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Our Vision for History at Lister

The History curriculum is rich in historical knowledge and rigour, whilst cultivating the curiosity and engagement of students as world citizens. Its' mission is to empower young people by developing a deep understanding of the past, the world and their place in it, as well as a skill-set that enables them to critically analyse and evaluate events around them. It strives to include a diverse range of differing histories, linked to students' own cultural and familial backgrounds. Students will develop an understanding of the significance of historical narrative and their place within it. Through the History curriculum at Lister students are encouraged to view the world through different lenses, critically analysing the role that history has played in shaping the world.

What do we teach at KS3? We teach through an inquiry-based approach, whereby students seek to answer a series of 'big picture' questions about the past, which allows students to develop key investigative skills using historical reasoning and knowledge. There is a strong focus on developing and embedding key second order historical concepts within our KS3 curriculum:

Cause: the art of causal reasoning and shaping arguments relates to the way historians analyse how and why or states of affairs occurred or emerged.

Consequence: The ability to summarise, characterise or classify consequences.

Change & continuity: historical analysis of the pace, nature and extent of change, or characterisation of the process of change.

Similarity & difference: historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. The ability to detect and analyse generalisations.

Historical significance: To understand how and why historical events, trends and individuals are ascribed historical significance.

Sources & evidence: how historians use evidence to construct, challenge or test claims about the past.

Historical Interpretations: Understanding how and why different accounts of the past are constructed.

These skills are the cornerstone of a diverse and engaging curriculum in which students cover from the Norman Invasion in 1066 all the way to the Civil Rights Movement of the 1960s. The curriculum we offer is designed so students are provided with key substantive concepts and disciplinary knowledge that will strengthen not only the skills required to succeed at GCSE History and beyond, but also their understanding of the world they live in today.

What do we teach at KS4? GCSE History students study Elizabethan England, Weimar and Nazi Germany, Superpower Relations and the Cold War, and Medicine through Time. The skills they have acquired at KS3 are rigorously applied and enhanced in order that students develop a deep historical understanding of the content required. The modules are specifically selected to include a range of British and European depth and breadth studies of great historical significance.

The taught curriculum is enhanced through a variety of enrichment activities, including off-site visits, including a trip to Brick Lane during KS3. Development of students' spiritual, moral, social and cultural knowledge is embedded in every unit of the Lister History curriculum at Lister. We have deliberately selected the topics we teach because we believe it provides student with the opportunity to develop a better understanding of the world, help us understand ourselves, help us to understand other people, to understand change in the past and the world around us, to provide the skills needed to be a decent citizen, to make us better decision makers and most importantly, to develop a new sense of appreciation about everything around us.