

Head of Teaching & Learning: Mr D Joyner

Mr S Adams – Deputy Headteacher

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Mr G Calvert – Head of Year 7

Mr O Collins

History Curriculum Ambition Statement:

Our ambition at KS3 and KS4 is to inspire and challenge all learners to actively think historically and therefore become outstanding and resilient historians. Who can think critically, use historical skills in their modern context and use their understanding of the past to help them make sense of the present. We also aim for students to understand 'our island story' of the United Kingdom, other communities on a global context and understand how we have become the people we are today.

This will be achieved by delivering a relevant, inclusive and engaging History curriculum which challenges their local context. Students live in a semi-rural area with a lack of diversity, and we aspire to teach and create an inclusive curriculum that enables all groups of students, from a range of abilities, to think about their wider community outside of Hassocks. This links to our whole school value of community and equity by engaging students in the experience of other peoples.

The curriculum engages students in the following themes:

- Political power and control
- Religion and beliefs over time
- Experience of ordinary people in their historical context

At KS3 these specific topics are chosen to create a broad and balanced curriculum which is largely chronological to help pupils connect the past with the present day. Topics and lessons have been chosen to follow a coherent curriculum which returns to these key themes throughout KS3 and KS4 through intentional retrieval. The themes are returned to where applicable and allow students to identify and explain the progress, changes and continuities that have happened in Britain and wider-world History.

Through these themes, students will gain transferable, critical thinking skills that will allow them to confidently analyse historical primary sources, understand the big overview of History in chronological order and lastly create their own justified judgements of the past. In the transition period post-pandemic, we have established our recovery plan which focuses on knowledge retrieval to fill in the gaps in skills and knowledge. Our ambition is that the History curriculum builds knowledge overtime. Substantive knowledge (vocabulary and key concepts) and disciplinary knowledge (second-order concept skills) are used to access GCSE History.

Lessons will focus on the core historical skills – also known as the second-order concepts. These include: source analysis, interpretations, causation, change and continuity and developing substantiated judgements of the past. Within our three themes, students will engage and use new literacy and vocabulary that allows them to explain the complexity and changing nature of the following themes. The vocabulary aims to get progressively more advanced but can be applied to past, current and future topics.

At KS4 the GCSE has been chosen as it provides a broad and balanced curriculum and delivers continuity in our themes which have been developed at KS3.

- The history of medicine (a study in continuity and change)

- The historical environment of WW1 (a study of the experience of ordinary people)
- Elizabeth I 1558-1588 (the challenge of religion and how beliefs were used to keep power)
- Germany 1918-1939 (power and control that use beliefs to change the lives and experience of ordinary people)
- Cold War 1943-1991 (power and control and the experience of ordinary people)

Our ambition beyond KS4 is that students will use these skills and concepts to go on and study a range of courses in A-level topics or other Post 16 opportunities. The skills they learn in History are transferable such as skill of evaluation, making inferences, using sources and coming to justified conclusions. This can be used in History A level or other similar subjects. However, our greatest ambition is that History makes the students better people by understanding the story of all walks of life and can appreciate how we have become the people we are today.

Y7: 'Our Island Story' an introduction to the History of the British Isles: 400 AD– 1066

Norman Control of England 1066 – 1087

The Power Struggle between Church and State: 1087 – 1200

Challenges to the English State and King: 1200 – 1300

Plague, Upheaval and Transformation: 1300 - 1400

Tudor England and Abroad: 1485 - 1558

Y8: Tudors and Elizabeth I (religious change)

Civil War (revolution, political change, experience of ordinary people)

Industrial Revolution (causation, ordinary people, change)

History of black peoples in America (experience of ordinary people, connects to IR, rights)

Legacy of Slavery / Civil Rights (experience of ordinary peoples, rights)

Y9: 20th century (change & continuity) Suffragettes (diversity, political change)

WW1 (conflict, human rights)

WW1 Home Front (experience of ordinary lives)

WW2 & Holocaust (conflict, experience of ordinary lives and rights)

Medicine Through Time (change, continuity, health)

Y10: Medicine (change, continuity, progress, health)

WW1 (ordinary lives, progress, health)

Elizabeth (religion, ordinary lives, conflict, government & political change)

Y11:

Germany (Political power & change, ordinary lives, causation)

Cold War (political power, conflict, systems of government, causation and consequence)