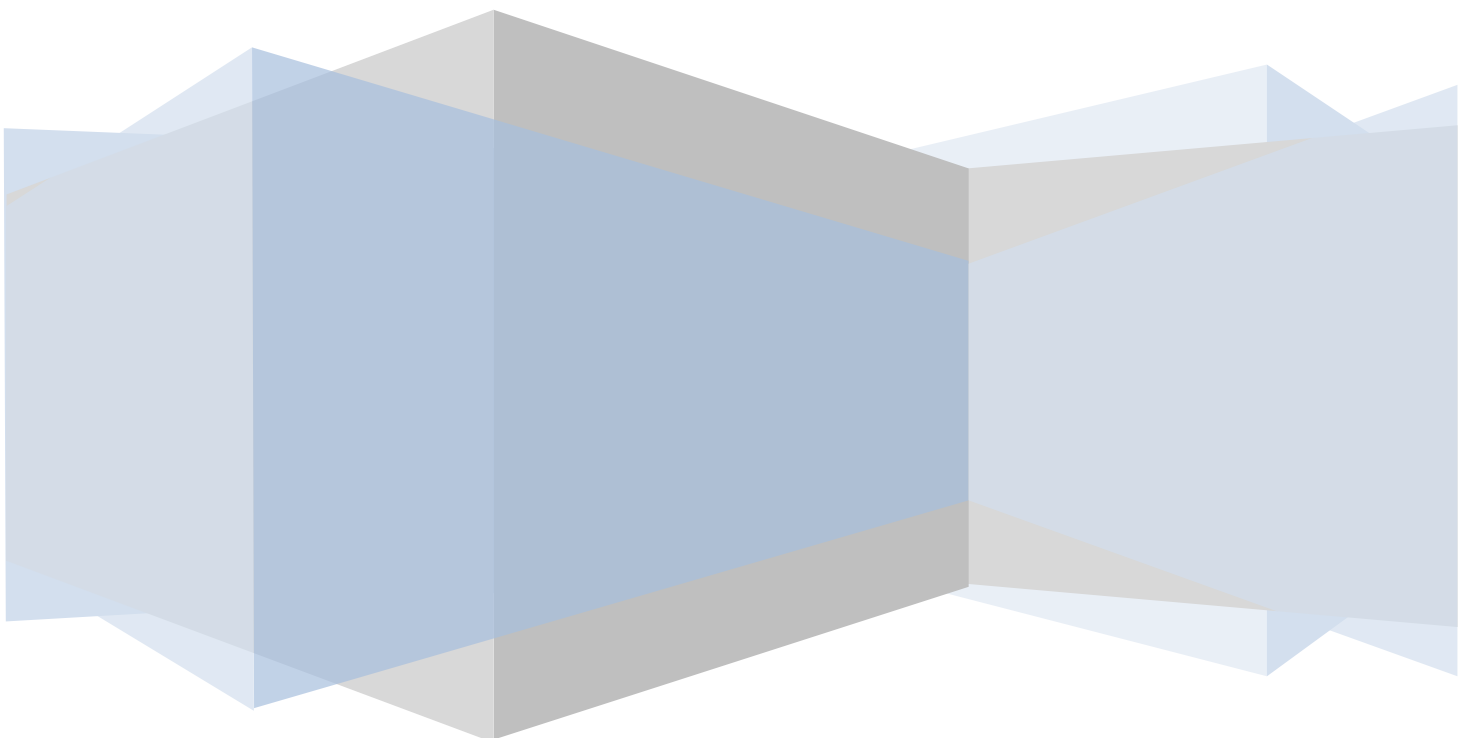




Al-Islah Girls High School

School Curriculum Policies



Policy Statement:

At Al-Islah Girls High School, we believe that all the pupils are entitled to the very best education possible. This means that within the resources and time which are available to us, our staffs strive to provide each person in every class with a curriculum which is rich, varied, challenging and inspiring; and the conditions in which each individual can fulfil her potential to the highest possible standard in every respect of their lives.

