Sandbach School History and Politics Curriculum:
A story of connections, control and conflict through time

Intent

Advanced Qualifications Phase

Units have been carefully chosen to meet the needs of the exam specifications whilst at the same time offering perspectives which broaden the world-view of our students, enabling them to appreciate current global issues but also the journey of some of the World's most powerful countries have been on to arrive at this point. We have a good balance between tangible and conceptual knowledge across History and Politics. We have chosen to structure the history course by splitting the American Revolution course to allow room to start the taught element of our coursework. This gives time to develop the technical aspects of AO2 alongside the Early Stuarts unit and AO3 in preparation for the China unit in Year 13.

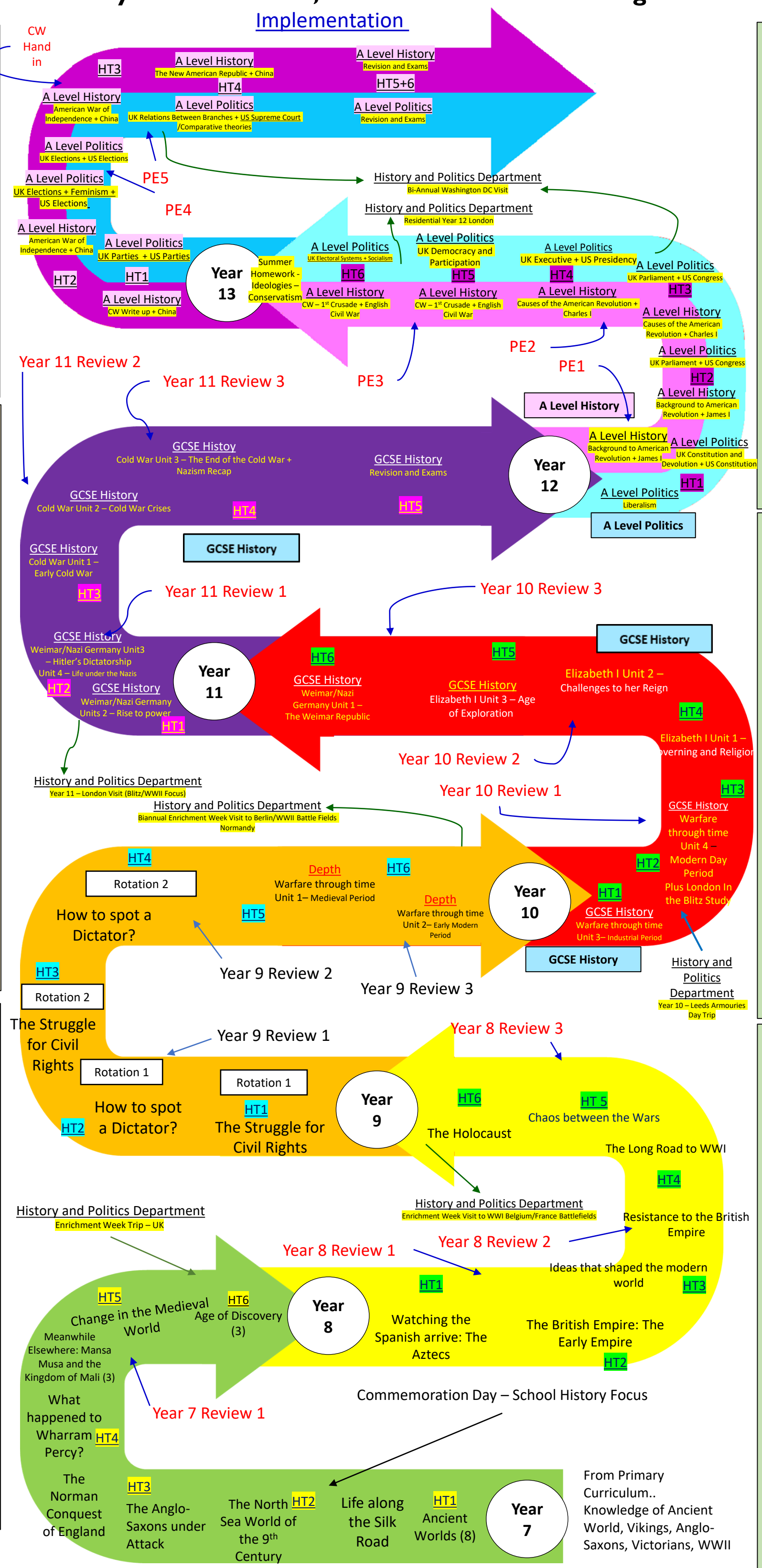
Qualifications Phase

We have carefully chosen units that meet the needs of the specifications whilst at the same time capture the interest and imagination of the students. We have been pragmatic in changing units when this 2nd criteria has not been so well met. Our curriculum seeks to develop disciplinary specific skills that allow students to access the subject in the best way possible and through these skills to develop a love of these subjects. Our course choices build up prior learning from the Transition Phase, spending much time diving deeper into key aspects. The curriculum will look to built on and benefit from the links and connections made further down the school and to continue work already started with disciplinary specific skills around sources and interpretations. We see the work in this area done here as very much the middle part of the journey from Transition Phase to Advanced Qualification Phase – the middle years of a 7 year history journey for pupils.

Transition Phase

Through the breadth and depth of topics covered on the journey through the course, students will find and develop carefully laid connections and links in the past. Our History Curriculum seeks to broaden and deepen knowledge and develop historical skills by staff coaching students for improvement and supporting pupils in embedding and layering new knowledge. We also seek to developed literacy and oracy skills throughout our curriculum that will bear fruit later in their school journey. We have designed a broad and balanced curriculum that steps away from traditional approaches to time and place in History, where students are increasing able to navigate their way through the past and intrigued to find out more as they go. Our choice of topics for Year 9 reflects the need to address important social and political issues from past societies that still have current relevance, at a point at which pupils are mature enough to engage with them.

