

# History Department Curriculum



## **History Department Statement of Intent**

**“The one who concentrates his mind and his meditation on the law of the most high, he researches into the wisdom of all the Ancients.” Sirach 39:1**



### Aims of the History Department

- 1) Students should view history as an interesting and important subject. All teachers try to generate an interest in the past that will remain with them for life.
- 2) To transmit knowledge and understanding of the past, both within Britain and the wider world. Students should have an understanding of how the world we live in has been shaped by the past.
- 3) Students should develop life skills such as thinking, evaluating, analysing, empathizing and communicating – essential CEIAG skills
- 4) Students should be encouraged to understand the past through empathising and critically assessing events so that they can develop their own views on which explanations they think seem most convincing. In this way they develop their own critical thinking and ability to argue both logically and lucidly.

## **History Department Overview of Intent**

Over the 5 years the students will study and develop their understanding and skill of 4 main concepts: Contextual knowledge, demonstrating second order concepts; evidence source skills; interpretations.

### **Curriculum Intent – Year 7**

By the end of Year 7 our Historians will have developed knowledge on:

**Subject Content:** An aspect of British History that extends students' chronological knowledge: The Neolithic Revolution and The Romans; The development of Church, state and society in Medieval Britain 1066 – 1509

### **Curriculum Intent – Year 8**

By the end of Year 8 our Historians will have developed knowledge on:

**Subject Content:** Ideas, political power, industry and empire: Britain 1745 – 1901; Challenges for Britain, Europe & The Wider World 1901 – present; A significant issue in world history that had connections with other world developments: The Russian Revolution

### **Curriculum Intent – Year 9**

By the end of Year 9 our **Historians** will have developed knowledge on:

**Subject Content: Medicine through Time and the British Sector of the Western Front in WW1. The Normans.**

### **Curriculum Intent – Year 10**

By the end of Year 10 our **Historians** will have developed knowledge on:

**Subject Content: Anglo-Saxon and Norman England and Superpower relations and the Cold War 1941 - 91**

### **Curriculum Intent – Year 11**

By the end of Year 11 our **Historians** will have developed knowledge on:

**Subject Content: Weimar and Nazi Germany 1918 - 39**



## **SMSC in History**

### *Spiritual Development:*

The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout History. For example in Year 7 there is a big focus on the role of the Church and the Reformation. Similarly, in Year 8 the study of the Holocaust further develops this theme. In terms of students' enjoyment of the subject, links and comparisons are continually made with modern day, to 'hook' the interest of the students. Empathy tasks figure highly in the curriculum, whether that is a soldier in World War I (Year 8) or a Roman soldier experiencing the sights, sounds and thrills of conquest (Year 7). Within this, different perspectives enhance discussion and debate.

### *Moral Development:*

History is a subject that lends itself to investigations, debates and a consideration of different viewpoints. For example in terms of moral and ethical issues, debates over the role of General Haig in World War I – Butcher or Hero of the Somme (Year 8), and the role of the Suffragettes in History (Year 8) are two such examples. The idea of right and wrong and consequences is also a theme throughout. Obvious examples are students discussing and attempting to look at the events and causes of the Holocaust. The Slave Trade and Protest movements movement follow similar themes.

### *Social Development:*

Social development is a focus both in terms of classwork, but also thematically in the curriculum. Topic wise exploration of the Romans, changes to democracy and the monarchy in the UK, as well as changes socially in Britain such as the role of women are explored. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various events throughout History, encouraging students to co-operate and resolve conflict. Throughout history lessons, students are encouraged to explore British values, their role in Britain and how history has helped to enhance the country.

### *Cultural Development:*

Topics lend themselves to development in this area. An appreciation of the influences that have shaped the students' own cultural heritage is focused on ranging from links to the two World Wars and the key changes brought about by these events. Examples include the setting up of the NHS (Year 9). Further links in this area can look at migration, which can be tracked from the earliest topics of the Romans and Normans (Year 7). A focus on significant individuals or places in Britain encourages students to reflect on their own cultural assumptions and values. Through marking each other's work and delivering presentations and debates, students also are introduced to concepts, values and events they would never otherwise have encountered.

Work within the subject allows them to express their opinions and communicate their knowledge in varied ways. Written work such as WW1 soldier notebook, and Factory worker Diaries help develop empathy.

## **Promoting British Values in History**

### *British Values*

At St Joseph's, we celebrate being British and our Heritage. Our History and curriculum, follows the chronological development of Britain.

### *Democracy*

Democracy is embedded within our department. Students are always listened to and understand that their opinions and votes count in our country. Our children respect that every individual has a right to their own opinion and to have their voices heard. They are encouraged to compare the freedom they have in comparison to life in communist and fascist countries.

### *The Rule of Law*

Every class member is able to learn in a safe and dynamic learning environment, through understanding our rights and responsibilities. Our students are taught through the past and current events, the value and reasons behind laws that are there to govern and protect us.

