

CURRICULUM INTENT

The History curriculum at Avanti Fields is focussed on creating a love of history through enlightening students to the stories of the past.

History is vital in understanding who we are as individuals and as a nation. We endeavour to ensure students have a strong knowledge of local, national and global historical events. We want our students to appreciate the impact of these events and how they have shaped the world.

We encourage our students to think about the world they live in and aim to develop the skills they need to be knowledgeable, critical and questioning citizens.

THE AVANTI WAY

EDUCATIONAL EXCELLENCE



High academic standards with a challenging curriculum encourages an increasing depth of knowledge of historical events. Students develop increasing independence in analysing and interpreting sources to reach their own conclusions. Students are encouraged to ask well thought out questions to deepen their understanding of history.

CHARACTER FORMATION



Knowledge and understanding of global historical events and how they led to the modern world helps to facilitate increased transcultural proficiency. Study of past events and the ability to make judgements about them contributes to the development of increasing moral and ethical literacy.

SPIRITUAL INSIGHT



Studying how religion has affected historical events and how events have influenced religious thinking helps students develop a greater understanding of the role of religions in the choices made by individuals and groups. They learn how this impacts their identity and relationship with others, and the wider world.

PROGRAMME OF STUDY

Students will be provided opportunities to develop the following knowledge, skills and understanding in History:

- Team work / Source skills – inferences, provenance and utility / Interpretations / Change and continuity analysis / Causation / Significance / Narrative analysis

TERM	YEAR 7	YEAR 8	YEAR 9
AUTUMN 1	What is History? How has Leicester changed over time? Historical skills.	Why was there religious turmoil in Tudor and Stuart England?	How did the world end up at war in 1914?
AUTUMN 2	How did different settlers shape Britain before 1066?	To what extent was England turned 'upside down' by the English Civil Wars?	What made the First World War a 'world war'? How did post war events shape the future of Europe?
SPRING 1	How did William conquer and control Britain? What was medieval life like?	What was the impact of the Industrial Revolution on Britain?	How far did women's rights progress in the early 20th century?
SPRING 2	How powerful were English Medieval Monarchs? How did medieval people respond in a crisis?	How did the Industrial Revolution affect Leicester?	What were the important turning points in World War Two? How and why did the Holocaust happen?
SUMMER 1	What can we learn from the major African kingdoms?	Why did Britain build an empire?	What caused the British Empire to collapse? What were the experiences of migrants to Britain after World War Two?
SUMMER 2	Why was there a king buried in a Leicester car park?	What can we learn about the Transatlantic slave trade from historical narratives?	What was the impact of the Civil Rights movement on America and the wider world?

ASSESSMENT AND FEEDBACK

Students are assessed regularly in History through a combination of formative and summative assessments. Students receive timely written and verbal feedback after each assessment, following the whole school 'Strengths, Improvements, and Actions' (SIA) policy. Dedicated Improvement and Reflection Time (DIRT) is built into lessons, post assessments to allow students to reflect and act upon the feedback and complete an improvement and/or challenge tasks to improve and make further progress in their knowledge, skills and understanding.

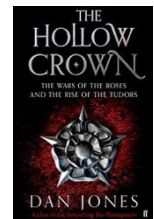
FORMATIVE ASSESSMENT: For each topic at KS3, key historical skills and knowledge are assessed regularly through low stakes testing in lessons, which have a focus on both current content and recalling previous knowledge and skills.

SUMMATIVE ASSEMENT: There are four summative assessment tests per year at KS3. These are cumulative in nature and the purpose is to confirm the track point of the student and to promote longer term recall by testing earlier topics and to meet the demands of a linear course.

SUPPORT AND GUIDANCE

1. Encourage regular reading around the subject:

- **The Seeing Stone** by Kevin Crossley-Holland – The story of a young page to a knight
- **Lady Mary** by Lucy Worsley – Story of Mary I before she became Queen
- **Ring of Roses** by Mary Hooper – Story set during the Great Plague
- **A Hollow Crown** by Helen Hollick – A story of Saxons and Normans



A reading list is available for students for both KS3 and KS4.

2. Use **BBC Bitesize:** www.bbc.com/bitesize to learn key facts, revise and complete quizzes to test your knowledge and understanding of key topics

3. **Test yourself** on the key topics, events and individuals: use flash cards, timelines, knowledge organisers, concept maps and quizzes.

4. Attend **Humanities homework club** for support with classwork and homework.

EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Humanities club: Open to all students to gain further support with their homework, classwork or revision. Students can have access to laptops. Please see your teacher for dates and times as these will vary depending on the teacher and year group.

Throughout the year, students will have the opportunity to engage in History events, trips and competitions through the 'Take it Further' provision. Students and parents will be informed of all opportunities as and when they are organised.