

### Curriculum Intent

*"We are not makers of history. We are made by history."* - Martin Luther King, Jr.

In History, we aim to develop a love and enthusiasm of the study of History, an enquiring mind and to develop a curiosity for the past whilst creating young historians. We cover Social, Moral, Spiritual and Cultural issues as well as the diversity of societies and relationships which will give students a sense of understanding the world they live in.

As a department, our intent is to ensure that our curriculum provides students with the effective opportunities to:

- Enjoy a deep and rich knowledge-based curriculum which enables students to empathise with the past, both locally, nationally and within the wider world
- Formulate an excellent understanding of chronology, a rich depth of knowledge of topics and an extensive skill set which are bespoke to history and transferable across the wider curriculum. This will enable students to be successful at GCSE and beyond, allowing them access to this treasure through a razor-sharp focus on reading, speaking and writing
- Preparation time for assessments has been incorporated into the programme of study to ensure that learners are able to prepare themselves to maximise their potential
- We will immerse our classes in the best that has been thought and said in human history about their region, their country and their world; for "those who do not know their history will be doomed to repeat it"
- The History curriculum will enable our students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Students will 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
- We endeavour to show History as the living, breathing disciplinary study of our past, making the most of the powerful cultural knowledge our subject provides to create a unique, unforgettable journey.

### Enrichment and depth knowledge at KS3 and KS4

- 'Meanwhile Elsewhere' home works accompany each unit and enable students to research what is happening elsewhere in the world while they study their current topic.
- 'Meanwhile Nearby' home works accompany each unit and enable students to understand how St Helens developed over time and became the town they know today.
- Topic Cover Sheets ensure that students are exposed to the best which has been said and done within the Historical field.
- Students use Knowledge Organisers, Knowledge Booklets and Knowledge Tests to ensure depth knowledge is embedded and revisited.
- Students are also set Enrichment Projects within each unit for the High Ability students to push themselves further.
- Knowledge booklets support SEND students with key dates, events and historical figures.
- 'Humanities Club' is offered to students in years 7-9.
- Intervention, revisions sessions and 'The Nines Club' is offered to KS4 students.
- Trips to Conwy Castle, The WWI Battlefields, Krakow and Liverpool Slavery Museum also bring the History Curriculum further to life.

### KS3 History:

#### KS3 Curriculum Rationale

The KS3 History curriculum is broad, diverse and representative of all groups of people throughout history. It is suitable for our students as it is rich in local history and relevant to today's modern world. The History National Curriculum content has been covered extensively with additional content added for further enrichment, and National Curriculum key concepts are embedded into all units of work.

By the end of KS3, all students will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

#### KS3 sequencing and structure:

##### Year 7 History: Church, Monarchy and Parliament

In year 7, students begin the KS3 course with a pre-1066 depth study of the Neolithic era. This unit then continues into the Roman Empire and the Anglo-Saxon era ensuring that students gain a firm grasp of pre-1066 chronology. Students are able to build on and consolidate some primary knowledge; deepening their chronological understanding whilst constructing a 'bigger picture' of pre-1066 history. Students then travel on to study the medieval era and the struggle between Church and Crown, the Norman Conquest, the Crusades and the Magna Carta. Students delve into medieval society with a study of the Black Death and Edward I's conquest of Scotland and Wales. Students continue chronologically to study how life changed between the medieval and early modern eras. Within the Early modern era students study the Tudors and the Stuarts, with a firm focus on the role of Parliament and the rule of law as a Fundamental British Value. Students delve into enquiries surrounding Henry VIII and the English Reformation, and continue to study the role of Mary I and the Counter-Reformation. Students learn about the Black Tudors and the changing role of women during the Stuart era which ensures their curriculum is diverse and representative. Within the Stuart era, students investigate the English Civil War and the changing role of parliament. Students then transport chronologically onto the Modern era with a depth study of the Industrial Revolution, and how Britain became the first industrial nation in Britain. Within this unit students pay careful attention to their home town of St Helens which vastly developed at this time, and how Modern Britain developed through the emergence of a new working class, new technologies, industries and transportation.

