

## Buckler's Mead Academy

### History - Subject Information

***"A people without knowledge of their past history, origin and culture is like a tree without roots"***  
**Marcus Garvey**

Our History curriculum delivers a diverse and stimulating range of topics for all students. We offer a 'micro to macro' approach to History through learning about local, national and global events that have shaped the world around us. The knowledge and skills needed will be delivered by specialist Historians each bringing their love of the subject, passion for their specialist interest and commitment to bring the best out of every student. The skills needed to study this diverse subject will be studied alongside the content and in doing so will fire students' curiosity to ask questions and know more about their localities' past, Britain's past and that of the wider world; arousing their curiosity and motivation to learn. Pupils will be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. Our desire is for pupils to realise that the past is gone and history is constructed, reconstructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

The History curriculum helps students to become more aware of their local history; Y7 students will discover how the Romans developed Ilchester; Y8 students will have the opportunity to assess Bristol's role in the Transatlantic Slave Trade and Y9s will develop an understanding of Yeovil's role during World War One. These studies will include planned opportunities to visit sites in the South West. Thinking and decision making within History helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global historical setting. With the school's demographic being a fairly monocultural one, we believe it is important for our students to learn about other past cultures nationally and internationally so that any misconceptions or misunderstandings are challenged and the correct knowledge is taught.

All lessons will be engaging and challenging and students will enjoy learning about the many topics within the subject such as the impact of the Roman invasion; the causes and consequences of the Norman invasion; Medieval Life; Tudors and Stuarts; Transatlantic Slave Trade; Womens' Suffrage and Conflict in the Twentieth Century.

#### **Key Stage 3 Topics include:**

##### **Year 7**

**Themes:** Lives of ordinary people; societal change and consequence; study of the local historic environment; nature of Government; lives of women; lives of minority groups; religious conflict.

**Skills:** chronology; reliability of sources; understanding there are differing interpretations of past events; bias; similarity and difference; empathy; causes of change/continuity.

##### **Year 8**

**Themes:** Wider world study; lives of minority groups; role of women; the nature of slavery; lives of ordinary people; nature of power in Britain; Government and citizenship; global power.

**Skills:** bias, causes of change/continuity, chronology, empathy, interpretations, reliability, similarity and difference between eras.

##### **Year 9**

**Themes:** 20<sup>th</sup> century conflict, women in war, women on the home front, women's rights, political change, political ideology, societal effects of war, wider world study.

**Skills:** bias, causes of change/continuity, chronology, empathy, interpretations, identifying propaganda, assessing reliability, similarity and difference between eras.

A positive learning environment flourishes in our History classrooms. Students will develop a respect and understanding of different civilisations and time periods. They will become more aware of different cultures, locations and contexts which will enable them to be more knowledgeable and successful to prepare them for future challenges. Students are encouraged to grow their resilience in working on their problem-solving abilities, where they apply key skills and knowledge to unfamiliar problems. Success and resilience is also modelled; when studying skills and topics such as cause and consequence; power and interpretations of the past in History, the term success often refers to the ability to understand that there are varying causes of events and those events often have far-reaching consequences.

Our curriculum in History - especially at KS3 - is taught chronologically; this allows students to be able to place key events into both sequence and the ability to see change (both nationally and internationally) over time. At Buckler's Mead we teach the AQA History syllabus as it explores a range of interesting and immersive topics. Students are required to think about topics that affect local, national and global communities. Understanding history requires not just knowledge but also a good grasp of concepts such as causation, consequence and change. These carefully selected GCSE topics reflect the expertise of the teachers delivering the content and are chosen to grab the students' attention.

#### **Key Stage 4 Topics include:**

**America 1920-1973: Opportunity and Inequality** - This focuses on the development of the USA during a turbulent half century of change. Students study how some Americans lived the 'American Dream', while others grappled with poverty, discrimination and prejudice. Carefully selected sources and interpretations will help students analyse and evaluate different perspectives on the past in context.

**Conflict and Tension in Asia, 1950-1975** - Focussing on the causes of events of the Cold War in Asia this topic will build on the foundation of Cold War politics taught in Year 9 by relating why conflict occurred in Korea initially and then Vietnam. Students study the diverse interests and ideologies of different states and individuals, as well as the role of the nationalist movements. Work questions progress in difficulty to help students apply what they have learned, building essential analysis and evaluation skills.

**Britain: Health and the People, c1000-Present Day** - Students study the development of medicine and public health in Britain and study how factors such as science and technology, government, chance and the role of the individual were related and what impacts they had on British society. The activities, tasks and questions within this topic are aimed to develop students' knowledge, understanding and key historical skills; for example, evaluating historical sources, offer fascinating references, facts and anecdotes that will give them the ability to extend their learning beyond the classroom.

**Norman England 1066-c1100** - During this Depth Study, students will study the causes of the Norman conquest, how and why the Normans were victorious at the Battle of Hastings and how they managed to establish control over the native English and how life under the Normans changed the community on the British Isles for all sectors of society. A study of the Norman Church and Monasticism will precede the Historic Environment topic. This unit prepares students to think historically by using historical concepts and the skills built up during previous topics to be able to assess and evaluate historical sources whilst also understanding cause, consequence, change and continuity over a relatively short period of time.

The curriculum both at KS3 and GCSE prepares students for employment through problem solving skills which are considered throughout the course and getting students to use their key skills to offer solutions to contemporary events. In addition, it allows students to develop key transferable skills which are required for further education and vital employment skills.

As students' progress throughout the school, they develop a deep knowledge, understanding and appreciation of local, national and international history.