



Introduction:

The History Dept aims to instil in all pupils a keen interest in the past and an enthusiasm for studying History:

- By helping students develop the tools with which to research independently.
- By exploring key phases of world history that are meaningful and relevant to our student body.
- By introducing students to a wide variety of political, military, social and economic history.
- By encouraging independent analysis through debate and critical writing.
- By developing cross curricular and transferable skills.
- By providing an enriching and rewarding curriculum that prepared students for life at university and beyond.

Content:

African civilisation, the transatlantic slave trade and the abolition of the slave trade

- Africa before the transatlantic slave trade: case study of Mali Empire and Mansa Musa
- Why did the transatlantic slave trade develop?
- What was the nature and experience of the transatlantic slave trade?
- What was life like on the slave plantations?
- What was the impact of slavery on Africa and on Britain?
- What was the impact of slavery on life in the Americas?
- How did enslaved Africans resist slavery?
- How and why was slavery abolished?

The Agricultural and Industrial Revolutions

- What was the Agricultural Revolution and why was it so important?
- What were the causes of the Industrial Revolution?
- What role was played by population growth, entrepreneurs, innovations, raw materials and resources, slavery and the empire?
- What impact did the Industrial Revolution have on working conditions?
- What impact did the Industrial Revolution have on living conditions?

World War One:

- What caused the First World War?
- How was the war fought on land, sea and in the air?
- What was the role of technology in the First World War and in future wars.
- A comparative study of warfare in the First and Second World Wars

Skills:

The current National Curriculum, on which this guide is based, outlines an integrated programme of study built upon three Attainment Targets:

- Independent reading and note taking.
- Effective selection and use of relevant evidence to support arguments.
- Oral and written communication, including a range of written formats, discussions and debates.
- Analysis of historical evidence, including the assessment of the strengths and limitations of sources as well as their utility and reliability.
- Independent and group research-based project work.
- Use of ICT for research, production and presentation of work.

Homework:

Each group has three 40 minute periods per week. Classes are taught in mixed ability groups. Homework is set every week and should take approximately 30-45 minutes.

Assessment:

Assessment is continuous, made up of class work, homework and formal exams. Feedback to pupils is integral to the department.

Digital usage in this subject:

All students use Google Classroom to access resources, homework tasks, online quizzes as well as study and revision advice. Recommended websites and videos will be posted through Google Classroom.

Students may also be asked to use Pages, Keynote and Numbers to produce work and to collaborate using Google Education apps including Docs, Slides and Forms.

Average time spent each homework:

30 per piece

Typical tasks set:

- Consulting resources on Google Classroom
- Producing presentations
- Collaborative work
- Research

Resources and Materials:

Textbook: Rosemary Rees, The Italian Renaissance (Heinemann)

Textbook: Rediscovering the Making of the United Kingdom (SHP)

A selection of primary and secondary sources
School-developed resources and worksheets.
Video clips.
History websites.
Google Classroom.
Moodle