### **Year 8 History: Expansion, Invasion and Genocide**

In year 8, students begin their study with a focus on the British Empire and the impact of Slavery. The focus of this unit is the experiences of the colonized and the African Americans forced into Slavery; this unit aims to empower African Americans through the study of revolts and protests. Students investigate the role of Empire, including a depth study of India, the transatlantic slave trade and its eventual abolition. Students then begin a study into Warfare Through time, during which, students consolidate their learning of the British Empire and Industrial Britain with a study of the Boer Wars. This ensures that students have a depth knowledge and understanding of this era. Students continue to study in depth the First World War and the Peace Settlement, the Second World War and the rise of dictators such as Hitler. The Warfare Through Time unit acts as an important prequel to the Holocaust unit, which students end year 8 studying. Within this unit students discover the origins of Anti-Semitism in Germany and understand the danger of how discrimination and persecution can escalate to genocide when not challenged. The year 8 study ends in 19145, and allows students to then consider the role of Britain after WWII in year 9.

### **Year 9 History: Ideologies, Conflict and Progress**

In year 9 students continue their journey through the Modern era with a depth world study of the Cold War. Students identify fear of Communism as a significant issue in American society and world history, and consider its interconnections with other world developments and events. For example; the Nuclear Arms Race, The Cuban Missile Crisis and the Space Race. Students focus on the role of Germany within the Cold War and the key events and world leaders who led the world to the brink of Nuclear War. Students later apply their knowledge of Soviet Russia within the Global Terrorism unit in which they study how world leaders have led through the use of Terrorism. The unit defines Terrorism, travels forwards from its origins in France and then arrives in the modern day in which our daily lives are impacted by Terrorism. Terrorism is a significant world issue which is extremely relevant and necessary to study; our students are able to investigate its development throughout time. Students end their KS3 course with an enquiry into Civil Rights. Students decide if the Modern era should be known as "The Age of Acceptance" as they delve into the struggles of black people, women and LGBTQ+ people. Students again cast their learning back to the role and impact of slavery, and apply it to life in Jim Crown America. Students also investigate the role and significance of the Suffragette Movement, and decide on its overall success. Students are also able to investigate the struggle for equality amongst LBGTQ+ people, with a particular focus on WWII and the significance of Alan Turing. This unit is relevant and representative of our students and also allows them to understand how historical struggles have shaped and changed modern Britain.

### **KS3 Assessment for learning**

Students complete a 'Big Write' Key Assessed Task each half term. Within these assessed tasks key historical concepts are assessed formatively and summatively.

- Change and continuity; cause and consequence; diversity; and significance, which inform the types of questions historians ask about past events, people and situations, and which are sometimes called second-order concepts;
- Chronological understanding, which provides a framework for comprehending the past;
- Interpretations of history, which is about analysing how and why the past has been interpreted in different ways.

All written assessments should follow the CRAFT of Assessment formula (M. Chiles).

All Key Assessed Tasks should also contain a Low-Stakes test to ensure retrieval practice is being used.



### KS3 Homework

All KS3 students must be set at least one piece of homework every two weeks. This homework will be marked and rewarded with an ATL and sanctioned with class teacher detentions if not fully completed to a good standard.

#### Year 7:

- One hour of independent online study should be set every two weeks on Google Classroom – TBC by the class teacher.
- Students should be set one 'Meanwhile Elsewhere' project per unit.
- Students should be set one 'Meanwhile Nearby' project per unit.
- Enrichment: Independent learning for High Ability Students:
  - Project 1: What caused the Crusades and why were they significant events?
  - Project 2: Why is Elizabeth's reign known as 'The Golden Age'?
  - Project 3: Why was the Restoration of the Monarchy such an important event?
  - Project 4: How was St Helens built upon Slavery?

#### Year 8:

- Students should be set one 'Meanwhile Elsewhere' project per unit.
- Students should be set one 'Meanwhile Nearby' project per unit.
- Enrichment: Independent learning for High Ability Students:
  - Project 1: How does the British Empire link to the Black Lives Matter Movement?
  - Project 2: How was Liverpool built upon slavery?
  - Project 3: Who were the St Helens Pals and why is their story remarkable?
  - Project 4: How should Winston Churchill be remembered?
  - Project 5: Has Germany done enough to remember the Holocaust?

#### Year 9:

- Students should be set one 'Meanwhile Elsewhere' project per unit.
- Students should be set one 'Meanwhile Nearby' project per unit.
- Enrichment: Independent learning for High Ability Students:
  - Project 1: Who was responsible for the Assassination of JFK?
  - Project 2: What was Apartheid in South Africa and why did it end?
  - Project 3: What was life like in Stalin's Russia?
  - Project 4: Who was the better leader – Martin Luther King or Malcolm X?
  - Project 5: Why is Alan Turing featured on the new £50 note?

### KS4 History:

#### KS4 Curriculum Rationale

At St Cuthbert's we have opted to follow the Eduqas exam board. This is because out of all exam boards the curriculum is the most diverse, engaging and accessible for our students. We used staff and student voice to select the units of study to ensure that the topics we opted for were relevant and appropriate to St Cuthbert's.

