

Humanities Faculty: History

Overview of the Curriculum

History- Key Stage 3 (Years 7, 8 & 9)

The pursuit of History in KS3 should allow students to both pursue the subject in a pure sense, developing the skills of the historian in the process and acquiring the understanding of the past that can help them at KS4 and KS5, but also should allow students to follow their own areas of interest as far as possible, giving them a contextual understanding of the world around them. Currently, the History National Curriculum is unable to meet these twin aims as it is either too rigid in determining what topics should be studied, thereby flattening interest of some of the most able students, or too ephemeral and therefore difficult to incorporate common assessment.

In order to address this, we have developed a flexible curriculum that can be taught in a responsive way and on which can be hung expansion topics to go into certain subjects in greater depth, either as the interests of the class or teacher dictate or in response to current events. This allows each year to include elements related to the study of gender, local issues and ethnic and geographic diversity.

The structure of the course is built around a core of 80% of lessons per year, divided into four key studies. From these topics will be drawn the common assessments for each year group. This equips students with a coherent, chronological narrative of British, local and world history from the 1060s through to the present day.

The remaining 20% of the course will be made up of a series of optional expansion topics, allowing depth studies, areas of special interest or cross-curricular work to take place. These will allow for experimentation without the risk to the core or progress through assessments.

The order of the Core Curriculum is prescribed, but the undertaking of the Expansion Topics will be at the discretion of the classroom teacher, allowing them to be more responsive to the needs of their students.

This curriculum is a mixed approach, blending cumulative and spiral approaches. Knowledge and understanding of the topics taught are built upon throughout the schemes of work. Whereas all our key skills and methods of historical enquiry (Knowledge and Understanding A01, Explain and analyse A02, Sources A03, Interpretations A04 and appropriate use of subject specific vocabulary) are revisited throughout KS3 in increasing levels of complexity and depth. This revisiting of skills prepares students for further study of History at GCSE. However, our curriculum structure and sequencing provides more opportunities for meaningful cross-curricular work, as well as encouraging in students both an understanding of the world they live in as well as a love of History that will remain with them whether or not they opt to study it beyond KS3.

Homework projects are used throughout KS3 to develop students' independent learning skills.

History GCSE - Key Stage 4 (Years 10 & 11)

At GCSE level, we've chosen to deliver the Edexcel specification. The Edexcel GCSE has a clear and coherent structure which is assessed through three externally examined papers. This specification engages students with a broad and diverse study of the history of Britain and the wider world and gives them the skills that will support progression to further study of history and a wider range of subjects. There were no prohibited combinations of topics, which gave us the flexibility to design and deliver a programme appropriate for our students.

We have carefully sequenced the different topics to provide a challenging yet accessible course for all students, building on prior learning and teaching new more challenging content in the middle of the course. We begin the GCSE course in Year 10 by learning about Weimar and Nazi Germany, 1918-1939, this builds on prior knowledge gained from their Year 9 lessons, they then learn two new topics; Superpower relations and the Cold War, 1941-91, and Migrants in Britain, c800-present, finally they deepen their understanding of Henry VIII and his ministers, 1509-1540, which links to and develops previous learning from their Year 8 lessons. All of the topics we've selected tell a story about a period that shaped the world we live in today and builds on skills and knowledge acquired in KS3.

The examination papers are clear and accessible for students and mark schemes are straightforward in making the requirements clear. Edexcel planned their GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history if they take both an Edexcel GCSE and A Level in History.

History A Level - Key Stage 5 (Years 12 & 13)

At A Level, we've chosen to deliver the Edexcel specification because they planned their GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history.

When selecting this qualification and specific components we took into account student voice and opted to follow route 1F in Year 12 to study apartheid in South Africa. Students of A Level History are prepared for academic study and university and beyond. This course enables students to be critical, independent thinkers and to treat evidence with discrimination to sustain complex arguments. The examination papers are clear and accessible for students and mark schemes are straightforward in making the requirements clear. The coursework provides a rigorous yet accessible academic challenge for all students.

SMSC in History

Spiritual development in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way, they could have taken other directions. It also

involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows students to see the similarities between people now and in the past and sometimes through sources we feel that we can almost reach and touch them. History also allows students to see the role of religion in past events, and the nature that religion has played in society and its impact on our current world.

Moral development in History involves students being encouraged to comment on moral questions and dilemmas. History can be interpreted as a story of right and wrong, as well as the spectrum between and students develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation. History allows students to evaluate major world events and important decisions, considering the morality and consequences of these and their impact on the world and the past.

Social development in History encourages students to think about what past societies have contributed to our culture today. Students get to study the evolution of society, as well as how different communities have interrelated with each other in both positive and negative ways, to encourage students to understand successful society attributes. Student's own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

Cultural development in History involves students developing a better understanding of our multicultural society through studying links between local, British, European and world history. It allows students to understand the evolution of British culture, and certain aspects of World culture to better understand their own culture differences and similarities.