- ✚ Full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, human and social, physical, aesthetic and creative education.
- ✚ Subject matter appropriate for ages and aptitude of pupils, including those with a statement of need. Each subject has a detailed plan as well as scheme of work.
- ✚ Pupils to acquire skills in speaking and listening, literacy and numeracy.
- ✚ Personal, social, moral and health education which reflects school's aims and ethos.
- ✚ Appropriate careers advice.
- ✚ All the pupils have the opportunity to learn and make progress.
- ✚ Adequate preparation of pupils for the opportunities, responsibilities and experience of adult life.

Spiritual, moral, social and cultural developments are achieved through following National Curriculum subjects which provide opportunities to promote pupils' development in these areas. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

Spiritual development: Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development: Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development: Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

In **Key stage 3** and **Key stage 4** students will follow the **National Curriculum subjects**.

I.T. is utilised throughout the curriculum.

> Key stage 3 All students study

- English
- Mathematics
- Science
- History
- Geography
- Religious Education
- Physical Education
- Information Technology
- Arabic
- Urdu
- Art
- Citizenship

> Key stage 4 (GCSE) All students study

- English Lang and Literature
- Mathematics
- Science

All students take up GCSEs in the following subjects

- English
- Mathematics
- Science (Core)
- Science (Additional)
- Religious Education
- Urdu
- Arabic/BTEC Health & Social Care
- ICT Short Course
- History

ENGLISH Language & ENGLISH LITERATURE

Description

English is a medium of communication; allowing pupils to express themselves orally and in written form. It enables pupils to comprehend and analyse what others imply and say. It also allows an appreciation of written text taught for the study of literature.

English is a very unique subject where everyone can be themselves and still be successful. In fact, this is the key to success in this subject.

Aims

1. To enable pupils to communicate proficiently.
2. To give scope for individual intellectual development.
3. To write and speak in different contexts.
4. To create a positive attitude to English through thought provoking work which challenges and encourages the individual

Process

At Key Stage 3 the National Framework is implemented; allowing pupils to enjoy the subject more freely without any subject related constraints. The variety of study is greater in order to give pupils a 'taste' of different literary texts.

At Key Stage 4, The **AQA English Language (4705) and English Literature (4710)** specifications are followed.

At Key Stage 3, the main focus is developing the pupils' speaking, listening, reading and writing skills.

At Key Stage 4, these skills are consolidated, with the main focus shifting to course work and exam preparation.

There is a literature text studied in each year; at Key Stage 3 this includes a story from a different culture, an autobiography and a Shakespeare play. At Key Stage 4 the set texts for GCSE Literature are studied as well as pre-1914 and modern poetry.

At both key stages, 4hrs per week are allocated to the teaching of English. Girls complete English Language in year 10; and English Literature in year 11.

Balance and Variety

This is achieved through short, medium and long term planning, to ensure that different areas of English study are available to pupils in a variety of contexts. Learning takes place through class and group teaching, discussions, as well as, individual work.

Differentiation

The pupils are not tiered but are taught in mixed ability classes to encourage inclusive learning. However, where possible, tasks and assessments are carried out according to ability.

Resources

The school is well equipped for English. Department meetings are an indicator of any further requirements, which are passed on to the Curriculum Coordinator. A stock of the most frequently-used equipment is housed in a dedicated storeroom.

Assessment

At Key Stage 3 the class teacher has the primary role in on-going formative and summative assessment. The National Curriculum levels are employed for main tasks and medium term assessment, in each of the areas of study.

Termly assessments are carried out using tests provided by Rising Stars. Long-term assessment is carried out through a mid-year examination and an end-of-year examination.

At Key Stage 4 the work is marked according to the specification criteria followed by the end of year mock tests and GCSEs.

ICT

At Key Stage 3, pupils are required to submit *some* pieces of typed work, but only for final drafts.

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MATHEMATICS

Description

Mathematics is the study of the mathematical sciences under the four key areas of *Number, Algebra, Handling Data and Shape, Space and Measure*.

Mathematics acts as an intellectual stimulant for pupils. It challenges the pupils as well as giving them the impetus to approach and solve problems using logic.