### *Individual Liberty*

Children are encouraged to make their own individual choices, in a safe and supportive environment. We educate and provide boundaries for students to make safe and informed choices. Students are encouraged to share their ideas in group and class discussion and to feel that they have a right to express their own opinions with supporting evidence.

### *Mutual Respect and Tolerance Of different faiths and beliefs*

Respect is a key principle which all children understand is an imperative part of living in modern Britain. Our school enhances student understanding of different faiths and beliefs through religious education, PSHE, celebrations and inter-school competitions. We support children in their understanding of diversity, in order for them to recognise and respect both similarities and differences.



## Reading

**Key issues** Strategies to help reading for under achievers

Locating and using information

Summarising

Synthesise learning from reading

### Common difficulties

- Children often prefer fiction to non-fiction texts
- Children prefer to use interactive methods of discovering information e.g. Internet
- Limited range of text that can be offered to students
- Weak readers can lack the ability to scan and skim read
- Students prefer to copy chunks of text without checking their relevance

### Supporting Strategies

- Develop activities to promote meaningful reading experiences
- Activities prior to reading that give students a desire to find out more e.g. using a contents page or index
- Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, underlining, highlighting
- Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising

## Writing

**Key issues** Correct spelling and punctuation

Follow grammatical conventions

Organise work in a logical and coherent form

### Common difficulties

- Many students are reluctant writers
- Poor handwriting and spelling can make writing difficult to interpret
- Lack of understanding what they are being asked to write about
- Time pressure in lessons to get ideas or work down onto paper

### Supporting Strategies

- Plan to incorporate the different forms of history writing into lessons e.g. essays, evidence analysis
- Use different types of text
- Get students to analyse prose to look for key words and phrases
- Get students to criticise and improve on received text
- Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate
- Use writing frames where appropriate, encouraging children to use it as a guide line and eventually manage without
- Encourage children to redraft work in lessons using teacher comments
- Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo
- Teach students how to summarise text e.g. crosswords, catchword
- When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. the content of the source is....

## **History Structure**

The History department is made up

A full time Head of Department

Two specialists

None specialists in Year 7 and Year 8

In Year 7 and Year 8 students have 3 x 1hour lessons over the 2 weeks

In Year 9, Year 10 and Year 11 students have 5 x 1hour lessons over the 2 weeks

### *Curriculum Structure*

Students in Year 7 and Year 8 follow a programme of study which aligns to the National Curriculum for History

#### Year 7:

Study of an aspect of history that extends students' chronological knowledge from before 1066:

The Neolithic Revolution

The Romans

The development of Church, state and society in Medieval Britain 1066 – 1509

The development of church, state and society in Britain 1509 – 1745

#### Year 8:

Ideas, political power, industry and empire: Britain 1745 – 1901

Challenges for Britain, Europe and the wider world 1901 – present: Rise of Hitler, the Holocaust, Events of World War Two, The Atomic Bomb

Study of a significant event in world history that had interconnections with other world developments: Russian Revolution

In Year 9 to 11 students study History GCSE from the Edexcel suite of GCSE qualifications.

An overview of the topics in the courses is shown below:

Year 9	History Paper 1: Section B: Medicine through Time
	History Paper 1: Section A: The British sector of the Western Front WW1
	History Paper 2: Anglo-Saxon and Norman England
Year 10	History Paper 2: Anglo-Saxon and Norman England
	History Paper 2: Superpower relations and the Cold War 1941 - 91
Year 11	History Paper 3: Weimar and Nazi Germany 1918 - 39

Progression steps:

Step	Contextual knowledge & chronology AO1	Demonstrating second order concepts AO2	Evidence Source Skills AO3	Interpretations AO4
1	Able to speak / write about events but cannot put them into a story and is unsure of where in time they took place	Able to describe events	Able to recognise sources but regard them as merely informing us about the past	Able to repeat / read stories about the past
2	Able to write / tell simple stories about events but is still unsure of time order	Able to demonstrate a basic comprehension of a second order concept	Is starting to select ideas from sources to inform us about the past	Able to pick out simple differences between interpretations
3	Able to write stories about events studied and is starting to place events in time order	Able to demonstrate simple ideas on second order concepts	Able to understand that sources inform us about the past & can select some ideas from them	Able to pick out a number of differences between the interpretations
4	Able to write a short account of events in response to questions and can construct a timeline	Able to demonstrate developing ideas on second order concepts	Able to understand that sources and is starting to see how they can contribute to knowledge about the past	Able to describe two simple opposing interpretations of the past
5	Able to include some correct factual detail in response to questions & can construct a timeline	Able to include basic factual detail to develop answers on second order concepts	Able to select developing ideas from sources and can demonstrate how they can contribute to knowledge about the past	Able to understand two simple, opposing interpretations of the past & is starting to understand provenance is a factor in their difference
6	Able to include increasing factual detail, but sometimes lacks relevance to the question asked. Shows good understanding of time order.	Able to include developing factual detail in answers on second order concepts	Able to select ideas from sources and can demonstrate how these have built up our knowledge about the past	Able to understand two opposing interpretations of the past & understand provenance is a factor in their difference
7	Able to include relevant factual detail in response to a range of question types. Can place new topics in time order.	Able to select & demonstrate 2 concepts and/or give some ideas about the extent of change / continuity	Able to select some ideas from sources and is starting to demonstrate how their contextual content can be supported by learned knowledge about the past	Able to understand two simple, opposing interpretations of the past & is starting to understand provenance is a factor in their difference
8	Able to organise answers correctly and display basic analysis of events. Can place a range of topics in time order.	Able to select & demonstrate 2 - 3 concepts and/or give some ideas about the extent of change / continuity supported with increasing factual detail	Able to select some ideas from sources and is starting to demonstrate how contextual content can be supported by learned knowledge about the past	Able to understand two simple, opposing interpretations of the past & is starting to explain how their provenance or sources studied is a factor in their difference
9	Able to organise answers and display developing analysis of events. Can make generalisations about the past.	Able to select & demonstrate 3 concepts and/or give some ideas about the extent of change / continuity supported with increasing factual detail	Able to demonstrate contextual knowledge to support the source content. May make comments on provenance but ideas are not developed	Able to explain two opposing interpretations of the past & is starting to explain how their provenance or sources studied is a factor in their difference

