

# Key Stage 5- History

Intent	Implementation	Impact
<p>KS5 History is intended to give students a rigorous, academic curriculum focussed on creating independent, university ready Historians. Students will cover, across 3 papers and NEA, breadth and depth studies, building on the approach from KS3 and 4. Students will analyse political, economic, social and cultural changes in national and international contexts. Students will develop a clear understanding of how the past is interpreted, and why interpretations differ, including when completing their independent coursework project, fostering university standard research skills such as referencing and researching using academic journals. Students will develop literacy skills, from long, well structured essay writing, to reading advanced texts from historian interpretations, and sources from different time periods. The NEA will also require students to read whole academic texts and understand key vocabulary of a high difficulty. Students will use A-Level History as a launchpad for a variety of destinations including History as a degree, as part of a dual honours, or supporting a variety of professions using transferable skills ranging from reading in depth to writing at an advanced level.</p>	<p>KS5 History is split into 3 papers and an NEA- the papers are taught sequentially and in parallel, with 2 years having 2 units each. Knowledge is checked using AfL, exam question assessments at the end of each topic and in depth questioning during lessons. Folders are also checked rigorously to ensure students are reading widely to support accelerated progress at KS5. Topics include Britain in the 20<sup>th</sup> century as a breadth topic, USA in the second half of the 20<sup>th</sup> century as a depth topic, and Ireland from the 18<sup>th</sup> century to 1923 as a breadth topic. NEA, currently, is on the Holocaust being a long- or short-term plan. Lessons are interactive using academic readings, resources and teacher set group activities to teach each other and feedback to the class, as well as teacher led activities to support during complex tasks. Intervention occurs regularly throughout the year, students are provided with digitized reading as well as recommended reading lists and signposted to other key resources, ensuring students can access both required and wider reading consistently, both challenging, pushing and supporting students.</p>	<p>Students will be able to talk confidently about historical periods and disciplinary skills, ranging from source work and how people construct accounts of the past. Students will write at length, sustaining judgement and analysis throughout. Progress and attainment measured by internal assessments, mock exams and external A-Level exams at the end of the two years. Students will leave Sixth Form with upper grade tariffs, ready to advance to a variety of strong destinations from universities to academic careers. Students debate in other subjects, as well as taking debating skills to seminars at university. Academic reading is also provided to ensure that students are prepared for academic reading at university. Students will leave A-Level History able to articulate judgements in depth, analyse and evaluate from a variety of different stimuli, and understanding concepts such as change and continuity or significance, giving them a better understanding of Britain, the world around them and their future within it.</p>

## Assessment

Students will be assessed formatively in every lesson to check understanding and progression within History. This includes in depth questioning, sharing ideas in groups or as a whole class in a seminar-based format.

Written assessments based on prior exam questions will be used at the end of each topic within each paper, testing both topic and disciplinary knowledge. Student feedback will be evidenced during MAD time lessons after written assessments, as well as ongoing from dialogue between teacher, student and student to student checking of learning using both self and peer assessment.

NEA assessment includes teaching students how to write academically, reference and then collecting student drafts in before providing full feedback which students then act on to submit a final version.