

History Curriculum

The Vision for all our students who study History (Intent)

The fundamental objectives of the History department are based on the importance of history both as an academic discipline within the school curriculum. There are four specific aims of the History department at KEVI.

Firstly, students should view history as a fun and interesting subject. All teachers within the department love and value the study of the past, and we want students to match this passion, generating an interest in the past that will remain with them for life.

Secondly, we wish to transmit knowledge and understanding of the past, both within the United Kingdom and of the wider world. Students should have an understanding of how the world we live in has been shaped by the past.

Thirdly, it is our aim that students continuously develop life skills such as thinking, evaluating, analysing, empathizing and communicating; there are very few jobs that do not require these skills. The most important skills we wish to develop are those of thinking and communicating. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, students must also be able to communicate effectively; after all, it is no good having a good idea if you cannot tell anyone about it.

Finally our mission is to prepare students for the rigours of the GCSE exams. This will begin in Y7 where class based assessments will echo the wording of the examination questions. The exam process in GCSE History is manic with students being asked to remember how to answer over 25 different specific questions over 4 topics. We would be remiss if we did not take this into account. It is important for students to realise that there were people here before them and that these people, though similar to us in many ways, were also very different. Students should have an appreciation that the past is not just a number of events that happened to other people, but events that would have happened to us had we been born at a different time. To this end, students should not acquire the ability to simply judge people, but to try and empathise with people so that we can understand them. Students should be angry with slavery or be able to understand why some women in the last century gave their life in order to have the right to vote. We should also encourage students to empathise as to why people supported individuals such as Hitler. Simply knowing that events happened is not enough.

Rationale (Implementation)

In the first two years, pupils follow the National Curriculum, where they develop their knowledge and skills according to their attainment target, taught by well-qualified and enthusiastic historians. Students study history topics ranging from 300BC to modern day, in chronological order.

In Year 7 our students learn about life in Ancient China under the First Emperor, Shi Huangdi; how William the Conqueror defeated the Saxon King Harold at the Battle of Hastings in 1066; how people lived and survived during the measly Middle Ages, and the religious rollercoaster that was the reigns of the Tudor dynasty, leading up to the 17th Century and the "Events that Shook the People", such as the Gunpowder Plot, the English Civil War, the Rule of Oliver Cromwell, the Great Plague and the Great Fire of London.

In Year 8 pupils will study the significant Industrial Revolution, examining how Britain changed over a relatively short period of time; they will investigate Slavery and the Slave Trade and understand its impact on the people it affected and the legacy it left behind; the major events of the 20th Century, beginning with World War One. Students look at its causes and its consequences and what life was like in the trenches. They then study World War Two; how Hitler rose to power in Germany, how he controlled his people and also how the people of Britain survived on the Home Front. Their final topic covers an in-depth investigation on the holocaust, its causes and its legacy across the world.

KS4 exam courses

GCSE History allows students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance in the 21st Century; to develop and extend their knowledge and understanding of specific historical events, periods and societies; to acquire an

understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity.

There are four topics covered in GCSE History. These are Conflict and Upheaval: England, 1337-1381; Germany in Transition, 1919-1939; The Development of the UK, 1919-1990 and Changes in Crime and Punishment in Britain, c.500 to the present day.

In Conflict and Upheaval: England, 1337-1381 students cover topics on Edward III, the Black Prince, life in the 1300's and the Hundred Years war with France. They also cover topics on the Black Death and the Peasants Revolt.

The topic on Germany in Transition, 1919-1939 focuses on the impact of the First World War and the rise and fall of the Weimar Republic. Hitler's rise and consolidation of power and the ensuing dominance over Nazi Germany. We also investigate the causes of World War Two from the perspective of Hitler's foreign policy.

The Development of the UK, 1919-1990 covers on the results of World War One on the UK into the 1920's, focusing on social, economic and political change. The course follows the ups and downs of the rest of the century from the depression of the 1930's; the impact of World War Two; the massive changes the welfare state created for the country and the ensuing affluence in the 1960's. Students finish the topic looking at the 'stuttering seventies' and the Thatcher years up to her demise in 1990.

Changes in Crime and Punishment in Britain, c.500 to the present day is a very popular topic. The students look at how the cause and nature of criminal acts have changed across the different centuries. They also cover how law enforcement and punishments have changed over time. Students also complete a case study on a specific area and how it was affected by crime and punishment.

There is support at both ends of the academic spectrum for the subject. Students who struggle to achieve are offered extra support from staff in the form of targeted planning and questioning, 1:1 support and revisions sessions.

Gifted and talented opportunities lie in sessions delivered by Aberystwyth University as part of their transition program.

KS5 exam courses

OCR A Level; 4 topics:

1. England 1445–1509: Lancastrians, Yorkists and Henry VII (25%)
2. France 1814–1870 (15%)
3. Civil Rights in the USA 1865–1 (40%)
4. Course work (20%)

SMSC

History encourages pupils to appreciate a range of religions and beliefs and a respect for these different perspectives. Pupils may choose to reflect on their own beliefs or respect the different ideas of others. Staff encourage pupils to consider different ideas as a good non-threatening element of life and they look at the consequences when people are not tolerant of each other. For example in Y7&8 we studying the impacts of the medieval Church and the reformation, we investigate slavery and the holocaust, the rise of fascism and at GCSE we cover changing attitudes and moral over time in the topics on the UK and crime and punishment. The Battlefields trip places a strong emphasis on remembrance.

Pupils are encouraged to develop an ethical code by looking at controversial issues and appraising them through humanitarian eyes. For example in Y7 we investigate the implications of the crusades and in Y8 and GCSE we look at why people did not speak out against Nazism in Germany.

