

## History

The History Department aims to create a learning environment where enjoyment is central and pupil learning is maximised. Greater emphasis is now placed on skills and practices, with knowledge and understanding also being keenly promoted. We feel that History promotes many skills that can be useful in learning for life and work. A knowledge and understanding of the past can clearly help prepare us for the future.



The subject also develops communication and empathy skills, evaluation and interpretation skills and helps pupils develop the ability to access information and become independent learners. We follow the CCEA Specification throughout all the Key Stages and this further emphasises our belief that the study of History is about more than simply memorising dates and the deeds of famous figures.

History is a chronicle of human behaviour - a real-life drama full of villains and heroes, the mighty and the meek. It examines the circumstances that moved its players to transform people and places (for better and for worse), and it holds the answers to how and why our lives are fashioned the way they are today - from our language, fashion and technology to our sports, political systems and religious practices.

### Key Stage 3

In Key Stage 3, pupils will study the Normans, the Reformation and various aspects of Irish and European history including World War One, the Potato Famine, Unionism and Nationalism, Home Rule, Partition and other key events and personalities of the 19<sup>th</sup> and 20<sup>th</sup> centuries.



## Key Stage 4

Pupils follow the CCEA History Specification at Key Stage 4. Studying this GCSE course enables our pupils to develop an understanding of different identities in society and appreciate social, cultural, religious and ethnic diversity. It allows them to make links to and draw comparisons with different periods and aspects of the past.

Pupils study life in Nazi Germany, relations between Eire, Britain and Northern Ireland before, during and after WW2, the Cold War between Russia and the USA and the September 11 attacks and the resulting War on Terror.

Studying CCEA GCSE History helps our pupils to:

- understand the present;
- discover how the world has evolved;
- understand the world around us and the society we live in;
- develop the skills to look beyond the headlines;
- ask questions properly; and
- express our own opinions confidently.

Students explore the values, attitudes, perceptions and ideologies that have shaped human behavior, endeavor and achievement.

The specification aims to provide an appropriate body of knowledge to promote understanding and develop skills.

Employers and educational establishments alike will appreciate the variety of transferable skills that studying History provides. These skills include the ability to understand and analyse issues and events to a high level of competence.



## Key Stage 5

Pupils follow the CCEA History Specification at Key Stage 5. Through studying this course, students will explore the key political, economic and social events that have helped shape today's institutions, governments and societies. In Year 13, pupils study Mussolini and Fascist Italy and Hitler and Nazi Germany. In Year 14, Unionism and Nationalism and the Partition of Ireland are studied.

The CCEA A Level Specification aims to help students:

- develop an interest in and enthusiasm for history;
- gain an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European history;
- build on their understanding of the past;
- improve as effective learners, and as critical and reflective thinkers with enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- gain an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence;
- develop their use and understanding of historical terms, concepts and skills;
- make links and draw comparisons with and/or across different periods and aspects of the past;
- organize and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgments.