




## CURRICULUM INTENT

**The History curriculum at Avanti Fields is focused 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 oracy, thinking and literacy skills they need to be knowledgeable, critical, and questioning citizens. We help students to develop and use subject specific vocabulary, both verbally and in their written work. In addition, we actively encourage them to draw links between what they are studying and current events and to read more widely around the topics.

## THE AVANTI WAY

<b>EDUCATIONAL EXCELLENCE</b> 	<b>CHARACTER FORMATION</b> 	<b>SPIRITUAL INSIGHT</b> 
<p>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.</p> <p>Students are encouraged to ask well thought out questions to deepen their understanding of history.</p>	<p>Knowledge and understanding of global historical events and how they led to the modern world helps to facilitate increased transcultural proficiency.</p> <p>Study of past events and the ability to make judgements about them contributes to the development of increasing moral and ethical literacy.</p>	<p>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.</p>

## 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
<b>AUTUMN 1</b>	How does studying History help us understand how Leicester has changed over time?	Why was there religious turmoil in Tudor and Stuart England?	How did the world end up at war in 1914?
<b>AUTUMN TERM</b>	Who were the invaders and settlers that came to Britain before 1066?	To what extent was England turned 'upside down' by the English Civil Wars?	<p>What made the First World War a 'world war'?</p> <p>How far did women's rights progress in the early 20th century?</p>
<b>SPRING 1</b>	How did William the Conqueror gain of control England?	How did Britain change during the Industrial Revolution?	How did post war events shape the future of Europe?



<b>SPRING 2</b>	Who had the power in medieval society?	What consequences did the Industrial Revolution have on towns like Leicester?	What were the important turning points in World War Two?
<b>SUMMER 1</b>	How did the Black Death change medieval society?	Why did Britain build an empire?	How and why did the Holocaust happen?
<b>SUMMER 2</b>	What can we learn about other medieval civilisations?	What has been the legacy of the transatlantic slave trade?	What events shook the world in the twentieth century?

## 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. Dedicated time is built into lessons for revision. In addition, post assessment, time is given to allow students to reflect and act upon the feedback. They will complete an improvement and/or challenge tasks to 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 three 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 Hallow Crown** by Helen Hollick – A story of Saxons and Normans

A History recommended reading list is available for both KS3 and KS4.

2. Use **BBC Bitesize**: [www.bbc.com/bitesize](http://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. **Speak to your teacher** for support with classwork and homework.

## EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

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