

Parkside Academy's History Curriculum is derived from objectives given in the History KS3 National Curriculum. Key skills have been identified and selected for a 19-week placement in which History and Geography are combined (nine weeks of History and nine weeks of Geography). Raedwald Trust is dedicated to encouraging a love of learning through engaging historical enquiries. The purpose of study and intent of our History programme of study is to build on and extend pupils understanding of British, local and world history. The history curriculum at Parkside KS3 curriculum is taught sequentially; historical enquiry skills are taught concentrically. Teacher judgement is used to decide whether earlier KS2 objectives need to be re-visited before extending into the KS3 knowledge. The purposes of teaching and learning History as a discrete subject at Key Stage 3 are as follows:

1. To build on what has been learned in Key Stages 1 and 2.
2. To address any gaps in learning and skills that have occurred as a result of fragmented education experiences.
3. To give a context to modern Britain and the world by understanding more about the events, people and movements that have contributed to creating our present society.
4. To develop, through the study of history, a range of adaptable analytical skills which will prove useful for further learning in all areas and success in later life.
5. To build the foundations for taking the GCSE qualification in History in Key Stage 4.
6. To utilise the wealth of opportunities associated with historical study to expand literacy and appreciate the diverse and evolving nature of our language and culture.
7. To improve the ability of a student to apply critical thinking to a range of information.
8. To model a love of history, from local to supranational, as a lifelong area of interest.

The fundamental areas in our History curriculum are:

- Challenges for Britain, Europe and the wider world 1901 to the present day, including the Holocaust.
- Ideas, political power, industry and empire: Britain, 1745-1901.
- The development of Church, state and society in Medieval Britain 1066-1509.

These are split into two themes containing two units each:

- Democracy:
 - The inter-war years and the rise of the dictators
 - Magna Carta and the emergence of Parliament
- Diversity, Equality and Inclusion:
 - Britain's transatlantic slave trade: its effects and its eventual abolition
 - WW2, the holocaust and the wartime leadership of Winston Churchill

The optional units are (these may be taught under special circumstances) :

- Roman Invasion of Britain.
- Boudicca's Rebellion.
- The 'Dark Ages'
- Viking and Saxon Conflicts
- Alfred and Cnut
- 1066: The Battle of Hastings and the Norman Conquest
- Saxon Rebellions
- The Wool Trade in Britain
- The Industrial Revolution
- Social Change in Britain from 1750
- World War 1
- Britain from 1945
- The creation of the Welfare State
- The Qing Dynasty of China

- The USA in the 20th Century
- Technology from 1900
- The archaeology of Sutton Hoo

The key historical enquiry skills pupils will work on are:

- Evidence and interpretation.
- Cause and consequence.
- Change and continuity.
- Significance.
- Chronological understanding.
- Historical vocabulary.

The role of Student and Teacher

Our policy is to encourage all students studying History at Key Stage 3 to start to take a significant measure of responsibility for their learning and development as historians. This requires a questioning, critical attitude towards the subject where young people will need to use their curiosity to actively interrogate the content of the curriculum. This approach derives from our belief that the ability to learn independently and reflect constructively are two of the most important skills for life. Many of our students will have experienced gaps in learning, poor fit educational environments and mental, learning or physical difficulties. We therefore assess and respond to the needs of each student and adapt our support and resources accordingly. We retain the expectation throughout that all students will achieve the best they can.

Accessing History in Parkside Academy KS3

It is important to recognise the context in which History will be taught at Parkside Academy KS3. We offer a four day a week, 19-week placement and therefore, cannot offer a full History curriculum. We wanted to include History into our curriculum as learning from the events of the past supports our young people to become a part of the British community. Therefore, specific units were selected that would help our

pupils develop their character. There are occasions when circumstance requires a bespoke offer which might include a reduced or integration timetable. Our goal remains always to enable all students to access a complete, four-day curriculum offer with us.

	Week 1-5	Week 6-10	Week 11-14	Week 15-18	Week 19
Cycle 1 – Autumn/Spring	Induction Democracy The inter-war years and the rise of the dictators.	Geography Unit	Democracy Magna Carta and the emergence of Parliament.	Geography Unit	Curriculum trip/recap of previous lesson
Cycle 2 Spring/Summer	Induction Diversity, Equality and Inclusion WW2, the holocaust and the wartime leadership of Winston Churchill.	Geography Unit	Diversity, Equality and Inclusion Britain's transatlantic slave trade: its effects and its eventual abolition.	Geography Unit	

Omissions

Due to a 19-week curriculum, we are not able to teach the entire curriculum as designated in The National Curriculum. We have made a conscious decision to omit the following areas in favour of the four chosen topics above. We have chosen those

because they offer our students an opportunity to understand British Values, develop a love of history and engage with key historical enquiry skills.

As a result of this, we will not be covering:

- the development of Church, state and society in Britain 1509-1745
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Assessment and Outcomes

A process of formative assessment provides students with an ongoing understanding of their progress, success and areas for development. This may take the form of verbal and written feedback, ongoing mini-tests and self and peer assessment. The latter is particularly significant as part of our teaching programme is to support greater independence in managing the quality of work.

History and the Wider Curriculum

The principal focus of our History curriculum is to give pupils a coherent knowledge and understanding of Britain's past and that of the wider world which should inspire pupil curiosity to know more about the past. It should also support pupil understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups and the challenges of their time. This will consequently feed into and support their awareness and understanding of the British Values.

Our language is in the process of continuous change. A student transported back to the 16th century would struggle to understand the 'English' spoken. An appreciation of how our language has evolved provides useful insights into the nature of modern, multicultural Britain and the wider world. In addition to the adaptable skills outlined above, students will have the opportunity to develop a broader, richer vocabulary which will be of benefit in all areas of the curriculum and beyond. The high reading, writing and structured speaking content of the course supports students to improve and develop their literacy abilities.

There is obvious Cultural Capital in the study of local national and international History. We believe that enrichment is an essential element in making history relevant and therefore useful. Our curriculum includes opportunities to make use of local opportunities such as museums, record offices and historic sites.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

Another element of modern historical study is the increased use of technology for teaching and learning. The internet provides almost unlimited access to historical information and opinion. Students are able to communicate instantly with teachers and historians. The sheer volume of information now available requires the development of effective critical skills which are obviously adaptable elsewhere.

An ability to assess information's relevance and importance is essential in a multitude of roles within the workplace. The skills learned in History are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.