



Our aim is to teach a curriculum that allows all students to achieve their utmost potential. Throughout the topics the students will be developing their skills and analytical ideas they can take with them into any lesson, subject or task. This will provide them with a solid foundation to develop themselves across the school and fulfills our aim to provide engaging challenging lessons which are planned to the needs of the class which will allow each student to develop to the best of their potential. All the chosen topics have been selected for engagement, and through coverage of a diverse range of topics we look to develop the love of learning as each student progresses.

KS3

KS3 curriculum is designed to develop and deepen the understanding each student has about the world in which they live. The units are specifically chosen to enrich and explore an area of the past that has impacted the way we live today. As we move through the topics we look to develop the student's interest in history and a love of learning which can come from the engaging topics and lessons.

We cover a range of topics that include areas of broad change and topics of deep focus such as monarchs, slavery, the British Empire, changing protests through time and suffrage, the civil rights movement in America, the impact of the Great depression in several countries, the two world wars and holocaust. Our chronological structure will help the students develop a concept of change over time and the impact events can have on the world. All students will be assessed at the end of each topic and at the end of the year. This process, and the surrounding revision are monitored and reviewed by the students. This is specifically designed to help them become reflective learners and to allow self-improvement in all areas as they continue to grow.

KS4

Through KS4 we cover the four topics that make up their GCSE course. This will be two breadth topics and two depth topics to provide a balanced and varied curriculum that is accessible to all students. The first breadth topic is Crime and Punishment through time covering C. 500 to present. This gives the students a range of topics for them to enjoy and also allows them to develop their understanding of continuity and change as we move through the centuries. It provides an excellent start point for developing their skills as it has many elements they will be familiar with and many they will not, allowing them to build upon their previous learning and linking it something new.

The second breadth topic is the Development of the USA 1929-2000. A topic steeped in popular history including the Cold War, Civil Rights Movement, Hippies and Countercultures to name but a few. This unit offers students the chance to see a broader change over time whilst gaining details on popular historical figures and analysing their true impact. This topic helps their skills improve so they are able to analyse events with greater depth particularly ones they are already familiar with which can provide great insight into the decades of developments they study.

The first depth study focuses on Germany 1919-39. With this topic the students can access previous knowledge and build a detailed understanding of the significant impact that actions and events can have on the world. The focus on the lives of the German people creates a lens into the rationality behind electing one of history's most notorious figures and proves itself truly fascinating as the machinations of the Nazis comes to light.

The second depth study is Elizabethan England 1558-1603. The students will explore the life and reign of Elizabeth I. They will encounter familiar themes that cross topics and media but realise that there is a greater depth to all they thought they knew. This topic provides a great range of focus from housing and fashion to conspiracy and executions. A fitting and engaging topic to finish the course.



“History has been really fun and interesting.”

“It has shown me lots about the world around me.”

“I like the gory bits.”

KS5

In our A-level programme we explore a variety of topics within the four modules. Through the depth study of South Africa and its fight with apartheid, and the breadth study of change in America over eighty years, we aim to develop the individual skills and reasoning of a historian. The last two units covered in Year 13 are warfare through time and a coursework element of the students' choice. Each of these units has been chosen to develop the knowledge, interest and assist with the development of the students to help them achieve their goals in whatever step they take next.

Examples of students work

A hand-drawn poster with a yellow background and black borders. The title is "Brand New Police Force!". Below the title, there are several text boxes and sections:

- Top left: "We've never been more safe than we are right now. Before we had Bow Street runners they would just stall on the highway!!"
- Top right: "What impact do we think they would have on crimes?"
- Middle left: "We are safe with the new Police Force!!!"
- Middle: "We need to stop any crimes that's being done or otherwise this new police force will punish you very hardy. Punishments will be taken. They are on sight day and night and anything could happen. Come on! We have to stop any crimes that are taking place. Think about it, this police force have already caught 35 thieves, 10 sexual assault, 14 assaults, and way more. The police force are taking place very quickly. Sooner or later you will be with them facing your fines and punishments. So be aware of your surroundings and..."
- Middle right: "Thieves are Running of!"
- Bottom left: "6 Girls GOT kidnapp!"
- Bottom right: "People are DIEING"
- Bottom center: "DO NOT COMMIT CRIME FOR YOUR OWN BENEFIT!!!"
- Bottom right corner: "This will happen if you don't place your criminal So they..."

A collage of Tudor-themed materials. At the top, there are several Tudor magazines, some open and some closed. Below the magazines, a banner reads "Tudor Magazines". To the right, there are more Tudor-themed items, including a "Tudor Times" magazine and a "Tudor Times" newspaper. The background is dark blue with a white border.

A hand-drawn poster with a white background. The title is "Hyperinflation GERMANY Kapp Putsch". Below the title, there is a large section of text:

The German government needed money to pay the debt from the reparations from the treaty of Versailles. Unemployment and falling prices meant that they received less money from taxes. In 1923 the government had to print more money to pay the reparations. This was a disaster as it led to hyperinflation. Everyone suffered from shortages because German marks became worthless in comparison to foreign currencies. In 1923 the government had to print more money to pay the reparations. This was a disaster as it led to hyperinflation. Everyone suffered from shortages because German marks became worthless in comparison to foreign currencies. In 1923 the government had to print more money to pay the reparations. This was a disaster as it led to hyperinflation. Everyone suffered from shortages because German marks became worthless in comparison to foreign currencies.

A hand-drawn poster with a white background. The title is "LIFE IN THE TRENCHES!". Below the title, there is a large section of text:

On the western front, the war was fought by soldiers in trenches. Trenches were long, narrow strips dug into the land where soldiers lived. They were usually 4-6 metres deep and were connected, thus forming a plan not too far from the front. The trenches were usually 4-6 metres deep and were connected, thus forming a plan not too far from the front. The trenches were usually 4-6 metres deep and were connected, thus forming a plan not too far from the front.

The poster also features several drawings of soldiers in trenches, some standing and some sitting. At the bottom, there are some decorative elements and a signature "L.A. HUSINA".