HISTORY WEBSITE RATIONALE

A clear overview of the purpose, content and delivery of History at Hasmonean.

What is History?

History is much more than the memorisation of dates and facts; it is the analytical study of the human past to make sense of the world we live in today. At its core, history is an exploration of human behavior and the forces that have shaped civilisations. It is an investigative discipline that challenges students to analyse sources from a wide range of media, evaluate competing interpretations, and understand complex second-order concepts such as causation, consequence, change, and continuity.

Why do we teach History at Hasmonean?

Our overarching aim is to produce students who are interesting and engaging citizens with a genuine love for learning history. We teach history at Hasmonean to achieve the following goals:

- **Developing British and global citizens:** By relating history to current issues, we help students develop a profound understanding of the world around them.
- **Exploring morality:** We use history as a powerful example of morality, allowing students to reflect on ethical decisions made throughout time.
- **Broad knowledge base:** We ensure that students leave Hasmonean with a broad, comprehensive knowledge and understanding of historical events and themes.
- **Maximising potential:** We strive to enable all learners to make continuous progress that allows them to meet and exceed their personal potential.

How do we teach History at Key Stage 3?

Our pedagogical approach is designed to stretch all students while providing the necessary support for different learning needs. We emphasise the development of critical academic skills alongside subject knowledge. This is a strong emphasis on retrieval and assessment for learning.

We actively promote high standards of written communication, teaching students how to construct well-supported arguments. We teach robust skills of analysis and evaluation, enabling learners to critically assess historical sources from a range of different media. Lessons are structured to ensure students can recognize and answer complex questions based on causation, change and continuity, consequence, significance, similarity and difference, and historical interpretations.

Our curriculum spirals around four major concepts, ensuring students develop a deep and nuanced understanding of these themes over time: power; conflict; religion and beliefs and society. The chronological approach focuses on medieval, early modern and modern history with topics ranging from the Norman Conquest to the Slave Trade to the First World War. There are opportunities for the study of local, British, European and World History. This knowledge and skills taught and learned serve as a springboard for the KS4 curriculum.

How do we teach History at Key Stage 4?

At Key Stage 4, students study AQA GCSE 8145 in History. It is a very popular GCSE option. It is a broad based, engaging curriculum that challenges the range of learners at Hasmonean.

The GCSE History course develops students' knowledge of British and World History. In Year 10, students start with the 20th Century USA and continue the year with a Power and the People in Britain breadth study. In year 11, students begin with an Asian depth study that covers the Korean and Vietnam wars, followed by a unit on Elizabethan England which includes an environmental study.
Students build and grow their skills to analyse interpretations, write evaluative essays and evaluate source material.

Teaching at Key Stage 4 combines explicit instruction in subject knowledge with regular opportunities for retrieval, practice of exam skills and feedback. Students develop examination techniques alongside the analytical and writing skills that will support future study across all subjects.
Battlefield visits to Belgium or France engage learners beyond the classroom.

https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification/specification-at-a-glance

How do we teach History at Key Stage 5?

At Key Stage 5, students study Pearson Edexcel A level in History. It is a popular A Level option. It is a broad based, engaging curriculum that challenges learners.

Year 12 prepares students to take two written examinations at the end of year 13. They are taught a breadth study of the development of Communist Russia from 1917 until its collapse in 1991 alongside a depth study of Mao's Communist China.
In Year 13, students are taught a third unit on the Wars of the Roses that is also examined in the summer of Year 13. Alongside this, students write a 4000 coursework piece about the Holocaust.
These units test students' ability to evaluate historical interpretations, write evaluative essays and evaluate a wide range of source material.

Teaching includes regular pre-learning, retrieval practice, explicit explanation, modelling, questioning, low-stakes testing, discussion, debates, presentations and structured examination practice. Digital resources and opportunities to hear from people working in relevant fields help students connect theory to contemporary practice. Resources are adapted and scaffolded where appropriate, with extension and further reading used to stretch higher-attaining students.

Formative assessment is embedded in lessons and is supported by scheduled summative assessment, detailed feedback and targeted intervention. This allows students to identify gaps, improve their responses and develop the independence, accuracy and critical judgement required for success at A Level and beyond.
Museum and library visits engage students beyond the classroom.

https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446949993-gce2015-al-history-iss4.pdf