History

History Curriculum Intent

'Tell me and I will forget. Show me and I will remember. Involve me and I will understand.' Confucius

Curriculum:

In History at West Lakes Academy we foster and develop the relevant skills to help our students succeed in life beyond the classroom. Our Key Stage 3 curriculum begins with a close look at what it means to be a historian. What is a historian? What does a historian do? What skills do historians use? Instead of simply studying history and analysing what historians do, we become historians. From here, the Year 7 students embark upon the study of a combination of breadth and depth studies, focusing on key concepts such as cause and effect, significance and change and continuity.

For us at WLA, although we believe the acquisition and development of relevant learning skills is of the utmost importance, we also believe that combating ignorance and increasing awareness is vital to growth as responsible human beings. Therefore, our Year 8 curriculum attempts to bring the past to life with a series of depth studies that challenge the students to see the relevance and purpose of key events of the 19th and 20th Centuries - with a special focus on how they have impacted upon our lives today.

In WLA History, we pride ourselves on making our curriculum a 7 year journey where we ensure the same relevant and necessary skills and key concepts are continued throughout the key stages. Therefore, although our students at Key Stage 3 study different content, we use the relevant Key Stage 4 and 5 assessment objectives to fuel our assessments.

Enrichment:

To further develop awareness and combat ignorance, History at WLA offers students a range of experiences outside of the classroom environment. These opportunities are designed to develop students' learning experience and their cultural understanding of the world around them. Currently we offer a GCSE and A-Level visit to Berlin and Krakow, where students explore the rich and powerful History that is centred on the life of Germans and Poles under the Nazi regime and throughout the years of the Cold War.

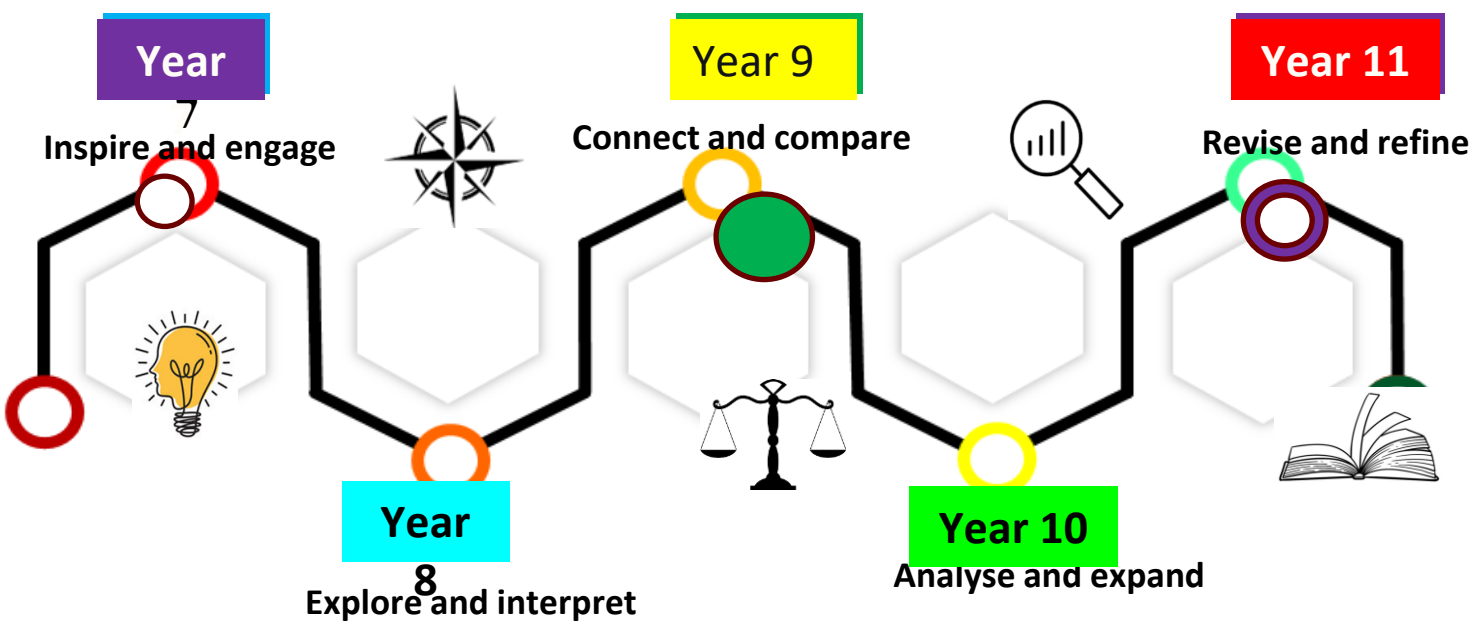
Additionally, we run a Humanities Ambassadors club for those students with a real passion for all things related to Humanities. These students have organised various competitions, devised reward schemes and organised whole school events such as Holocaust Memorial Day and the 100 year centenary of WWI celebrations.

