

Stanborough



Curriculum Intent and vision for History

Our vision for the History Curriculum at Stanborough is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world which will help them reflect on contemporary issues. It is worth remembering that "history is to society what memory is to the individual." As persons deprived of memory become disoriented and lost, so too would young people have a shallow view of the world we live in without an understanding of the past. In lessons we aim to inspire students' curiosity to know more about the past. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Students extend and deepen their chronological knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways. Students can articulate arguments about causation in logically organized essays. Students pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. Students should develop study skills such as independent research.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Year 7 starts with an introduction to History that has a focus on general historical knowledge and core skills building on what students have learnt at KS2. Their understanding of key historical concepts will be assessed in a (baseline) assessment following this 2 week unit.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> - Key Skills: An introduction to History - Medieval Britain 1066-1509: Anglo Saxon and Norman England - Medieval Britain 1066-1509: The Middle Ages and the Crusades - Medieval Britain 1066-1509: England at War in the Middle Ages - World History: Voyages of Discovery - World History: Global Empires - Britain 1509-1745: The Tudors 	<ul style="list-style-type: none"> - Britain 1509-1745: The Stuarts and the English Civil War - Britain 1509-1745: Change in London - Britain 1509-1745: The Georgians - Britain 1745-1901: Industrial Revolution and Victorian Society - Britain 1745-1901: Imperialism and Slavery and the British in India - Wider World 1901-Present: The Civil Rights Movement - Britain 1901-Present: Titanic - Britain 1901-Present: Women's Suffrage 	<ul style="list-style-type: none"> - Wider World 1901-Present: World War One - Europe 1901-Present: Weimar Republic 1918-29 - Europe 1901-Present: The development of the Nazi party 1920-1933 - Europe 1901-Present: Nazi control and dictatorship, 1933-39 - Europe 1901-Present: Life in Nazi Germany - Wider World 1901-Present: Events of World War Two - Europe 1901-Present: The Holocaust and Nazi Germany - Wider World 1901-Present: The Cold War

Why do they study it in that order?

The students study History primarily in chronological order with some exceptions to introduce topics that may increase interest in the subject.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes – This is reflected in the topic headings that match the national curriculum criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, homework projects and short question answers.
- Prior learning is revisited in an end of year exam on course content and historical skills.

- The historical skills learnt in Year 7 are revisited in assessed work in Year 8 and in the Key Stage 4 curriculum.

How do your curriculum choices contribute to the student’s cultural capital?

The History curriculum has been designed to contribute to the student’s cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of Class and understanding the society in which they find themselves:

The Titanic (The terms working class, Middle class and Upper class are taught explicitly in the context of early 20th C Britain.)

Local history project in WGC which includes conducting oral interviews with older family members/local residents about the town in their childhood and visiting Mill Green Museum over the Easter holidays.

Understanding a history of racial discrimination:

Imperialism. (Includes a comparison of Victorian views on the British Empire to contemporary perspectives about this legacy.)

The Slave trade. Independent study on life of Olaudah Equiano.

The Civil Rights Movement in the USA

Apartheid in South Africa

The Holocaust

Religion:

The development of the Church, its power and symbolism through time. Understanding the reasons for differences between Protestants and Catholics. Understanding church symbols, e.g. Doom paintings and their purpose.

The Crusades and the positive impact for Britain from this exposure.

Impact of religion on reform (e.g. Quaker promotion of abolition of the Slave Trade)

British values

Importance of democracy and protest

English Civil War – concept of Monarchy & Divine Right challenged

E.G. Industrial Revolution Hwk task Writing a formally set out letter to an MP protesting against child labour/slavery around the world today

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow the Edexcel exam board GCSE 1-9. The aims and objectives of this qualification are to enable students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them is also a key skill. Students will need to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

How does Key Stage 3 prepare students for Key Stage 4?

Through Key Stage 3 students develop knowledge that is relevant to the GCSE course and they develop a foundation for the skills required for the GCSE exams.

We are currently adapting KS3 Key assessments to using the wording of KS4 exam questions so that students build up the skills they will need to tackle GCSE questions.

What do students cover in Key Stage 4? When do they study it?

Year 10	Year 11
<ul style="list-style-type: none"> - British Depth Study: Anglo-Saxon and Norman England, c1060–88. - Period Study: Superpower relations and the Cold War, 1941-91. - Thematic Study: Crime and Punishment in Britain, c1000-present. 	<ul style="list-style-type: none"> - Thematic Study: Crime and Punishment in Britain, c1000-present. Continued. - Historic Environment: Whitechapel, c1870-c1900. Crime, policing and the inner city. - Recall and application of prior learning: - Modern Depth Study: Weimar and Nazi Germany, 1918-39.