Aims

1. To give scope for individual intellectual development.
2. To create a positive attitude towards the study of mathematics and an awareness of its fascinating nature. This is achieved through challenging and interesting work that encourages and develops each individual.
3. To create an ability to communicate mathematics proficiently.
4. To create an ability to use mathematics across the curriculum as well as in real life.

Process

In Year 7 and 8 the National Framework for Key Stage 3 is implemented; in Year 9, the **AQA MATHS LINEAR** specification (4365) is followed; at Key Stage 4 the **AQA Mathematics (4312)** specification is followed.

At Key Stage 3, the main focus is on developing key skills and general proficiency within the subject, allowing pupils to enjoy the subject and creating scope for future progression.

At Key Stage 4, the main focus of the teaching is exam preparation, with an emphasis on the general development of skills within the subject.

At both key stages 4 hours per week are allocated for the teaching of mathematics. At Key Stage 4 Year 11, this is increased to 5 hours per week. Intervention classes are held regularly.

Balance and Variety

This is achieved through the scheme of works, short, medium, and long term planning. This ensures that the different areas of mathematics study are available to pupils in a variety of contexts. Learning takes place through class and group teaching, as well as individual work and study.

Differentiation

The pupils are not tiered at Key Stage 3, but are taught in mixed ability classes to encourage inclusive learning. However, the tasks and assessments are carried out according to ability.

At Key Stage 4, there is a particular focus on the lower achieving groups, with their group sizes kept to a minimum. Further differences in each group are acknowledged through advanced planning for the brighter pupils and the less able pupils.

Resources

This school is well equipped for mathematics with resources. There is dedicated maths cupboard in mathematics room that houses all the equipment and is accessible by everyone who requires its use.

In Year 7 and 8, the main resources used are the *Essential Maths*; in Year 9 & 10, the *Collins new GCSE maths AQA GCSE Statistics book* is used; at Key Stage 4 the *Collins GCSE Maths AQA Modular* books are used.

Assessment

The class teacher has the primary role in on-going formative and summative assessment.

In Year 7 and 8, the national curriculum levels are employed for the end of unit tests. Long-term assessment is carried out through a mid-year examination and an end-of-year examination.

In Years 9-11, at the end of each unit, practice exam questions are used to gauge the overall attainment in that unit. There is a series of mock and practice examinations before the real examinations.

ICT

At Key Stage 3, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

At Key Stage 4, pupils are permitted to carry out some mathematical work on the computer; however, there is no formal requirement to use ICT.

SCIENCE

Description

Science stimulates the pupils' natural curiosity and creates an understanding of the natural world through its study. This leads to scientific enquiry and investigation, thus inspiring an independent and creative thought process, which allows an appreciation of the way science will impact their lives on a personal, national and global level.

Science is taught in the contexts of *Life Processes and Living Things, Materials and Their Properties* and *Physical Processes*.

Aims

1. To give scope for intellectual development.
2. To create a positive attitude to the study of science through thought-provoking work that challenges and encourages each individual.
3. To allow pupils to gain an understanding of *life processes and living things, materials and their properties* and *physical processes*.
4. To question, investigate and enquire in a scientific way.

Process

At Key Stage 3 the National Framework is implemented; at Key Stage 4 the **AQA Science A (4461)** and **Additional Science (4463)** specifications are followed.

At Key Stage 3, the main focus is on giving the pupils a broad and balanced experience of scientific study, as well setting a firm foundation for future development.

At Key Stage 4, the main focus is on coursework and exam preparation, as well as developing the key skills of scientific enquiry.

At both key stages, 4 hours per week are allocated for the teaching of science. Intervention classes are held to achieve improved results.

Balance and Variety

This is achieved through short, medium and long term planning. This ensures that the different areas of scientific study are available to the pupils in a variety of contexts. Learning takes place through class and group teaching as well as practical experiments.

Differentiation

The pupils are not tiered at Key Stage 3 but are taught in mixed ability groups. However, through the aid of main class resources, the assessments are carried out according to ability. At Key Stage 4, they are tiered and study either higher or foundation tier.

Resources

The school is well equipped for Science. Scientific equipment is stored in a dedicated storeroom which is readily accessible for teachers.

Children are using new science laboratory.

At Key Stage 3, the main resources used are the *Collins KS3 Science* textbooks, supplemented with the *Collins KS3 Science Homework Books*; at Key Stage 4 the *Collins GCSE AQA Science* and the *GCSE AQA Additional Science* textbooks are used.

Assessment

At Key Stage 3 the class teacher has the primary role in on-going formative and summative assessment. The National Curriculum levels are employed for end of unit tests. Long-term assessment is carried out through a mid-year examination and an end-of-year examination.

At Key Stage 4 the class teacher plays the primary role in assessment, as well as preparing pupils for the externally assessed modular examinations, which take place at regular intervals during the year. Students complete Core Science in year 10 and Additional Science in year 11.

ICT

To enhance learning, ICT (overhead projector) is widely used.

INFORMATION AND COMMUNICATION TECHNOLOGY

Description

The study of Information and Communication Technology (ICT) allows the pupils to be prepared for an increasingly technological world. The pupils are equipped to explore, analyse, exchange and present information.

They also learn to use ICT as a tool to amend and refine their work and increase its quality. ICT skills are considered a major factor in enabling pupils to be confident, creative and independent learners.

Aims

1. To give scope for individual intellectual development.
2. To create a positive attitude towards ICT through challenging and interesting work.
3. To develop the capability to use ICT equipment with independence.
4. To allow opportunities for the use of a wide range of ICT tools.

Process

At Key Stage 3, the National Framework is implemented; at Key Stage 4, the **AQA Spec A (short course)** specification is followed.

At Key Stage 3, the main focus is on allowing pupils to learn and enjoy the many aspects of the subject as well as building a firm foundation for future development.

At Key Stage 4, the main focus is on exam preparation and controlled assessment. The pupils also learn the uses of ICT in the world of work.

At Key Stage 3 & Key Stage 4, 1 hour per week is allocated to ICT. At Key Stage 4 Year 11, this is increased to 2 hours weekly.

Balance and Variety

This is achieved through short, medium and long term planning. There is a hands-on approach in the teaching of this subject, which sees most lessons conducted in the ICT suite.

Differentiation

The pupils are not tiered for this subject. However, pupils who struggle with set exercises are given additional support and tasks to break learning down; and those who work at a faster pace are assisted by allowing them to take on extension activities to challenge their abilities.

Resources

The school has a well-equipped ICT suite; all the computers are networked, and have access to the World Wide Web.

Assessment

Feedback to pupils about their progress in ICT is achieved through the marking of class work. This is usually carried out whilst a task is being executed, through discussion between pupil/s and teacher. Once a unit has been completed, pupils are assessed through an end of unit test or task.

Long-term assessment is carried out through a mid-year examination and an end-of-year examination (at Key Stage 4 this is the GCSE examination).

ARABIC

Description

Arabic as a means of communication allows the pupils to express themselves using a range of vocabulary and sentence structures. There is a strong emphasis on the study of grammar, which forms a strong basis for proficiency in the subject.

Aims

1. To enable pupils to communicate in Arabic.
2. To give scope for intellectual and creative development.
3. To help the pupils to gain a good command of Arabic grammar to ensure they have the ability to speak and write in different contexts
4. To develop a positive attitude to Arabic.

Process

The MFL National Framework forms the basis of teaching at Key Stage 3; at Key Stage 4, the **Edexcel Arabic (2AR01)** specification is followed.

At Key Stage 3, the main focus is on forming a foundation for progression, by developing basic speaking and listening, reading and writing skills. At Key Stage 4, the main focus is placed on exam preparation as well as continued development.

At Key Stage 3, 2 hours per week is allocated for Arabic. At Key Stage 4 Year 10, 2 hours 20 minutes per week is allocated for the subject, which increases to 2 hours 40 minutes in Year 11.

Balance and Variety

This is achieved through short medium and long term planning. This ensures that the pupils experience the study of Arabic in a variety of contexts. Learning takes place through class and group teaching, listening tests, discussions, as well as individual work.

