded individuals. Our curriculum is structured to nurture a love of history through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students in year 7 study a wide range of historical periods from Anglo-Saxon Britain through to the Gunpowder Plot. 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 First World War through to analysing the concept of change. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time.

Key Stage 3 Curriculum

Students in year 7 study a wide range of historical periods from Anglo-Saxon Britain through to the Gunpowder plot. 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 First World War through to analysing the concept of change. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time. Students study two lessons and complete one homework task per week.

Key Stage 4 Curriculum

Students in year 10 study from 4 units constructed for the Edexcel GCSE SOW. The four units that will be undertaken to study are: Crime and punishment 1000-1900, Early Elizabethan England 1558-1588, Superpower relations and the Cold war 1941-1991, Weimar and Germany 1918-1939. Students study a wide range of historical periods from The First World War through to analysing the concept of change. Students study three lessons and complete one homework task per week.

Key Stage 5 Curriculum

Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students in year 10 study from 4 units constructed for the Edexcel GCSE SOW. The four units that will be undertaken to study are: Britain Transformed, 1918-1997. The USA, 1955-1992: conformity and challenge, The British Experience of warfare 1790-1918, The Cold war.

Extended Learning

In history we undertake the following historical trips:

- Local field trip for KS3 students
- Battlefields trip at KS4
- Portsmouth historical dockyards trip KS5
- Holocaust Tour (selected students from y13)

What parents can do to support extended learning in this subject

Checklist for parents to support their children:

Check exercise book regular, to ensure work is up-to-date and homework is being completed.

Test student with weekly tests, use exercise book to ask questions.

When/if possible visit historical sites. Encourage student to read at least once a week from a historical article.

Inform student to ask student to request past papers from teacher.

Useful websites:

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

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

<https://www.socialstudies.org/>

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

<http://www.thehistorynet.com/>

<http://www.spartacus.schoolnet.co.uk/>

<http://thinkfinity.org/>

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