Why do they study it in that order?

- There is some continuity between Anglo-Saxon and Norman England and the beginnings of the Crime and Punishment in Britain unit.
- The Historic Environment studying Whitechapel has some mature content and requires complex exam skills and is therefore studied last.
- The recall and application of prior learning is a very important stage of the year 11 course as students revisit topics they have learnt previously with a focus on applying that knowledge to exam criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, and short question answers.
- Prior learning is revisited and assessed in exams throughout the course.
- The historical skills learnt in Key Stage 4 are revisited in assessed work throughout Key Stage 4 and in the Key Stage 5 curriculum.

How do your curriculum choices contribute to the student’s cultural capital?

The History curriculum has been designed to contribute to the student’s cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of class and understanding the society in which they find themselves:

Inner city poverty in Whitechapel: crime, policing and living conditions
The reason for the development of the Police force

Understanding a history of racial discrimination:

Anti-Semitism in Whitechapel: crime policing and the inner city
Nazi Germany and the persecution of the Jews

Religion:

Crime and punishment and the role of the church over 1000 yrs
Relationship of Church and state. Conflict of interests with Monarchy - Thomas Beckett
Ecclesiastical reforms under Normans

British values

Core principles of Justice, a Jury and the purpose of punishment (deterrence vs rehabilitation.)
Capital and corporal punishment in our past. Reasons for the abolition of the Death Penalty.
Capitalism vs Communism as economic models.
The importance of free speech, free elections and human rights through the study of Dictatorships (Germany and Cold War)

Key Stage 5

What is your curriculum intent for Key Stage 5?

We follow the Edexcel exam board A Level Route H. The aims and objectives of History A-Level are to enable students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate, and build on their understanding of the past through experiencing a broad and balanced course of study. Students will develop as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds as well as developing their ability to ask relevant and significant questions about the past and to research them. They will acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. Students need to develop their use and understanding of historical terms, concepts and skills and make links and draw comparisons within and/or across different periods and aspects of the past. Lastly, they need to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

How does Key Stage 4 prepare students for Key Stage 5?

Through the learning of historical and cross-curricular skills. However all KS5 units studied at Stanborough are new periods of History to our student

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
- Paper 1 Unit 1H: Breadth study with interpretations Britain transformed, 1918–97 - Paper 2 Unit 2H.1: Depth study The USA, c1920–55: boom, bust and recovery	- Paper 3 Unit 30: Themes in breadth with aspects in depth Lancastrians, Yorkists and Henry VII, 1399- 1509 - Coursework. - Recall and application of prior learning.

Why do they study it in that order?

Units are taught in the order in which they are examined. This decision was influenced by the ‘challenge’ within each unit and the weighting towards the student’s final grade. It was decided that the coursework would be taught in year 13 when students are at their most mature and able.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Coursework revisits a USA Boom and Bust topic in more depth in Y13.

- Students embed knowledge through a variety of techniques – Extended writing, timelines, short question answers, and source analysis.
- Prior learning is revisited and assessed in exams throughout the course.
- The historical skills learnt in Key Stage 5 are revisited in assessed work throughout Key Stage 5.

How do your curriculum choices contribute to the student's cultural capital?

The History curriculum has been designed to contribute to the student's cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of class and understanding the society in which they find themselves:

Development of Youth Culture in 1950s and 1960s Britain

The development of the Welfare State post WW2

The impact of Thatcher's economic reforms on different communities in Britain

Understanding a history of racial discrimination:

Cultural change and persecution by the KKK in 1920's America

The changing status of minorities in 1950's America

The Wind Rush generation and racial discrimination in Britain

Religion:

The role of Church teaching in challenging new movements in 1960s Britain. E.g. legalising abortion

British values

The impact of Universal franchise on the changing political fortunes of the Conservative and Labour party

1970s Women's movement

How do you prepare students for learning beyond Key Stage 5?

Coursework develops skills to write a University level dissertation with the use of an independently sourced bibliography for a 4000 word essay.

Students are provided with the knowledge and historical skills so that they can progress from Key Stage 5 to:

- Higher education courses, such as degrees in History or in related subjects such as politics, English literature, law, philosophy, economics or geography.

- Other higher education courses in unrelated subjects

- Vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas

- A wide range of careers in areas such as journalism and media, education, libraries, national and local government and the civil service.

Students are provided with relevant information on the Stanborough History Website.