CURRICULUM LESSONS ALLOCATED OVER THE WEEKLY TIMETABLE

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
2	2	2	2.5	3	5	5

INSPIRE	MOTIVATE	ACHIEVE
Lessons will engage students by ensuring that all content studied will be introduced and framed in such a way that it is relevant, meaningful and purposeful. Teachers will engage students by demonstrating a genuine passion for History and ensuring that their lessons are carefully planned. Lessons will be based on a 'just in time' philosophy where learners will be exposed to a blend of activities.	A motivated learner in history is someone who: • Participates in all activities • Asks relevant and meaningful questions • Demonstrates curiosity • Is Respectful • Takes pride in their learning • Enjoys their learning • Seeks for a deeper understanding in the subject	- Active Listening: Pay close attention during discussions and feedback sessions. - Critical Thinking: Analyse historical events, evaluate evidence from primary sources to form your own informed opinions and interpretations. - Making Connections: Explore how historical events relate to the present day, developing a deeper understanding of their significance and impact. - Writing fluently and coherently: Plan your response effectively. This about what it is you would like to write. What will be your point? How will you explain this point? How will you explain this point in relation to the question? - Reading Comprehension: Practice reading texts actively, identifying key arguments, and understanding the author's perspective. - Broaden Your Learning: Explore beyond the textbook and the word of the teacher. Use other resources to gain a more comprehensive understanding.

SUBJECT CURRICULUM THEMES



Cross Curricular links

- Using drama and role-play to explore historical events to enhance students' understanding and engagement with the past.
- Connecting historical events with the development of citizenship rights and responsibilities can promote civic understanding.
- Investigating the history of a local area can be combined with geographical studies of its landscape, resources, and population. Furthermore, exploring historical migration patterns can be linked with geographical studies of population movement, push and pull factors, and settlement.
- Students can write their own stories based on historical events or characters, developing their creative writing skills while reinforcing their historical knowledge.

Future Pathways

- Archeology
- Teaching
- Law
- Journalism
- Museum and Heritage
- Archives and Libraries

7

WLA History

Curriculum theme:

Inspire and Engage

The focus in Year 7 is to ignite a love of History through a broad and relevant curriculum that carefully balances the acquisition of knowledge to combat ignorance, the development of purposeful skills and understanding of historical second order concepts.

5. LIVING BRITAIN

In this topic the students focus on the history key concepts of cause and effect and change and continuity. Within this, they will determine what caused the major changes that occurred in Britain as well as how much life changed for the people. Furthermore, all students will have the opportunity to develop their writing skills by forming evidence based explanations and oracy skills by clearly articulating reasons for change over a period of time.
Students will do this by focusing on the great change in Britain during the Industrial Revolution. This includes: the movement of people to new towns and cities, the development of new technology, the threat of killer diseases like cholera and the eventual intervention from the government with the Public Health Act. This breadth study really does test the students understanding of significance, cause and effect and change and continuity.
Keyword Focus: Industrialisation, Urbanisation and Sanitation
Assessment: To what extent was urbanisation the most important effect of the Industrial Revolution? Big write response.
Real outcome: The impact of change on Britain and how it has affected us in the 21st Century

4. COMING TO BRITAIN

In this topic the students focus on the history key concepts of cause and effect and similarity and difference. Within this, they will determine what caused the movement of people to Britain and infer experiences from different accounts. Furthermore, all students will have the opportunity to develop their writing skills by explaining factors that led to migration and oracy skills by discussing diversity and its importance.
Students will do this by connecting their knowledge of the British Empire to that of immigration to Britain in the 20th Century with a study of 'Coming to Britain'. The students begin by exploring the 'push' factors from the Empire and the 'pull' factors of Britain. After the foundation has been set, the students focus on immigration from the West indies in the 1940's and 1950's, the Indian Sub-Continent in the 1950's and 1960's and finally East Africa in the 1960's and 1970's. After this, the students will analyse the various experiences of immigrants in Britain.
Keyword Focus: Migration, Diversity and Discrimination
Assessment: Explain the importance of the British Empire for diversity in Britain. Demonstrate your answer to this question by creating an infographic. Use the success criteria provided.
Real outcome: Understanding the concept of immigration and the impact on diversity.

3. GOING ABROAD - THE BRITISH EMPIRE

In this topic the students focus on the history key concepts of significance and interpretation. Within this, they will identify what makes an event impactful and identify different viewpoints and detect bias. Furthermore, all students will have the opportunity to develop their writing skills by developing balanced explanations and oracy skills by discussing differing perspectives and how and why they have been formed.
Students will do this by learning about this depth study and initially focusing on the key questions: What was the British Empire? and Why did Britain have and develop an Empire? Once the students have a clear understanding of these important questions, they are introduced to a case study on India. At this point, the students examine the relationship between Britain and the Indian people and learning about the important East India Company. This topic culminates with the Indian Mutiny of 1857.
Keyword Focus: Imperialism, Colony and Trade
Assessment: Explain why India was the 'Jewel in the Crown' of the Empire. Big write response.
Real outcome: Understanding the reasons for the British Empire.

