

# A warm welcome to Y6...

## History

### Head of subject: Mr. Doran

#### Our Team

We are a team of enthusiastic, innovative and experienced history teachers whose love of history goes beyond the classroom. Whilst we really enjoy delivering our KS3 -5 curricula, outlined below, we've a variety of subject specialisms covering a diverse range of time periods and themes:

Mr Doran's expertise lies in the 20th century. Particularly European politics in the interwar years and the creation of dictatorships. More specifically he has a key interest in British politics & society post 1945.

Mr Cafferky has a wide range of historical interests, but particularly enjoys the topic of protest in the modern era – from rebellions among enslaved people in the Caribbean, to the worldwide revolutions of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Miss Ferrier is an early modern expert. She has a real passion for Tudor England 1485-1603 but has a particular interest in the Wars of the Roses 1455-1485

Mr Kelly has a real passion for the changes in 20th century eastern Europe, primarily the influence of Russia/the Soviet Union with a particular focus on economic history.

Mrs Smith has a wide variety of expertise. These include Early Modern Spain and its influence in the creation of 'The New World' in Central and South America to Nazi Germany and the Holocaust.

Mrs Tasker's expertise lies in the medieval world, as well as school leadership!

#### Our Curriculum

Our KS3 curriculum moves chronologically from 1066 to the present day covering local, national and international histories. We use enquiry questions to focus each unit where we cover the key historical concepts including change & continuity, causation, significance, source analysis and historical interpretations. Please see the breakdown in more detail below:

##### KS3

Y7 · What is History? · How and why did William Duke of Normandy conquer England in 1066? · Was life in Medieval England brutal? · What legacy have the Tudors left? · How far did the Industrial Revolution benefit everyone in Britain? ·

Y8 · Why were women given the vote in 1918? · Why did tensions increase in Europe before 1914? · What happened on the Western Front? · Why did dictators dominate Europe by 1939? · Did anyone benefit in Nazi Germany? · To what extent was post war Britain an age of affluence?

Y9 · The Holocaust & genocide in the C20th, have people truly learnt from the past?. How benevolent was the British Empire between 1757-1900? How did the rights of individuals change between 1750-1970 in the USA? A slavery to the Civil Right Movement themed study · Medicine in the Middle Ages & Renaissance: A themed study of people's beliefs about causes, treatments & preventions and changes & continuities

##### KS4

Y10 · Study of the medicine in the historical environment of WWI · Weimar and Nazi Germany 1918-39

Y11 · Spain and the New World 1490-1555 or Superpower Relations & the Cold War 1941-91 · Early Elizabethan England 1558-1588

## **KS5 – A level**

Modern History option

· Tsarist and Communist Russia 1955-1964 · Making of Modern Britain 1951-2007 · British colonisation of India 1757-1857

Early Modern option

· Spain in the Age of Discovery 1469-1598 · Wars of the Roses 1455-1485 · The Witchcraze in England, Scandinavia and North America 1580-1750

## **Our GCSE Results**

	2019	2022	2023
Grades 8-9	24%	26%	31%
Grades 7-9	34%	46%	42%
Grades 4-9	79%	83%	87%

## **Our Legacy**

We feel the study of History is essential for students to fully understand the world around them. We aim to develop students' knowledge and understanding of the past by providing opportunities for students to expand and reflect on prior knowledge. We want to students understand how the past informs the present.

We hope to create a curiosity of the past by exploring source material and questioning how historians have interpreted the past. We aim to provide numerous opportunities for students to improve historical thinking, debate and argument. Above all we try and nurture a passion and love of our history whereby all students are engaged enough to want to learn more.

