

CURRICULUM OVERVIEW

SUBJECT: HISTORY

INTENT

The study of history ignites students' curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, students understand how the past influences the present. History enables students to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Our aim is to inspire and motivate students to be curious about the past whilst providing appropriate support and/or stretch. This includes being able to study multiple viewpoints before making a considered judgement and being able to think critically about the information they are presented with. In a world where learners are gaining more and more information from unreliable sources we believe this is a vital skill for their active engagement with British society. We also wish to create learners who are able to apply these skills independently and with confidence, both in the classroom and ultimately when leaving us in KS4 or KS5.

IMPLEMENTATION

The History curriculum is planned and sequenced to ensure that historical study is accessible to all learners. Teachers plan individual lessons to suit the requirements of the classes whilst following a structured and considered scheme of work devised in collaboration with all History teaching staff. This allows for a progression in the understanding and application of historical skills such as cause and consequence or source analysis. The sequencing of the lessons enables this to be practised and refined across all key stages whilst preparing our learners for the next phase of their educational journey or transition into contemporary British society. History lessons will provide opportunities for discussion and reflection to help students challenge a range of complex questions facing us today and will allow them to increase their confidence in the study of History.

The History department delivers units which incorporate British, European and Non-European history. Units include: What is History, Medieval Realms, The Mughal Empire, The British Empire, The Industrial Revolution, Tudor Perspectives, African Kingdoms, Civil Rights in the USA and South Africa, The Twentieth Century World, AQA GCSE History America 1920-1973-Opportunity and Inequality, Conflict and Tension in Asia -Korean and Vietnam War 1950-1975, Elizabeth I 1558-1603, Thematic Study- Power and the People 1066 to Present Day) and Oxford AQA A level History 1D Stuart Britain and the Crisis of Monarchy 1603-1702 and 2R The Cold War c.1945-1991).

We understand that our young people come to us under challenging circumstances and may have gaps in their schooling which impact their knowledge and skills. We therefore firstly aim to reengage them with History in our school classroom by providing a safe and supportive environment for them to study and then individualise their history curriculum dependent on their individual circumstances.

IMPACT

Students will leave the school with a deep and sustained understanding of Britain and the wider world, they will be able to communicate ideas with confidence and will be critical thinkers, able to reflect and consider multiple viewpoints. This will be reflected in national examination results and the progression shown by the individual learners. History students will feel prepared for the next transition into education or employment and will have confidence in the subject, having embedded, developed and applied skills learned from KS3 to KS5. History is a highly reputable, respected and sought after academic subject that many employers seek and value. Career paths include Lawyer/Solicitor, Banking, Finance, Accountancy, Journalism, Editor, Teacher, Lecturer, Museum Auditor and Archaeologist, Police Force, Civil Servant and Politics.

KS3

Students are taught History in mixed ability key stage groups and have 1x50 minute lesson per week. In Key stage 3 work is adapted and personalised to meet the needs of each individual pupil and there is a focus on literacy skills through the History curriculum. Further we aim to develop their interest in the past. Students are introduced to source-based skills to build upon their understanding that there are varied interpretations of the past through units such as Tudors and Empires. Throughout the topics taught students build up their knowledge of differing examples of discrimination and intolerance across time periods and geographical areas and differing impacts of Western expansion across different time periods. Students should be encouraged to contrast and compare causes, events and consequences to build an overarching picture and conclusions regarding the causes and consequences over a wide expanse of time.

PROGRESSION:

- Skills for progression to Key Stage 4: Developing analytical skills, understanding more advanced inference, deeper interpretation skills.
- Gatsby benchmark 4: GCSE History (foundation skills) and "new" GCSEs such as Psychology and Sociology which require developing a balanced argument and understanding different interpretations.

KS4 History (8145)

In Years 10 students are taught in mixed ability groups. Students will have up to 3x50 minute lessons per week and Year 11 students will have 4 lessons a week in History. We follow multi syllabi but when a student does not have a home school, we use AQA GCSE syllabus. Students will sit two exams, covering four modules in total, this will include a Historical Investigation for their Depth Study examination (paper 2), which is a new feature of the examination.