Examples of Spiritual, Moral, Social and Cultural development in History include:

- Students being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of Modern Britain.
- Year 7 - Students explore the cultural & societal development of Medieval Britain; they explore Moral quandaries like the Harrying of the North; they look at cultural and spiritual developments of the Medieval World and their impact on Medieval Britain; they look at the spiritual changes of England under Henry VIII.
- Year 8 - students explore the spiritual, culture and societal developments of Tudor and Stuart England; they study the spiritual development of England under the Tudors; they discuss and debate the morality of Charles I and Oliver Cromwell during the English Civil War and Interregnum; They look at the cultural development of Mughal India and the British East India Company and the morality of actions of key individuals during this period; They discuss the cultural and societal changes during the Industrial Revolution; they then focus on the society and cultural democracy of Britain and its political system.
- Year 9 - Students explore the spiritual, cultural and societal developments in Africa; they study the culture of different African civilisations and the impact on the world; they discuss morality by exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and

slavery; they study the morality of colonisation and the cultural developments across Africa of decolonisation; they study the morality of Apartheid and the challenges to it; Students explore the nature of war and the effects of WW1 and WW2 on British society and culture; Students focus on why men joined the army in 1914 and the issues of right and wrong in fighting for your country; Students exploring the treatment and persecution of minorities in Hitler's Germany; Students look at society and cultural developments in Post War Britain, looking at how Britain evolved to a society they recognise today and the growth of rights and liberties; they discuss the nature of genocides and their impact.

- GCSE - Students study the moral, spiritual, cultural and social changes under Weimar Germany and Nazi Germany; they look at the societal impact of the Cold War and the morality of the Cold War; Students studying migration to Britain c800-present and the contributions of different communities to Britain; Students study the spiritual changes of Britain under Henry VIII and his ministers
- A Level - Students study the moral, spiritual, cultural and society changes during America in the 20th Century - they study the morality of segregation laws and the expansion of rights and civil liberties. Students study the moral, spiritual, cultural and society changes during South Africa Apartheid, looking at the morality of the campaigns and the society impact of the system. Students study the moral, spiritual, cultural and society changes during the Tudor Era, they study the spiritual changes under each Tudor monarch, as well as the great cultural, and society shifts during the 16th century.

Overview of schemes of work at each key stage

<p>Key stage 3</p> <p><u>Year 7</u></p> <ul style="list-style-type: none"> ● History of Parmiter's School - introduction to the key skills of the historian ● The Norman Conquest ● Medieval World ● Henry VIII <p>H/W projects</p> <ul style="list-style-type: none"> ● Caesar ● Cleopatra ● Melisende of Jerusalem 	<p>Key stage 4</p> <p><u>Year 10</u></p> <ul style="list-style-type: none"> ● Weimar and Nazi Germany, 1918-1939 ● Superpower relations and the Cold War, 1941-91 <p><u>Year 11</u></p> <ul style="list-style-type: none"> ● Migration to Britain c800-present ● Henry VIII and his ministers, 1509-1540 <p>Throughout this programme there is a</p>	<p>Key stage 5</p> <p><u>Year 12</u></p> <ul style="list-style-type: none"> ● In Search of the American Dream: the USA, c1917-96 ● South Africa, 1948-94 from apartheid state to 'rainbow nation' <p><u>Year 13</u></p> <ul style="list-style-type: none"> ● Rebellion and disorder under the Tudors, 1485–1603 ● Coursework options <ul style="list-style-type: none"> → The End of the Cold War → The Rule of King John
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<p><u>Year 8</u></p> <ul style="list-style-type: none"> • Tudors and Stuarts • Civil War and the Interregnum • India - Mughals to British East India Company • Industrial Revolution • Democracy, Rights & Responsibilities <p>H/W projects</p> <ul style="list-style-type: none"> • Askia the Great • Aztecs • Captain Cook • Mary Seacole <p><u>Year 9</u></p> <ul style="list-style-type: none"> • A History of Africa • 20th Century Conflict • Post War Britain • Genocide <p>H/W projects</p> <ul style="list-style-type: none"> • Indian Independence • Nanny of the Maroons • Vietnam War • Mao & China <p>Throughout this programme there is a focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations and source work. These skills are revisited each year in increasing difficulty and complexity.</p>	<p>focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations and source work.</p>	<ul style="list-style-type: none"> → The Nature of the Nazi Regime → The Abolition of the British slave trade <p>Throughout this programme there is a focus on: knowledge and understanding, explanation and analysis, evaluation and judgements, historical interpretations and source work.</p>
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