



History Faculty Curriculum Overview

'Those who do not learn from History, are doomed to repeat it' - George Santayana

Intent of the History Curriculum

The study of History at Biddick Academy fires the curiosity and imagination of our students, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps our students develop their own identities through an understanding of history at personal, local, national, and international levels. It helps them to ask and answer questions of the present by engaging with the past. Our students find out about the history of their community, for example learning about the shipbuilding and mining heritage of the North East which is so important to their personal identity. They study Britain and the key turning points of our history such as the Reformation and the Industrial Revolution so that they can know how our past has shaped our present. They explore the history of Europe through topics such as the Romans and the Holocaust and world history through slavery and the world wars. These studies help the students understand how our British story fits into the history of the wider world and how we have arrived where we have in the twenty first century. They develop a chronological overview that enables them to make connections within and across different periods and societies. At the heart of our History Faculty is a desire to foster ambition and a love of learning which enriches the whole child.

The Implementation of the History Curriculum

As our students develop their understanding of the nature of historical study, they are taught and encouraged to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. They appreciate why they are learning what they are learning and can debate its significance. In the History Faculty, we have high expectations of the students we teach which is manifested in a curriculum which is appropriately balanced between breadth and depth; between rigour and engagement.

- The KS3 topics set a firm foundation for the KS4 curriculum – repeating skills and knowledge at regular intervals in order to maximise the chance of deep, lifelong learning
- Historical skills are tested throughout every half term across KS3.
 - AO1 – Subject knowledge
 - AO2 – Second order concepts (such as cause and consequence, significance and empathy)
 - AO3 – Analysis of historical sources
 - AO4 – Analysis of interpretations
- Every lesson from Y7 to Y11 has a differentiated starter which gives students recall and retrieval practise on previous topics
- End of unit assessments cover current and previous topics so that links can be made across the curriculum
- Students are encouraged to use knowledge organisers to prepare for assessments and aid their knowledge recall
- Differentiated homework booklets are completed by students covering all the key information from each topic with a focus on all the key historical skills. At KS4 they can be used to cover previous topics to aid in their knowledge recall
- Knowledge quizzes are carried out frequently throughout KS3 and KS4
- Extra-curricular opportunities engage students outside of the classroom and seek to build upon the work done in lessons. For example trips to Krakow and Belfast are highlights.

The Impact of the History Curriculum

History at Biddick Academy prepares our students for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. For example, they learn to develop an argument whilst considering both viewpoints, articulate it and justify it. They master the art of analysing sources so they can effectively acquire and root out the relevant information. They also are able to critique information, sources and authors and so discern what is accurate and reliable. In the knowledge-rich world in which we live, these skills are valuable. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps our students become confident and questioning individuals.