The department feels strongly that History is part of and forms a nation's culture. We frequently use culture from the time to illuminate events and history for pupils. For example at KS3 we look at the English Civil War. AT GCSE we look at the 20th Century and how British society has changed over time and continues to do so.

By studying History pupils will have the opportunity to have developed an awareness of legal and human rights which underpin society and the need for a mutual respect and understanding of cultures different to our own. They will have understood the evolution and work of parliament in making and shaping law, and considered the importance of democracy, free press and the media; and its role in society. They will have investigated the wider issues and challenges of global interdependence and responsibility, both past and present. All pupils investigate different citizenship themes within History; they partake in group work and discussion. They all have the opportunity to express their own views and are taught to respect the views of their peers. They reach balanced conclusions which will have looked both sides of specific arguments.

British Values

History provides a strong emphasis on the shaping of British values and the British judicial system.

- Y7- the Magna Carta
- Y7- The Break with Rome and development of the Church of England
- Y7 – Civil War and development of Parliament.
- Y8 – universal suffrage and the Peterloo Massacre
- Y8 – The rejecting of and abolition of the slave trade.
- Y8 – Suffragettes – women’s right to suffrage.
- Y9 & GCSE- differences between democracy and dictatorship (rights and freedoms opposed to Communism and Fascism).
- GCSE- pupils study how international relations work and the complexities of dealing with political crisis through modern democratic government through looking at the Treaty of Versailles.
- GCSE -pupils study political systems (Proportional Representation vs. First Past the Post), the key differences between democracy and dictatorship – through the creation of dictatorship in Nazi Germany.

Concept of cultural capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

This is done through History teaching in a number of ways:

- Nazi Germany – Awareness of opposition groups; Jewish persecution. The role of the justice/legal system
- Slavery and Empire – The cultural impact of empire on Britain.
- WW1 – Contentious Objectors.
- Holocaust – Role of bystanders. Issues of identity. Historic memory and memorial.
- Dictatorships – understanding features of totalitarian dictatorships.
- Medieval Britain – Influence of Christian Church tax; Understanding the basis of law/Magna Carta.
- Industrial Revolution – the moral implications of child labour.
- Tudor Britain – Reformation and Catholic/Protestant tensions in Britain;
- WW1 Battlefields Trip

Cross-curricular opportunities, literacy and numeracy

History at KEVI ensures that all students have the opportunity to develop the highest levels of literacy. High levels of literacy help provide the foundations for students to become life-long learners and socially responsible members of society.

We seek to develop our students’ skills and help them to engage with reading and writing. In addition to reading and writing, we also believe that literacy helps develop effective speaking and

listening skills and enables students to use language in order to become independent learners, thinkers and communicators.

We do this by a range of strategies (this is not an exhaustive list):

- Key word recognition activities
- Paragraph prompts
- Display key words so all can see them.
- Model sentences and answers to show the meanings of words.
- Mind maps
- Rephrase a question and simplify the language if necessary.
- Use audio learning strategies e.g. podcasts.
- Cloze activities help develop vocabulary.
- writing mats
- Use visual images to support language.
- Collate advantages and disadvantages in a table using key terms and then use connectives to construct sentences.
- Invisible questions: pupils given answers and they construct possible questions.
- Synonyms
- Exporting language
- Bias
- Writing for purpose
- Skimming and scanning
- Source evaluation

Numeracy like Literacy has great importance within History; High levels of numeracy help provide the foundations for students to become life-long learners and socially responsible members of society. We seek to develop our students' skills and help them to engage with figures and quantities. In addition to basic maths. This is done by:

- Estimation and rounding
 - Number of people affected events e.g. Black Death, Reformation, WWI, WWII
- Number and number processes
 - Time lines
 - Appreciation of Change and continuity e.g. Crime and Punishment
- Fractions, decimal fractions and percentages
 - Percentage populations
- Money
 - Reparations from Treaty of Versailles
 - Prices of bread in different time periods
 - Hyperinflation
 - Depression
- Time
 - timelines
- Measurement
 - Discussions about impact of political decisions
 - Discussions about impact of social decisions
 - Discussions about impact of economic decisions
- Data and analysis
 - Graphs
 - Tables
 - sources
- Ideas of chance and uncertainty
 - Discussions about impact
 - Discussions about key events

Other cross curricular links include science when discussing the enlightenment. Links to RE are strong in medieval History as pupils are taught about the importance of the Church; and again, when learning about the Reformation. There are links between citizenship and empire. There are links to geography when discussing how villages grew into towns, and towns into cities in the medieval period. There are links to DT with the industrial; revolution topic. There are links to music when we cover music and popular culture in the 1960's. Please note this is example and not an exhaustive list.

Careers (Gatsby benchmark 4 coverage)

- Guest speakers are asked to explain their career pathway with students
- Potential career links are discussed to different topics e.g. Archaeology when discussing such events of Richard III; Historians when watching specialist documentaries; International relations when covering issues from the past; Armed forces and how life has changed over time when covering war topics such as World War One and Two
- Women and the 'glass ceiling effect' when discussing votes for women.
- We also link to and explain jobs about journalism, Law, publishing, managerial executives, politicians, political researchers and political aids.

We are proud of our students and their success (Impact):

Key Stage 4

	2017	2018	2019
Percentage of students achieving 4+ in History	74% A*-C	43%	51.7%
Percentage of students achieving 5+ in History		35%	42.5%
Percentage of students achieving 7+ in History	17.8% A*/A	13%	12.6%
Average P8 for History			

Key Stage 5

	2017	2018	2019
Percentage of students achieving A*-E in History	100%	100%	94% (1 student = 6%)
Percentage of students achieving A*-B in History	33%	36%	53%
Percentage of students achieving A*-A in History	0%	9%	23%