The four units of study are:

Component 1: Written examinations: 2 hours (comprising two papers of 1 hour duration each)  
50% of qualification 100 marks (plus 6 marks for spelling, punctuation and grammar and use of specialist terms)

**Depth study: America – A Nation of Contrasts 1910-1929 25%**

**Depth study: Elizabethan England 1558-1603 25%**

Component 2: Written examinations: 2 hours (comprising two papers of 45 minutes for the Period Study and one hour fifteen minutes for the Thematic Study) 50% of qualification 100 marks (plus 4 marks for spelling, punctuation and grammar and use of specialist terms)

**Thematic study: Entertainment and Leisure from c.500 to the present day 35%**

**Breadth study: The Development of Germany – 1919-1990 15%**

This specification provides a broad and coherent course of study. The specification ensures the study of:

- History on three different timescales; short, medium and long-term
- History in three geographical contexts; local, British and European/ World
- History across three historical eras.

The structure of the specification is distinctive, giving learners the opportunity to study history in depth and in breadth. The structure of the specification allows learners to make a clear distinction between the study of history in the short term and the medium and long term. It provides, therefore, a substantial programme of study. At the same time it actively encourages connections between different periods and eras in history, and as such represents a coherent programme of study.

#### **A strong foundation for GCSE:**

The KS3 curriculum has been structured and built to provide a strong foundation for the GCSE syllabus.

#### **America – A Nation of Contrasts 1910-1929**

A key component of the America unit is the impact of WWI on the American economy. During the KS3 Warfare unit, students explore America's role in WWI and enter GCSE with an understanding of the casualties suffered, support offered and trade links gained. This can then be applied to the American economy in the 1920's and the way in which it is capitalised on the destruction caused by WWI within Europe. In order to understand the context surrounding 1920's America, students study a Civil Rights unit in year 9 which introduces them to the abolition of slavery and the Jim Crow era within America. This context is essential when then investigating the rise of the KKK in the 21<sup>st</sup> century. Prior to this, students study the British Empire and explore Britain and America's role within the Slave Trade. This again provides powerful context for 1920's American society.



Within the GCSE America unit, students also analyse the Red Scare and Fear of Communism. This concept is introduced within the KS3 Cold War unit. This ensures that students have a firm understanding of concepts and ideologies which are key to understanding the challenges of Immigration, Communism and Anarchism in the 1920s. The challenging concept of Anarchism is also introduced to students during the year 9 Terrorism unit; students gain an understanding of key terminology and knowledge which can later be applied to the GCSE unit.

### **Elizabethan England 1558-1603**

In order to access the Elizabethan unit, students must understand the role of the Monarchy and the role of the Church during the Early Modern era. In year 7 students study the role and significance of the Medieval Church and how this progressed into the Tudor era. Students complete a unit of study on the Tudor family tree which provides an essential context for the GCSE study of Elizabeth I. Within the Tudor unit, students investigate Henry VIII and The Reformation. This highly significant event causes Elizabeth great turmoil during her reign, therefore it is essential that students have this knowledge as a basis for the study. In year 7 students continue their study of the Early Modern era with an investigation into the English Civil War and the reign of the Stuarts. Students analyse the role of Oliver Cromwell as a Puritan which allows them to gain a foundation understanding of the Puritan threat which Elizabeth will face during her reign. Understanding Mary I's treatment of Protestants during her reign is also essential to understanding the Puritan threat, this knowledge is also covered during the year 7 Tudors unit. The Spanish Armada is a key threat to Elizabeth's reign, students also enter GCSE having studied this event within the Tudors unit. The issue of plague and disease is also prevalent during Elizabeth's reign, students are secure in this knowledge at the end of KS3 as it is investigated during the Medieval Realms unit, and the Medicine Through Time unit.

### **Entertainment and Leisure from c.500 to the present day**

A key theme within this study is the historical concept of Change and Continuity. Therefore, it is essential that students have a secure grasp of chronology as they leave KS3 and embark on this study. The KS3 curriculum is structured in a chronological fashion to ensure that this concept is embedded. Beyond this, students study two thematic units at KS3 (Warfare Through Time and Medicine Through Time) which ensure students are building upon the concept of Change and Continuity throughout the three chronological eras. Within the Holidays and Entertainment sections of the course, students investigate the disruption caused by Puritans during the Early Modern era. Students again have a foundation knowledge of this due to the year 7 Civil War and Oliver Cromwell work. When students study the changing nature of Sport and Music in the Modern era, it is important that they understand the impact of the Industrial Revolution on Britain. Industrial factories created Brass Bands and sports teams in order to keep the moral of workers high. It is important that students understand the working conditions faced within factories and workhouses, and they gain this foundation knowledge in the KS3 Industrial Revolution unit.