Implementation



Impact

By the end of the AQP, students will develop detailed knowledge and skills in order to:

- Understand and use (appropriately and selectively) higher level key concepts, and both disciplinary and substantive knowledge in their written work and verbally
- Make complex connections between packets of knowledge
- Access higher level subject specific and contextual reading material
- Carry out research independently in a productive and thorough manner using a variety of sources and methods to support their responses to enquiry questions
- Analyse, evaluate and critically use historical interpretations, arguments and contemporary sources to produce complex responses to enquiries
- Plan and produce high quality, well-structured and complex written responses (using academic framework and apparatus where appropriate)
- Reach substantiated judgements about key issues and debates

By the end of the QP, students will develop detailed knowledge and skills in order to:

- Understand and use (appropriately and selectively) a wide range of key concepts, and both disciplinary and substantive knowledge in their written work and verbally
- Make good connections between different packets of knowledge
- Access appropriately selected subject specific and contextual reading material
- Carry out guided research in a productive and thorough manner using a variety of sources and methods
- Analyse, evaluate and critically use historical interpretations, arguments and contemporary sources to produce responses to enquiries
- Plan and produce good quality, well-structured and detailed written responses
- Reach sustained and relevant judgements about key issues and debates

By the end of the TP, students will develop detailed knowledge and skills in order to:

- Understand and use (appropriately and selectively) a broad range of key concepts, and both disciplinary and substantive knowledge in their written work and verbally
- Make connections between different packets of knowledge about the past
- Challenge existing stereotypes and preconceptions from the past that still exist in society today
- Access appropriately selected reading material
- Carry out guided research about the past using a variety of sources and methods
- Begin to analyse, evaluate and critically use historical interpretat ions, arguments and contemporary sources to produce responses to enquiries
- Plan and produce well-structured and detailed written responses
- Reach fair and reasonable judgements about key issues and debates from the past in response to enquiry questions