



# Curriculum Statement: History

*Professor Johnston often said that if you didn't know history, you didn't know anything. You were a leaf that didn't know it was part of a tree. – Michael Chrichton*

## Curriculum Rationale

The aim of the curriculum is to expose students to core concepts that are important for GCSE but also life in general, such as democracy and its changes over time, religion and changes over time and changes to social conditions in the country. We have picked a broad range of topics, both national and international, that covers social, military, religious and governmental areas. Our range of topics also reflects the demographic for our students, with 30% of our students being British Pakistani it is EVBNMimportant they study topics that interest them but also educates them about their heritage and links to this country, such as the British Empire in India, Indian soldiers contributions to this country and how India/Pakistan gained independence. We also teach local history through the topic of the industrial revolution, to give all students, who have either lived here for generations or are new, knowledge that allows them to feel a sense of belonging and pride about Birmingham. We hope this range and the nature of topics engages students. The order is largely chronological to allow for students to build on their knowledge after each new topic and over the years. Throughout KS3 students develop their writing skills from using description and facts, up to explaining points of view and finally analysing arguments and coming to judgements by year 9. This then allows them to access the GCSE. We also allocate a percentage of lessons to source skills, which in the 21<sup>st</sup> century of fake news and internet, provides students with valuable skills of interrogating evidence, again needed for life but also needed to access the GCSE curriculum.

## Curriculum Progression & Strategies

Progress can be seen in history by both accumulating more core knowledge and by progressing in the skills of writing history. Progress is seen as gaining a greater chronological knowledge over KS3, starting from the medieval time and progressing up to 20<sup>th</sup> century history and being able to place key events in the right time period. Progress in skills sees students develop their writing from using description and facts, up to explaining points of view and finally analysing arguments and coming to judgements by year 9.

Every lesson starts with recall which is focused on last lesson, previous lessons and topics. Where relevant we push students to make links between different topics and explain how they link. At GCSE we interleave the topics and don't teach in block to allow for links to be made and to enable long term memory to develop. Our assessments are cumulative and force students to recall previous knowledge not just current knowledge

## Curriculum Enrichment

Cultural capital visits to the Black Country Museum link to the industrial revolution topic in year 7.

Cultural capital visits to Birmingham Museum link to the year 7 topic of the Vikings by visiting the Staffordshire Hoard.

Visits to London link to the Elizabethan topic at GCSE where students can visit the Globe and the Golden Hind