It is worth noting that, unlike previous courses, there is **no coursework element** to this examination.

How are they assessed?

Paper 1 students are to be assessed on two modules, forming two sections of examination. This exam is 2 hours in total, forming of 84 marks (section A=40 marks; Section B=40 marks; 4 marks for Spelling, Punctuation and Grammar).

Paper 1:

- America 1920-1973- Opportunity and Inequality
- Conflict and Tension in Asia-Korean and Vietnam War 1950-1975

For paper 2 students are to be assessed on another two modules, forming two sections of the examination. This exam is 2 hours, forming of 84 marks (section A=40 marks; Section B=40 marks; 4 marks for Spelling, Punctuation and Grammar).

Paper 2:

In Year11:

- Elizabeth I-1558-1603
- Thematic Studies- Power and the People 1066 to Present day

PROGRESSION

- History is a subject that teaches a wide range of useful skills for progression to KS5: Students will be provided with a very deep insight into change and continuity, cause and consequences, writing analytical essays, developing a rich and broad historical vocabulary, constructing balanced arguments, proficient source analysis skills including the usefulness, reliability and inference.
- Gatsby benchmark 4: A level History (Skills learnt in GCSE) and careers such as Teacher, academic, lawyer/solicitor, journalist, Professor, archivist, tour guide, Museum Auditor, management consultant, Editor, Documentary Editor, Multimedia, Lecturer, Archaeologists, Police Force, Civil Servant and Politics.

KS5: We teach the AQA syllabus 7042 A-level History.

A-level:

- 1D Breadth Study- Stuart Britain and the Crisis of Monarchy, 1603-1702 (40%)

- The study of significant historical development over a period of around 100 years and associated interpretations.

-Three questions (one compulsory)- 80 marks.

- 2R Depth Study- The Cold War, c 1945-1991 (40%)

-Three questions (one compulsory)- 80 marks

- Historical investigation – essay of 3,000-3,500 words (20%)

PROGRESSION

- Skills for progression onto education employment or training: Summarising, interpreting data, analytical skills, interpretation and inference skills.
- Gatsby benchmark 4: A degree in History at university could lead to careers in Accountancy, Archaeology, Architecture, Broadcasting, Civil Service, Diplomatic Service, Drama, Theatre and the Performing Arts, Media, Teaching, Public Relations, Journalism, Law, Police, Politics, Publishing, Sales and Marketing, Tourism, Town Planning and many more...

CULTURAL CAPITAL

- Visiting historians
- Reading historical fiction
- Watching history documentaries
- Embedded in curriculum (Position of people in society e.g. women, workers, the treatment of slaves; Causes of war and the morality of fighting; The environment and how it influences our behaviour; The use of natural resources and how the world is changing)

Local field trips with rich local history:

- The war memorial
- RAF Museum
- St Paul's church (William Wilberforce)
- Hampton Court Palace.

LITERACY:

Within all classes, literacy is promoted and there is a consistency across the school. Students are given keyword sheets or booklets with definitions and resources to help support their learning. Revision guides and structured resources are provided to enhance and support their learning. Sentences starters are used and then eventually will be removed when students are secure with their written responses. Exam booklet will be given to the students at the end of each topic. Wave 1 Literacy will be used in lesson this consists of speaking in full sentences, Green Pen Check and Talk, Model and Write. GEMS and MIB's will take place regularly through each half term with constructive feedback which will be in Purple Pen. WWW and EBI will be the method used when responding to written examination questions and

structured marking grids. Literacy codes have been stuck in the student's book and these codes will highlight the literacy mistakes in their work. Students can use these codes to support and improve their literacy skills. Do Now will be used to recap prior knowledge.

BRITISH VALUES:

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs are embedded within the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying events such as the English Civil War and the Suffragette movement. This enables students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work (e.g. Josiah Wedgewood) in periods such as the industrial Revolution as well as contributions made in both World Wars (e.g. Lloyd George or Churchill).