Differentiation

The pupils are not tiered but are taught in mixed ability classes to ensure inclusive learning. However, the tasks and learning outcomes are varied according to ability.

Resources

The school is well equipped for Arabic; the resources are housed in a dedicated storeroom.

At Key Stage 3, the *Carnival Series* of textbooks, workbooks and CDs are used, along with *Talk With Me* and *Short Stories*. The main teaching resources for Key Stage 4 are *Sadeequl Arabi* (Your Arabic Friend) and *Al Kitaabul Musaa'id* (Arabic Writing Guide).

Assessment

The class teacher has the primary role in ongoing formative and summative assessments. These are carried out in the form of listening tests, comprehension tests and writing assessments.

Long-term assessment is carried out through a mid-year examination and an end-of-year examination (at Key Stage 4 this is the GCSE examination).

ICT

There are no formal requirements to use ICT in this subject

URDU

Description

The learning of Urdu incorporates learning the language, as well as the culture of Urdu speaking countries, hence encouraging pupils to be broad minded and tolerant.

There is a clear emphasis on all skill areas of speaking, listening, reading and writing. This allows pupils to enhance their language and communication skills.

Aims

1. To enable pupils to communicate proficiently in the Urdu medium.
2. To give pupils scope for individual intellectual development.
3. To allow pupils to speak and write Urdu in different contexts.
4. To create a positive attitude towards the language through thought-provoking work that challenges and encourages each individual.
5. To allow pupils to become more aware of their position as citizens of the world, and encourage a positive attitude towards diversity.

Process

At Key Stage 3, the MFL National Framework is used as a basis to form a varied and challenging curriculum; at Key Stage 4, the **AQA Urdu (4648)** specification is followed.

At Key Stage 3, the main focus is on allowing pupils to experience language use in many different contexts.

At Key Stage 4, the main focus is on exam preparation, alongside developing speaking, listening, reading and writing skills.

At Key Stage 3, 1 hour 20 minutes per week is allocated to the study of Urdu; at Key Stage 4, 2 hours weekly is allocated to this subject.

Balance and Variety

This is achieved through short, medium and long term planning. Different areas of the study of Urdu are available to the pupils in varying contexts. Learning takes place through class and group teaching and discussions, as well as individual work.

Differentiation

The pupils are not tiered but are taught in mixed ability classes to ensure inclusive learning. However, the tasks and learning outcomes are varied according to ability.

Resources

The school is well equipped for Urdu. The resources are housed in a dedicated storeroom which is easily accessible.

Assessment

The class teacher has the primary role in on-going formative and summative assessment, which is carried out through testing pupils orally on vocabulary, numbers, phrases, idioms etc. There are also end of unit tests for medium-term assessment; long-term assessment is carried out through a mid-year examination and an end-of-year examination (at Key Stage 4 this is the GCSE examination).

ICT

There is no formal requirement to use ICT in the lessons. However, pupils are permitted to submit typed pieces of work, but only after rough drafts have been checked.

The pupils are made aware of the role of ICT in the subject, as well as its role in its further development.

THE HUMANITIES

Description

The Humanities allow the pupils to experience a broad range of subjects, enhancing their general knowledge, as well as making them well informed individuals.

The Humanities consist of four subject areas: Citizenship, Geography, History, and RE. Through the study of these subjects pupils learn the skills of independent study; the role of the individual throughout the ages, particularly in modern societies; and the responsibilities of individuals and societies - especially in the context of climate change and the dynamic society.

Aims

1. To develop intellectual scope.
2. To make pupils more aware as citizens.
3. To allow pupils to think with hindsight through the study of history.
4. To make pupils aware of their British heritage.
5. To make pupils more culturally aware through the study of RE, and to develop religious and cultural tolerance.
6. To develop within pupils an inquisitive mind with regards to geographical enquiry.

Process

The National Curriculum forms the basis for each subject area. This ensures that a broad spectrum of knowledge is covered, as well as securing a firm foundation for future learning.

History

The courses in history are designed to stimulate and maintain an interest in the study of the past. It is important to emphasise that history is constantly changing and totally challenging. The history syllabus broadly follows the National Curriculum recommendations for the subject, although there are additional topics and exercises which, it is hoped, will further the pupils interest in the subject. A lot of attention is given to the key skills of studying primary historical evidence and interpreting both primary and secondary documents and viewpoints – project work, individual research, extended writing, an ability to argue constructively and fairly.

In KS4 the AQA Spec A Full course specification is followed, which includes both exams and controlled assessment.

Skills

History develops a wide range of oral and writing skills. These include:

- Knowledge and understanding of the subject
- Differing interpretations of people and the events in the past
- The correct use of historical sources

History is taught at Key Stage 3 for 1 hour per week, in Year 10 this rises to 2 hours, and 3 hours in Year 11.

Balance and Variety

The varied nature of this subject ensures that there is diversity in the content and in the pupils' learning experience. This is further consolidated through short, medium and long term planning.

The teaching of the subjects takes place in a variety of contexts through group work, individual work and a variety of teaching methods.

Differentiation

The pupils are taught in mixed ability groups to ensure inclusive learning. However, the open-ended nature of the questions allows each pupil to work to their ability.

Resources

The school is adequately equipped for the teaching of this subject. The main resources are housed in a store cupboard which is accessible to the teacher.

For Citizenship, Hodder Education's *This is Citizenship* series is used; for Geography, their *This is Geography* series is used; for History, Stanley Thornes Key History series is used.

Assessment

The teacher plays the primary role in on-going formative and summative assessment; the pupils are assessed in a variety of contexts to ensure sound learning.

There is an end of unit test at the completion of each subject area. Long-term assessment is carried out through a mid-year examination and an end-of-year examination.

ICT

The use of ICT is encouraged within this subject and is incorporated within some tasks.

PHYSICAL EDUCATION

Description

Physical Education promotes the development of physical, social and intellectual skills. It also encourages team work, tolerance, and self-confidence.

PE is a practical subject which allows all pupils to participate in enjoyable and challenging sports activities; this generates a feeling of positivity and well-being.

Aims

1. To allow pupils opportunities to develop their physical skills.
2. To allow pupils opportunities to express themselves and be creative.
3. To build pupils' self confidence and self esteem.
4. To allow pupils the opportunity to work individually as well as part of team.
5. To enhance pupils' personal qualities of commitment, fairness and enthusiasm.

Process

At both key stages 40 minutes a week are allocated for PE. It is intended that the majority of this time is spent outdoors carrying out physical activities.

Balance and Variety

This is achieved through short, medium and long term planning. This ensures that pupils experience a variety of physical activities and skills.

School Facilities

There is a grassed area used for PE lessons and an indoor hall is also available for use.

The school is well prepared for PE in terms of sports equipment, which is stored in room near the PE area.

Safety, Cleanliness and Good Practise

Pupils are required to use equipment for PE lessons in the appropriate footwear and uniform.

Instructions on the safe use of equipment form a part of all lessons.

Description

PSHE is a means of allowing pupils to become confident and aware citizens. It allows them to consider other peoples' view points as well as being aware of their own, and gives them opportunities to learn and practice tolerance.

As well as their personal development, PSHE encourages pupils to develop healthier, safer lifestyles and become more aware of how to attain economic wellbeing.

There is a clear emphasis on Islam in order to teach and encourage them to be better people.

Aims

1. To make pupils aware that being a good Muslim is having self-awareness and good characteristics; hence, being tolerant of others and contributing positively to their communities.
2. To allow pupils to develop an understanding and awareness of their strengths and weaknesses.
3. To develop pupils' self-respect and self-discipline.
4. To allow pupils to make responsible use of their rights, talents, and opportunities.
5. To empower the pupils with the knowledge and skills to enjoy a healthier, safer lifestyle.
6. To make pupils aware of the different roles they undertake as family members, friends etc. and to encourage them to enjoy better relationships.
7. To encourage them to become more socially, morally and ethically aware through learning about diversity.
8. To allow pupils to develop their economic awareness, and expand their economic skills.
9. To allow pupils to realise that all these skills are rooted in Islam.

