

History curriculum at Brownhills Ormiston Academy

The department's vision

As a department we embed the trust's core curriculum purpose and values. The history department at Brownhill's Ormiston Academy offers a broad, challenging and knowledge-rich curriculum. The curriculum is carefully designed to enable pupils to explore their curiosity about the past in Britain and the wider world. At our academy, History makes a major contribution to pupils' awareness, appreciation, and exploration of the British Values.

We aim to instil a desire to find out about our predecessors. We view History as a great deal more than learning facts. We see it as an opportunity to develop skills of mastery and enquiry; to become open minded and explore the past in an engaging way.

Our chronological curriculum aims to develop students' ability to focus on second order concepts for example significance and change & continuity. In addition to a chronological understanding students can study our subject through historical themes such as authority, religion and conflict. This ensures a more developed understanding of history so that in learning from the past they are able to make informed choices about how they want to live their lives whilst also understanding more about the histories of other people they meet.

Students focus on cultural capital throughout all lessons; This also allows students to focus on British Values to consider potential solutions to conflict, promoting learners who are thoughtful, caring, and respectful of other communities. Through History, students learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. The students are developing the ability to think, write, and speak like a historian. Within each topic, students will the opportunity to share their personal viewpoints as well as developing their oracy, writing and reading skills.

Sequencing of lessons

In year 7, students will begin studying a bridging curriculum which focusses on life pre-1066 which bridges the KS2 to KS3 jump. We then move on to our study of power and control in England in Medieval times. How the Normans controlled England and what life was like for Medieval people, including a focus on how significant religion was to them and how this affected their daily life. Next we look at the power of Medieval monarchs and how, at times, this was challenged. We then look at the Mali Empire to compare life in England with that abroad. Students will look into local history and see how Dudley Castle has been shaped by key events in the past. Students finally look at the significance of the Tudors and why there are so many differing interpretations about them. In Y8 students focus on Elizabeth I and why she was such a significant monarch for her time. This leads on to studying the English Civil War and considering how power shifted from the King to Parliament. Students look at how Britain changed from 1750 onwards through the Industrial Revolution, Slavery and the British Empire. Finally, students look at the impact of the First World War and how warfare has changed over time. Year 9 topics of study focus on 20th Century, from fighting for your rights (women's suffrage), WWII, The Holocaust and Cold War. The History curriculum offers a broad range of History from across all of the world, enabling students to investigate the experiences of different people from different times leaving them well prepared for GCSE History where they study the Edexcel exam board. The topics are: Crime and Punishment in Britain c1000-present and Whitechapel c1870-1900; Early Elizabethan England 1558-88, Superpower relations and the Cold war 1941-91 and Weimar Nazi Germany 1918-39.

Assessment

Students in History receive regular formative assessments. This allows learners the opportunity to address misconceptions and embed their learning. Peer and self-assessments are built into the learning journey and schemes of learning to develop students understanding of how to improve. At an appropriate point during the topic students will complete a knowledge test to check their understanding of the topic so far and identify common gaps in knowledge so that these can be addressed. At the end of each topic covered students will sit a formal summative assessment, focusing on their ability to recall and apply disciplinary knowledge which links to the topic enquiry question. After each assessment, students complete a 'response to marking' section; ensuring students can evaluate their own strengths and areas for improvement. At this point, an improvement phase is completed to ensure students can work towards their targets and develop their understanding.