WLA History Vision

In History at West Lakes Academy we foster and develop the relevant skills to help our students succeed in life beyond the classroom. Our Key Stage 3 curriculum begins with a close look at what it means to be a historian. What is a historian? What does a historian do? What skills do historians use? Instead of simply studying history and analysing what historians do, we become historians. From here, the Year 7 students embark upon the study of a combination of breadth and depth studies, focusing on key concepts such as cause and effect, significance and change and continuity.

For us at WLA, although we believe the acquisition and development of relevant learning skills is of the utmost importance, we also believe that combating ignorance and increasing awareness is vital to growth as responsible human beings. Therefore, our Year 8 curriculum attempts to bring the past to life with a series of depth studies that challenge the students to see the relevance and purpose of key events of the 19th and 20th Centuries – with a special focus on how they have impacted upon our lives today.

Sixth form: students are provided with frequent opportunities to challenge and express themselves in Year 12 & 13 history – this is emphasised by the fact that all students are required to select their own time period and topic, devise their own question and liaise with the exam board for their NEA.

Year 11: students are provided with frequent opportunities to challenge and express themselves in Year 11 history – the students are expected to draw upon their contextual knowledge of Medieval England from Year 9 and apply it the Anglo-Saxon and Norman England unit. This will certainly test the consolidation and retrieval of this content.

Year 10: students are provided with frequent opportunities to challenge and express themselves in Year 10 history – for example, the students are required to study complex political concepts such as socialism, communism, capitalism, liberalism and authoritarianism and apply them to not only the Cold War and Weimar & Nazi Germany, but also to the world around them in the 21st Century.

Year 9: students are provided with frequent opportunities to challenge and express themselves in Year 9 history – this is emphasised by the SOL which encourages the students to apply history to modern day situations. For example: the Year 9 Holocaust topic is taught through the lens of a court case. By the end of the topic, the informed students must create a case to disprove the infamous Holocaust denier, David Irving. Here, they must gather reliable and relevant evidence and present it to the judge.

Year 8: students are provided with frequent opportunities to challenge and express themselves in Year 8 history – the SOL are designed in such a way that encourages students to communicate the past in different/unique ways. For example: in the WWI topic, students must demonstrate their understanding by creating an end product that answers the key question – how should we market the fallen soldiers of WWI. This end product can be created using a wide range of mediums (poetry, modcal creation, organisation of ceremonies).

Year 7: students are provided with frequent opportunities to challenge and express themselves in Year 7 history – this is done initially by promoting the idea of prediction and using it before each key question in the lesson. This emphasises the importance and acceptability of taking risks in your learning. Furthermore, Year 7 students are introduced to new methods of analysis and evaluation when handling evidence. They are also taught how to determine and explain utility and value in source material.