Teaching students to respect and value diversity is developed in the study of topics such as Britain's involvement in the slave trade. Furthermore, by investigating modern day issues such as up-riding and protests, students are made aware of the importance of British values over time. These values are also encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

LINKS TO SMSC

The History curriculum incorporates spiritual, moral, social and cultural features:

SPIRITUAL – The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give students a sense of the past and aid students in understanding the people who produced and used these objects. Students are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Students also reflect upon different interpretations of the past and how these interpretations have been arrived at.

MORAL – Students are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Students will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

SOCIAL – Students will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Students will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

CULTURAL – Students will study and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Students develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

Specific examples of Spiritual, Moral Social and Cultural Develop in History include:

- The use of artefacts to understand how historians study the past and to help students gain an understanding of the people who produced these objects
- The study of 19th century living and working conditions (including child labour)
- The role of individuals, for example Elizabeth I
- Students explore the beliefs and values of past societies and from different cultures.
- Students exploring the nature of slavery and the slave trade and the fight for abolition
- Social issues - the study of the experiences of women in Britain during the 20th century
- Students exploring the treatment and persecution of minorities in Hitler's Germany.

IT

Students will have good access to technology in the history classroom, through students' use of tablets or via electronic classroom displays such as digital projectors and smartboards. This enables access to a wide range of media – photos, maps, video, diagrams, animations – which can be displayed in the classroom and used interactively by both the teacher and students. Technology provides a platform for students to present their information to the class or for everyone to give an answer or 'vote'. Social media can bring others' ideas into the classroom. The multimedia classroom is also supported by 'virtual learning environments' (VLEs) which students can access at home with resources to support teaching and learning. Teachers (and students) may carry tablets for use in the classroom and in the field. With the use of 'apps' these can be sophisticated technological gadgets – cameras, GPS tracking devices, compasses, scanners and recorders which can help students acquire and evidence new skills using modern technology.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	What is History?	Medieval Realms	The Mughal Empire	The British Empire	Slavery	Industrial Revolution
Y8	The Tudors	The Stuarts	African Kingdoms	Native Americans	Civil Rights Movement in the USA, South Africa, and UK	Civil Rights Movement in the USA, South Africa and UK
Y9	First World War	The Interwar Years and Second World War	The Holocaust	The Post-War World The Swinging Sixties	Twentieth Century Protest	Into the Modern World
Y10	Period Study – Paper 1: USA 1920-1973 Module- American people and the Boom	Period Study – Paper 1: USA 1920-1973 Module- Bust-Americans' experience of the Depression and New Deal,	Period Study – Paper 1: USA 1920-1973 Module- Post War America.	Wider World Depth Studies – Paper 1: Conflict and tension in Asia 1950-1975 Conflict in Korea. Escalation of the war in Vietnam.	Wider World Depth Studies – Paper 1: Conflict and tension in Asia 1950-1975 The ending of conflict in Vietnam.	British Depth Studies – Paper 2: Elizabethan England. Elizabeth's court and Parliament. Life in Elizabethan Times

Y11	<p>British Depth Studies – Paper 2:</p> <p>Elizabethan England.</p> <p>Trouble at Home and Abroad</p> <p>Historical study</p>	<p>Thematic Studies – Paper 2:</p> <p>Britain: Power and the People 1066-1990</p> <p>The role of individuals in developing Parliament: Simon De Montfort and Oliver Cromwell.</p> <p>The roles of individuals in developing Political Rights (Peace v's Violence) Lovett+ O'Connor and the Chartists: the Pankhurst and the Suffragettes</p>	<p>Thematic Studies – Paper 2:</p> <p>Britain: Power and the People 1066-1990</p> <p>Economic causes of protest and the need to protest peoples 'rights.'</p> <p>Religious Causes of protest and protecting people's 'rights'</p>	<p>Thematic Studies – Paper 2:</p> <p>Britain: Power and the People 1066-1990</p> <p>Social Equality and Fairness, guaranteeing freedoms</p>	REVISION EXAMS	EXAMS
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