### **The Development of Germany – 1919-1990**

Within the GCSE Germany unit, students start the course with a study of life in Germany after WWI. KS3 knowledge is crucial here as students have previously learnt about the loss of war and the harsh terms of the Treaty of Versailles imposed upon Germany. The KS3 knowledge of Warfare Through Time provides students with a detailed foundation of Hitler's rise to power and life in Germany during the Second World War. Fear of Communism is a key concept within this unit, again students have a firm understanding of this issue from their KS3 studies. During the 1930's and the Second World War, the Holocaust is a key topic within this unit. Students have gained a deep understanding of this complex topic in year 9 and they can now apply this knowledge to Hitler's domestic and foreign policies. As the course progresses to Post-War Germany, the context of the Cold War gained in year 9 becomes essential. Students need to understand why Berlin became a point of tension during the Cold War, and why the post-war occupation of Germany was so significant.



### Structure of the GCSE course

Students begin year 10 with the first two topics of the Entertainment unit: The development of Sport and Entertainment from c.500 to the present day. The course starts here as students revisit key concepts of Chronology and Cause and Consequence which underpin the entire GCSE syllabus. Students then apply their knowledge of sport and entertainment in the 20<sup>th</sup> century to the study of 1920's America in the America a Nation of Contrasts unit. Students embed knowledge of sport, music and entertainment whilst exploring the 'roaring twenties'. Following this, students continue to investigate music in the changing nature of Music and Children's entertainment from c.500 to the present day. Within this section of the thematic course they apply their knowledge of 20<sup>th</sup> century Jazz music and consider how music has developed over time. Students end year 10 with the breadth study of The Development of Germany. Having previously studied the changing nature of Children's Entertainment, it is apt that students then apply this knowledge to how children's lives were changed within Nazi Germany. By the end of year 10 students have studied history in breadth and depth and have created a secure foundation of world history for their year 11 studies.

In year 11, students begin the year with two segments from the Entertainment unit: Holidays and Bloodsports. Students again revisit and master key concepts of Chronology and Change and Continuity, whilst gaining new knowledge of Holidays and Bloodsports. The knowledge of Bloodsports is then applied to the next year 11 topic: Elizabethan England. Elizabeth famously loved to hunt, and Henry VIII enjoyed Cock Fighting. The knowledge gained in the thematic unit is studied to a much deeper level within the Elizabethan unit, ensuring students master the knowledge of life during the Early Modern era. Students consider how entertainment and holiday patterns were interrupted during the Early Modern Era due to Henry VIII's Reformation and the rise of the Puritan threat. Therefore, it is fitting that students end year 11 with the Local Study unit which is focused on Holiday patterns. Students end their GCSE by applying their breadth and depth knowledge of holiday patterns to the Seaside Resort of Butlins Skegness.

### KS4 Assessment for learning

Students complete a 'Big Write' Key Assessed Task each half term. Within these assessed tasks, all assessment objectives are assessed formatively and summatively.

#### Assessment Objectives:

**AO1** - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2** - Explain and analyse historical events and periods studied using second-order historical concepts.

**AO3** - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4** - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.)

### KS4 Homework

All KS4 students must be set at least one piece of homework every two weeks. This homework will be marked and rewarded with an ATL and sanctioned with class teacher detentions if not fully completed to a good standard.



KS4 students should follow the Guided Revision timetable and the class teacher must monitor this engagement through regular low-stakes testing.

Enrichment: Independent learning for High Ability Students: History Magazine articles set as extra and additional reading and 'Create your own revision guide' projects for each unit.

### Teaching and Learning

Six key principles:

1. Teach to the top, for everyone; always. (Tharby and Allison, 2015)
2. Reading and oracy strategies that ensure all students are accessing our word-rich curriculum. (Quigley, 2018)
3. Ask questions that make students think deeply about their curriculum, checking for misconceptions and building long-term schemas. (Sweller, 1987)
4. Allow students to make links between topics, their vocabulary and their other studies in school, to see the big picture. (Quigley, 2018)
5. Use our expert subject knowledge to explain and model, giving time to practise to allow students to become experts, developing their skills and accessing the best that has been said and thought in our subjects. (Tharby and Allison, 2015)
6. Teachers' expectations of presentation, accuracy and homework enable students' to develop a sense pride in their own learning. (Didau, 2015)