

## What are the fundamental concepts of history?

The national curriculum for history aims to ensure that all pupils:

- **Understand key historical events and developments:** Gain knowledge of significant events, individuals, and movements that have shaped the local, national, and global past.
- **Analyse cause and consequence:** Develop an understanding of the motivations and outcomes of historical actions and events.
- **Evaluate change and continuity:** Study how societies have evolved over time and identify enduring themes and ideas.
- **Engage with evidence:** Learn to evaluate, interpret, and use primary and secondary sources critically.
- **Develop chronological understanding:** Place historical events and periods in context, building a coherent narrative of the past.

### Key concepts include:

- **Significance:** Understanding why certain events, people, or ideas are considered historically important.
- **Perspective:** Exploring how and why different interpretations of history emerge.
- **Causation:** Investigating the reasons behind historical events and their impact.
- **Continuity and Change:** Identifying patterns of stability and transformation across different periods.
- **Historical Evidence:** Evaluating sources for bias, reliability, and utility in understanding the past.

## What topics do students study in each year?

Key Stage 3	Key Stage 4 (GCSE) and 5 (A-level)
<b>Year 7</b> <ul style="list-style-type: none"> <li>• Early Civilizations in Britain: Iron Age Britain, Roman Britain, Viking Britain</li> <li>• Norman Conquest and Medieval England</li> </ul>	<b>Year 10</b> <ul style="list-style-type: none"> <li>• Crime and Punishment Through Time</li> <li>• Superpower Relations and the Cold War</li> </ul>
<b>Year 8</b> <ul style="list-style-type: none"> <li>• Renaissance and Reformation</li> <li>• Industrial Revolution</li> <li>• British Empire and Transatlantic Slave Trade</li> </ul>	<b>Year 11</b> <ul style="list-style-type: none"> <li>• Crime and Punishment Through Time</li> <li>• Superpower Relations and the Cold War</li> </ul>

<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• World Wars and 20th-Century Conflict</li> <li>• The Holocaust</li> <li>• Civil Rights Movements</li> </ul>	<p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• The Tudors: England 1485-1558</li> <li>• Democracy and Dictatorships in Germany 1919–1963</li> </ul> <p><b>Year 13</b></p> <ul style="list-style-type: none"> <li>• Historical Themes: Civil Rights in the USA</li> <li>• Independent Research Project</li> </ul>
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### What key skills will the pupils develop over time?

Studying history equips pupils with a broad range of academic and personal skills, including:

1. **Critical Thinking and Analysis:** Interpreting evidence, identifying bias, and weighing conflicting arguments.
2. **Research Skills:** Investigating historical questions using primary and secondary sources.
3. **Communication:** Developing clear, evidence-based arguments in written and verbal forms.
4. **Empathy and Perspective-Taking:** Understanding diverse viewpoints and experiences.
5. **Problem-Solving:** Analysing historical problems to draw reasoned conclusions.
6. **Data Interpretation:** Extracting meaning from historical statistics, maps, and documents.

### How are all pupils learning in history?

The history curriculum ensures inclusive learning through:

- **Differentiated Teaching:** Adapting resources and activities to meet the needs of all learners.
- **Active Learning Strategies:** Role plays, debates, and source analysis to engage students.
- **Cross-Curricular Connections:** Integrating geography, literature, and sociology for richer understanding.
- **Use of Technology:** Digital archives, online tools, and multimedia for interactive learning.
- **Regular Assessment and Feedback:** Monitoring progress through written assignments, discussions, and presentations.

## How are pupils assessed in history?

Assessment is integral to ensuring pupils' understanding and progress, using:

- **Knowledge Tests:** Assessing understanding of key facts and themes.
- **Source Evaluations:** Analysing primary and secondary evidence for reliability and utility.
- **Essay Writing:** Developing structured, evidence-based arguments.
- **Creative Projects:** Encouraging innovative ways of presenting historical insights.
- **Reflections and Reviews:** Using feedback to improve understanding and skills.

All students receive detailed written feedback on their performance, accompanied by structured opportunities to review and reflect on their work. This reflective process helps students identify strengths, address areas for improvement, and set goals for further progress.

Student work is marked and reviewed using the CAN system, focusing on where the work Complete, Accurate and Neat and making corrections developing good practice for the future.

## How can students progress in history?

The study of history provides a strong foundation for further education and diverse careers. Progression includes:

- **GCSE History:** Deepening understanding of key themes and refining analytical skills.
- **A-level History:** Providing academic rigor and preparing students for university study.
- **University and Beyond:** History links to degrees and careers in law, journalism, politics, education, heritage management, and more.

History is regarded as a facilitating subject by the top universities in the country. Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses.

History fosters versatile skills for a wide range of careers, such as:

- Historical Research and Academia
- Law and Legal Services
- Journalism and Media
- Public Administration and Policy
- Museum and Heritage Management
- International Relations and Diplomacy
- Education and Teaching

## How can pupils enrich their knowledge and understanding in history?

### Local and National Visits:

- Trips to places like Muncaster Castle benefits history students by immersing them in centuries of heritage. They explore medieval architecture, family histories, and links to regional events. Engaging tours, historical artefacts, and stories of past inhabitants provide students with a tangible connection to England's feudal, Tudor, and Victorian eras.
- Visits to Leeds and Manchester provide insights into urban development, regeneration, and historical change.

### International Trips:

- The 2025 trip to Iceland offers a unique opportunity to study culture and history in one of the most historically fascinating countries.

### Theatre Trips:

- Linking History to cultural aspects by attending plays or performances that explore historical themes and social change.

### Wider School Participation:

**Film Club** enhances the study of history by showcasing films that depict key historical events, figures, and cultures. It allows students to visualize the past, understand diverse perspectives, and critically analyse how history is represented in media. This approach deepens engagement, fosters discussion, and complements traditional historical learning methods.

**Conservation and Rewilding** encourages student to research heritage sites, and explore environmental changes over time. Students learn about historical land use, traditional conservation methods, and the impact of past societies on the environment, fostering historical and ecological awareness.

**Needlework** encourages students to practice traditional techniques like embroidery or quilting, and studying historical fashion trends. Students develop sewing skills while exploring how clothing reflects cultural identity.

A visit to a historical site can put what is taught in the classroom into context, and many sites offer interactive, hands-on and immersive experiences specifically designed to meet the needs of different groups across the key stages. Not only do visits help with the students' overall enjoyment and deeper understanding of the subject, they also encourage them to realise there are a lot of other historical sites in the country they can visit for their education, like galleries and museums. Recommended sites that would help further students understanding of topics studied in the curriculum are:

- Furness Abbey

- Millom Discovery Centre
- Blackpool Tower Dungeons
- Greater Manchester Police Museum
- People's History Museum: the national Museum of Democracy
- Museum of Liverpool
- International Slavery Museum Liverpool
- York Castle Museum
- Clifford's Tower York
- JORVIK Viking Centre
- York Cold War Bunker
- The British Museum
- The Victoria and Albert Museum
- The Tower of London
- Royal Armouries Museum Leeds
- Carlisle Cathedral