

# History

# HMM Faculty

# Vision

To encourage curious, infectious, lifelong enthusiasm for History. Learners will have the ability to think independently and be able to make valid, reasoned and evidenced judgements about the past. Students will be confident in using transferrable skills that can be applied to both their local community and wider world. Students will grasp how events in the past have helped shape our local, national and international identity both in the present day and the future.

# Context

Learners will build on historical skills learnt at Key Stage 2. Students will be introduced to second order concepts such as cause and consequence and change and continuity which will be developed through their study in history. Learners will be taught in chronological order studying a range of topics beginning with Roman Britain all the way to twentieth century history, focusing both on British and worldwide history.

**School: Curriculum**

# Disciplinary Knowledge

Our History curriculum has been sequenced to enable students to develop historical skills, such as inference, analysis and evaluation. This sequence of learning has been specifically designed in chronological order. The subject coverage follows the national curriculum enabling a range of historical events to be taught from differing viewpoints both nationally and globally. Homework is embedded to further develop knowledge covered in class and encourage curious learners to explore wider understanding of topics covered in the classroom.

# Supra Curriculum

Our curriculum goes far beyond what is taught in lessons. All KS3, KS4 and KS5 students have access to a range of extended reading material based on the studies completed within the units covered in the course. Materials have been chosen to deepen students' curiosity, allowing them to be immersed within history. Historiography has been carefully chosen to encourage debate and questions amongst students. There are also age-appropriate films which will allow students to further understand the curriculum content and encourage challenge in relation to skills through questioning.

# Key Stage 3

# History

## Year 7

The year 7's history journey begins with an introduction to the key historical skills and concepts that they will be using throughout each topic. Students will then delve back in time to the year 1066, a turning point in British History that brought an end to Anglo-Saxon rule and the great battles that resulted in the Norman Conquest. Students will then investigate what life was like during the Medieval Period, exploring villages to castles, analysing whether they agree with History's portrayal of King John as a villain before examining the consequences of the deadly Black Death. During the spring term students will explore one of the most infamous family dynasties in our history, the Tudors from the turmoil of Wars of the Roses through to the Golden Age of Elizabeth I. Continuing forward students will consider the turbulent events of the English Civil War, where families turned against one another, the New Model Army was formed, and a king was put on trial for treason. In the final topic of the year students discover a different type of revolution during the Industrial Age and how see how it transformed Britain and catapulted it into the modern age whilst also considering the impact that this had on their local area.

## Year 8

Year 8 build on their learning from the previous year by exploring crime and punishment during the nineteenth century with a particular focus on the gruesome crimes of Jack the Ripper to continue with the consistent chronological approach. Students will progress onto study the trans-Atlantic slave trade, covering the triangular trade route, its eventual abolition, and the struggle for equality. This unit will enable students to establish empathy for those involved and to demonstrate their key skills through the sensitive analysis of primary sources. This will then naturally lead on to the next topic of the British Empire where students will have the opportunity to study different colonial countries, to examine the rise and fall of the empire and make their own judgements based on different interpretations about the impact of the empire. Students will then study the First World War, this starts with how the war began and recruitment, before moving through key aspects such as the Battle of the Somme arguably the greatest bloodbath in British history, the weaponry and tactics used, life in the trenches and finally how the Treaty of Versailles brought an end to one war but set the stage for another. The final topic will offer students the opportunity to study how women in Britain campaigned for the right to vote, allowing them to explore the methods of the suffragists and suffragettes and linking back to the previous topic by examining the impact of WWI before ultimately allowing students to decide how successful the campaign was.

## Year 9

The year 9 history journey begins with the Inter-War years following the completion of The First World War & The Suffragettes in the previous academic year to enable a consistent chronological approach. Students will study the 1920's from a range of countries, most noticeable looking at 'The Roaring Twenties' and how society developed rapidly in a new age. Learners will then be directly to the situation in Europe in the lead up to The Second World War. Germany will be looked at in detail to enable students to understand how dictatorship was established and the impact of the Treaty of Versailles on both the political position of Germany as well as the general public leading to another catastrophic war followed so closely after the first. Students will then naturally study the outbreak of The Second World War along with key battles and analyse policies, such as evacuation, and the impact this had on the British people. The changing nature of warfare will be addressed allowing students to link previous wars with The Second World War and assess the amount of change and the reasons for this. Next, students will study the Holocaust so they understand how it was carried out and attempt to articulate the significance of such a devastating act by a dictator. Facts, along with numerous individual stories, will allow students to understand the extreme nature of the policy. Students will then look at America and the issue of civil rights, most noticeably through key people such as Malcolm X and key events in the 1950's and 1960's. This unit of study allows students to showcase their chronological understanding and link back to previous content such as slavery to understand the foundations of racism within the country as well as analyse modern day issues that still exist, such as the black lives matter movement. Finally, students study terrorism to understand the history behind such contemporary events, looking closely at more recent terrorist acts such as 9/11.