10	Able to organise an analytical answer that links ideas & starts to focus on the question. Can challenge generalisations about the past.	Able to select & demonstrate 3 concepts and/or give some precise ideas about the extent of change / continuity supported with detailed facts	Able to demonstrate contextual knowledge to support source content with developing ideas on provenance	Able to analyse two opposing interpretations of the past & explain how their provenance or sources studied is a factor in their difference
11	Able to organise an analytical answer correctly, link ideas, focuses on the question throughout & starts to include specific facts. Shows depth of historical understanding.	Able to select & demonstrate 3 concepts and/or give some precise ideas about the extent of change / continuity supported with specific factual detail	Able to demonstrate contextual knowledge to support source content with ideas on the usefulness of provenance	Able to analyse two opposing interpretations of the past, explain how their provenance or sources studied is a factor in their difference & apply contextual knowledge to evaluate them
12	Able to organise an analytical answer that links ideas, focuses on the question and includes specific facts throughout. Shows great depth of historical understanding.	Able to select & demonstrate 3 concepts and/or give some ideas about the extent of change / continuity with specific factual detail that directly answers the question & shows clear understanding of the concepts	Able to demonstrate precise contextual knowledge to support source content with ideas on the usefulness of provenance, discussed at length	Able to analyse two opposing interpretations, their provenance, sources studied & apply specific contextual knowledge to evaluate them & reach a judgement

Minimum expected Progress:

	Contextual knowledge & Chronology AO1	Demonstrating second order concepts AO2	Evidence Source Skills AO3	Interpretations AO4
End of Year 7	Step 3 Step 5 Step 6	Step 6 Step 6 Step 7	Step 4 Step 6 Step 7	Step 4 Step 5 Step 6
End of Year 8	Step 4 Step 6 Step 7	Step 5 Step 7 Step 8	Step 6 Step 7 Step 9	Step 6 Step 7 Step 8
End of Year 9	Step 5 Step 8 Step 8	Step 6 Step 7 Step 9	Step 6 Step 8 Step 10	
End of Year 10	Step 6 Step 9 Step 10	Step 7 Step 8 Step 10/11	Step 7 Step 9 Step 10/11	Step 7 Step 9 Step 10
End of Year 11	Step 7 Step 9/10 Step 10-12	Step 7/8 Step 9-10 Step 10-12	Step 7 Step 9/10 Step 10-12	Step 7/8 Step 10 Step 10-12

## **Assessment Principles**

### Year 7 and Year 8

Students are assessed each half term on designated tasks that are marked using the progression steps assessed against their pathway. Moderation is undertaken by the Head of Department to ensure consistency across teachers especially non specialists.

The Head of Department reviews the data at each DDP and students underachieving are identified.

Stage 1 intervention is at class teacher level. Students must repeat work and work is checked more regularly. Parents are informed.

Stage 2 intervention is at Head of Department level. Students' work is checked by the Head of Department regularly – parents are informed.

### Year 9, Year 10 and Year 11

Students are assessed each half term on standardised tasks that are marked using the progression steps assessed against their pathway. Tasks are moderated to ensure consistency across teachers.

The Head of Department reviews the data at each DDP and students underachieving are identified.

Stage 1 intervention is at class teacher level. Students must repeat work and work is checked more regularly. Parents are informed.

Stage 2 intervention is at Head of Department level. Students' work is checked by the Head of Department regularly – parents are informed.

Stage 3 intervention is at department level. Students must attend period 6 intervention.

## **Enrichment and Extra-Curricular**

The history department offers weekly enrichment during P6 and also other activities and trips/visits as they arise from external providers.

- GCSE Intervention
- Games Club
- Voiced over power points and videos that students can work through at their own pace

Extra-curricular visits include

- Imperial War Museum

Extra-curricular activities include:

Anne Frank Memorial Trust

