

## History

### **Why is History important and relevant to the development of the whole child in the 21<sup>st</sup> Century?**

History is a diverse subject which enables pupils to make sense of Britain's past and that of the wider world. This is achieved through the chronological study of different cultures and societies. It inspires pupils to develop an understanding of the process of change, through key themes which have shaped History and consequently our identities. Historians question the past, in order to equip them with the knowledge to address the challenges of their time.

### **What skills will students develop through studying History that will benefit them as a successful learner?**

The study of History enables pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It teaches pupils to understand the methods of historical enquiry, including how evidence is used and why contrasting arguments and interpretations of the past have been constructed. Pupils gain historical perspective by placing their growing knowledge into different contexts. It allows them to make connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **How do we bridge from the Key Stage 2 National Curriculum for History as students move from year 6 to 7?**

At Alder Grange students continue to develop their use of historical knowledge and skills. They enhance their understanding of key events, individuals and cultures, through the study of Britain and the wider world, progressing on their journey through history within a continuous chronological framework.

### **How do we assess our students' performance in History as they move across years 7 to 9? How do we track the progress of our students' learning and skill development across years 7 to 9?**

Students are assessed formatively; where knowledge is checked and the next steps for improvement are put in place. Summative assessments such as End of Unit Tests (EUTs) and Extended Writing Tasks (EWTs) are used to help establish "overall" attainment and help track student progress through years 7-9 at KS3.

Grade collections will report if a pupil's progress shows that they are **'on track'** for achieving both the **'expected standard'** at the end of years 7 to 9 and their own **personal GCSE target**. If a pupil continues to make the necessary progress towards the end of year **'expected standards'** then they will be **'on track'** to meet the **national expectation at GCSE** which is **grade 5**.

## Humanities – History

### Year 7 pupils are expected to:

- Show knowledge and understanding of the topics covered.
- Describe the main events, people and periods they have studied and their significance.
- Identify causes and consequences of the main events and changes.
- Identify change and continuity.
- Identify and describe different ways in which the past has been interpreted.
- Start to evaluate historical evidence.
- Begin to produce structured work.
- Make appropriate use of historical terminology.

### Year 8 pupils are expected to:

- Show knowledge and understanding of the topics covered.
- Describe the main events, people and periods studied, within the context of a chronological framework.
- Make connections between local, regional, national and international History.
- Recognise and describe the nature of diversity, change and continuity and cause and consequence.
- Analyse historical evidence and suggest reasons for different interpretations of the past.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.
- They produce structured work.
- Make appropriate use of historical terminology.

### Year 9 pupils are expected to:

- Show knowledge and understanding of the topics covered.
- Describe the main events, people and periods studied, within the context of a chronological framework.
- Start to make connections between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Recognise and describe the nature of diversity, change and continuity and explain relationships between causes and consequences.
- Analyse and evaluate sources to establish relevant evidence for particular enquiries.
- Explain why different interpretations of the past have arisen by considering issues surrounding origin, nature and purpose.
- Can make judgements on how significant events, people and changes have been but can see how these judgements may be different according to different perspectives.
- Produce detailed structured work.
- Make appropriate use of historical terminology.