# Key Stage 4

# History

## Year 10

Students study the changing nature of medicine in chronological order dating all the way back to Ancient Greeks right up to Twentieth Century Medicine. Learners begin looking at the foundations of medical knowledge through Hippocrates and Galen's findings and lasting influence all the way up The Renaissance period when the power of the church lost influence. Students then look at modern methods of medical procedures that are still common today such as X-Rays and Key hole surgery. To finish the unit, students address the changing nature of warfare and therefore medicine on the Western Front. At the start of the summer term, students study Henry VIII and his Ministers. Learners delve into Henry's love life, political decision making and British foreign policy largely through the lens of Thomas Wolsey and Thomas Cromwell.

## Year 11

In year 11, students will continue their history journey by taking a trip across the Atlantic back to the American West in 1835. They will delve into the Plains Indians' traditional beliefs and way of life before assessing how far this changed when westward migration in pursuit of gold, land and settlements began to emerge. The unit will round off with the conflict and eventual conquest over the Plains Indians that resulted in the destruction of Native American lifestyles. Students' will finish year 11 with a depth study on Germany from the Weimar Republic through to the Nazis at the brink of World War 2. There will be a focus on synthesising previously taught content on Germany to ensure students have a wealth of knowledge on the evolution of Germany from a democratic republic to Hitler's Nazi dictatorship. The year will finish with targeted revision and personal intervention for students in preparation for their GCSE exams.

## **GCSE exam board: Edexcel**

**Within Edexcel GCSE History the course is broken down into 3 papers which focus on both a rich and deep knowledge of the topics selected, as well as the skills needed to make a successful historian. These skills include in depth analysis and evaluation, inference from both written and picture sources, sequencing, and synthesising information across time periods.**

**Topics of study include Medicine in Britain 1250-Present day which allows us to draw on the multitude of time periods we have already familiarised students with over the course of their history journey at Grove. As part of this, there is a specific study which looks at medicine on the British sector of the Western Front. Students enjoy this as a chance to re-discover elements of the First World War from a different perspective. Studying Henry VIII and his ministers links well with students prior learning of the Tudors in year 7. Similarly, the topic of Weimar and Nazi Germany gives students the opportunity to build on their 20th Century history knowledge from year 9. The American West is a topic that students enjoy for the chance to diversify their knowledge and understand the history of the expansion of America.**

**Grove School: Curriculum Narrative**

# Key Stage 5

# History

# Year 12

In topic one year 12 students will explore key features of monarchical and republican rule in Britain in the seventeenth century, set within the context of broader social, economic and religious change. They will discover how the events of this period saw a decisive shift in the balance of power between crown and parliament. Students will analyse how both the Stuarts and the Republicans failed to find a stable system of governance in the British Isles during the period 1625-88 able to cater for the increasing complexity of diversity of interests and views within the Kingdom. Students will also study the Glorious Revolution of 1688-1701 a political, religious and financial settlement the impact of which is subject to different interpretations by Whig and Revisionist historians.

In their second topic year 12 students will investigate how the period 1894-1924 was a tumultuous one in the governance of the Russian Empire. They will consider how the Tsarist governance from 1894 to 1917 grappled with the plethora of complexities in governing such a diverse Empire. Students will study how the temporary unity created on the outbreak of the First World War in 1914 was shattered by the Russian Revolution of 1917. Students will gain an in-depth understanding of revolutionary activity in Russia in the years 1894 to 1917, the response of successive governments to opposition to their rule and the reasons for the successful consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.

# Year 13

Year 13 students will explore the dramatic developments in late medieval England that centred around the “Wars of the Roses”, the name given to a series of civil wars that took place from 1450-1485 between two rival families the Lancastrians and the Yorkists. They will explore how Henry V defeated the French at the battle of Agincourt through to Richard III brutal death at the Battle of Bosworth and the rise of the Tudor dynasty. Students will learn about a period of history that involves political intrigue, noble rivalries, great battles, murder, accusations of witchcraft and a great royal romance. Within the primarily political focus on the nature of kingship and authority in England, students will also study the wider social and economic contexts of political struggle.

In year 13 students will also embark on coursework that will enable students to develop skills in the analysis and evaluation of interpretations of an aspect of Weimar and Nazi Germany as part of an independently researched assignment. Students will focus on understanding the nature and purpose of the work of the historian. They will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

## **A-Level exam board: Edexcel**

The Edexcel exam board is a logical choice for A-Level students to study following the Key Stage 4 syllabus to further develop concepts and skills covered at the previous key stage. The course is broken down into 3 papers as well as an independent coursework unit to develop analysis and interpretation skills. Topics have been chosen to build on foundations of knowledge studied at Key Stage 3, including The Tudors, The Civil War and the Inter-War years. Alongside this, the topics are both interesting, engaging and the Russian unit is particularly relevant to modern day conflicts in current affairs that can be addressed globally, nationally and locally.