Process

The PSHE course is reflective of the National Curriculum and is taught under four subject areas: '*Personal Development*', '*Healthier, Safer Lifestyle*', '*Relationships and Diversity*' and '*Active Citizenship*'. Skills in each area are developed in a variety of contexts and by constantly placing the emphasis on the learner.

At both key stages, 40 minutes a week is allocated to the teaching of PSHE.

Balance and Variety

This is achieved through a varied scheme of work and good short term and medium term planning. Learning is also encouraged in a variety of contexts and through a variety of mediums.

Differentiation

The pupils are not tiered to ensure pupils work with a variety of people; the tasks are open-ended and can be attempted by all regardless of ability.

Resources

The main texts used for Key Stage 3 are *PSHE & Citizenship for Key Stage 3* and *Your rights and responsibilities (Volume 1: Key Stage 3)*.

The main texts used for Key Stage 4 are *PSHE & Citizenship for Key Stage 4* and *Your rights and responsibilities (Volume 2: Key Stage 4)*

Assessment

In PSHE, the teacher assesses pupils in many different contexts including speaking, listening and written work.

However, pupils are encouraged to be responsible for their own development through self-assessment forms at the end of each main topic or unit. This is alongside termly and yearly reflections and evaluations.

ICT

The use of ICT is encouraged within this subject and pupils are given opportunities to carry out work in the ICT suite.

THE ROLE OF THE CURRICULUM COORDINATOR

1. **Maintain resources.** Textbooks and other equipment should allow teachers to teach effectively and pupils to learn effectively. The Curriculum Coordinator must monitor stock and evaluate its usage, and ensure that new stock is provided where necessary.

2. **Oversee planning.** The Curriculum Coordinator must ensure that all teachers create schemes of work for their subjects, along with long, medium and short term plans.

The Coordinator must check these plans to ensure that they are good enough to serve their purpose, and oversee any amendments that need to be made.

Lesson plans must be checked on a regular basis to ensure that teachers are on schedule with their day-to-day planning.

3. **Oversee assessment.** The Curriculum Coordinator must ensure that teachers carry out regular short term and medium term assessments, and collect in the termly assessment results.

Pupils that have underachieved should be identified from these results, and any underlying issues must be resolved.

4. **Offer advice.** Teachers and Heads of Departments may need advice on certain issues depending on their level of experience. Curriculum Coordinators must make themselves accessible to staff and provide relevant assistance when needed.

5. **Monitor and evaluate teaching and learning through classroom observation.** Curriculum Coordinators must observe teachers lessons on a regular basis, and provide them with feedback so that they can change/improve their teaching practices and offer pupils a better learning experience.

Coordinate in-house training. Curriculum Coordinators are responsible for overseeing the continued professional development of all members of the teaching team, and to ensure that regular INSETs are carried out. Particular attention should be paid to newly recruited members of staff.

History Year 7, 8 and 9:

General Aims Of Teaching And Learning History

The year 7, 8 and 9 courses in history are designed to stimulate and maintain an interest in the study of the past. It is important to emphasise that history is constantly changing and totally challenging. The history syllabus broadly follows the National Curriculum recommendations for the subject, although there are additional topics and exercises which, it is hoped, will further the pupils interest in the subject. A lot of attention is given to the key skills of studying primary historical evidence and interpreting both primary and secondary documents and viewpoints – project work, individual research, extended writing, an ability to argue constructively and fairly.

Skills

History develops a wide range of oral and writing skills. These include:

1. Knowledge and understanding of the subject
2. Differing interpretations of people and the events in the past
3. the correct use of historical sources

Year 7

History of Britain 1066-1500. Topics taught are:

- The Norman conquest, the murder of Becket, castles and cathedrals, Edward I, King John and the magna carta, the crusades, the black death, the peasants' revolt, war of the roses, the medieval world.

Year 8

History of Britain and the wider world 1485-1750. Topics taught are:

- Tudor and Stuart Britain, including Henry VIII, the reformation, Elizabeth I, the gunpowder plot, the civil war, the French revolution and the restoration age.

Year 9