

Curriculum Rationale

Subject: History

Key Stage 4

Intent

This course of study allows students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They will:

- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The syllabus followed is Pearson Edexcel GCSE (9–1) in History which consists of three externally examined papers at the end of year 11.

The Edexcel specification was chosen because it offers period studies that provide an unfolding narrative within a clear and coherent structure. It allows conceptual, geographical, period and thematic links to be made between across a course of study.

The quality of the specification is assured because Edexcel have designed it to ensure that it is comparable with those taken in high-performing jurisdictions overseas. They consulted key stakeholders on content and assessment, including the Royal Historical Society, the Historical Association, the Schools History Project, teachers, and higher education academics. This means our students are engaging with a world-class curriculum which is future-proof and prepares them to live and think in a rapidly changing world

Implementations

The modules studied are:

Year 9: Period study and British depth study = Early Elizabethan England, 1558–88 AND British America, 1713–83: empire and revolution* (Paper 2 – 1hr45mins)

Year 10: Modern Depth Study = Weimar and Nazi Germany, 1918–39 (Paper 3 – 1hr20mins)

Thematic study and Historic environment = Medicine Through Time c1250-present (Paper 1 – 1hr15mins)

Paper Two is taught first, this is because most students will have studied the Tudors in KS£ before arriving at LeAF Studio so this makes it easier to transition from KS3 to KS4 and follows a more logical chronological approach.

Implementations

A balanced, clear and coherent curriculum aims to develop the following skills that learners can take into their chosen profession. The aim is to develop the following skills in students:

- Cognitive skills
- Non-routine problem solving – expert thinking, metacognition, creativity.
- Critical thinking – analysing, synthesising and reasoning about complex issues where there may be more than one solution. Interpersonal skills
- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. Intrapersonal skills
- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures
- Self-management and self-development – work autonomously, be self-motivating and self