2. RULING ENGLAND - THE MONARCHY

In this topic the students focus on the history key concepts of cause and consequence and change and continuity. Within this, they will compare change over time and determine what caused this change. Furthermore, all students will have the opportunity to develop their writing skills by constructing comparative paragraphs and oracy skills by debating key concepts such as monarchy, power and authority.
Students will do this by learning about this breadth study and investigating the power and control of the monarchy over a set period. (1066-1649) They begin with the rule of William I and his use of the Feudal System, then move to the reign John I and analyse the significance of Magna Carta. Next, the reign of Henry VIII and his use of the Act of Supremacy, finally concluding with the execution of Charles I and establishment of purposeful government.
Keyword focus: Feudalism, Monarchy and Parliament
Assessment: Between the years 1066-1650, to what extent did the power and control of the monarchy change? Big write response.
Real outcome: Understanding the turbulent nature of the relationship between monarch and government.

1. BEING A HISTORIAN - THE ROMANS IN BRITAIN

In this topic the students focus on the history key concepts of significance, chronology and evidence. Within this, they will identify source content and begin to make inferences from selected evidence. Furthermore, all students will have the opportunity to develop their writing skills by writing supported explanations and oracy skills by being curious and asking historical questions.
Students will do this by learning about the development of the Roman Empire and how it impacted the 'Britain' that they live in today. It begins with the development of the Roman Empire, exploring its size and importance before landing on the shores of Britain. From here, the students study the successful invasion of Britain in 43AD under the leadership of Claudius and then focus on the creation of Roman Britain. The course culminates with an in depth analysis and evaluation of how the Romans impacted Britain and whether it was positive for the people**.**
Keyword focus: Empire, Invasion, Impact
Assessment: The Romans had a positive impact on Britain'. How far do you agree? Demonstrate your answer to this question using the success criteria provided.
Learning outcome: Understanding the development of Roman Britain and how it is still relevant in the 21st Century.

WLA History

Curriculum theme:

Explore and Empathise

Following an inspirational Year 7, students will continue to develop their knowledge and skills in Year 8 through exploration of a wide range of History Depth studies. These depth studies will allow the students to expand their understanding of some of the major life changing events of the 19th and 20th Centuries. Furthermore, the students will be encouraged to empathise with those individuals who experienced such change.

8

4. THE RISE OF DICTATORSHIP AND WW2

In this topic the students focus on the history key concepts of significance and cause and effect. Within this, they will analyse historical events and narratives. Furthermore, all students will have the opportunity to develop their writing skills by explaining significance through the analysis of evidence and oracy skills by challenging ideas and concepts such as fascism.

This course will be begin with the very end of WWI and take the students on a journey all the way through to the surrender of Japan at the end of WWII in September 1945. This will give the students the opportunity to study the long and short term causes of the war, including the failure of the Weimar Republic and the controversial conditions of the Treaty of Versailles. Students will then study how Adolf Hitler uses these failures to grow in popularity, create a dictatorship and create a Second World War. From here, the students then focus on some of the key events of the war, including the German and Soviet invasion of Poland, Dunkirk, The Battle of Britain, Stalingrad, D-Day and the dropping of the atom bomb on Hiroshima and Nagasaki. We finish the course with a close analysis of the British Home Front and empathise with those involved. This depth study is a genuine opportunity for the students to develop their understanding of significance.

Keyword Focus: Dictatorship, Fascism and Blitzkrieg

Assessment: To what extent was the Normandy beach landings the most significant event of WWII? Big Write.

Real outcome: To understand that events in history connect with one another (WWI and WWII) as well as understanding the significance of these events.

3. INVESTIGATION INTO WW1

In this topic the students focus on the history key concepts of significance, evidence and interpretations. Within this, they will analyse source material with a focus on propaganda and how it is used to influence and persuade. Furthermore, all students will have the opportunity to develop their writing skills by evaluating the concept of remembrance and oracy skills by presenting evidence guided views.

The students do this by focusing on the depth study of WWI. Here, the students begin their course by looking at the concept of marketing history and begin to determine what might be the appropriate way to market the fallen soldiers of the war. (Remember, commemorate, publicise) Then, the students will study all aspects of WWI to be able to make an informed decision. This begins with the causes of the war, analysing concepts such as imperialism, militarism and nationalism. Once completed, the students move onto the outbreak of WWI and study life and work in the trenches, focusing on decisive battles such as the Somme. Moving on, the students will also analyse recruitment and conscription and delve into the historical skill of interpretation. Finally, the students will conclude their learning by studying the armistice of 1918. Once the students are fully informed they then must consider what the most appropriate way of 'marketing' the fallen soldiers of WWI is.

Keyword Focus: Remembrance, Propaganda and Armistice

Assessment: How should we remember the fallen soldiers of WWI? Plan and create a project to demonstrate your knowledge and understanding.

Real outcome: To empathise with the soldiers of WWI and attempt to understand what they experienced.

2. NATIVE AMERICANS IN THE 19TH CENTURY

In this topic the students focus on the history key concepts of significance and interpretations. Within this, they will compare cultural viewpoints and how they are formed. Furthermore, all students will have the opportunity to develop their writing skills by explaining consequences and oracy skills by discussing ethical issues.

The students begin by learning about and then comparing the different tribes of North America in the 19th Century. Once this is done, the students investigate the significance of the buffalo to the Native Americans and their way of life. Here, they will study how the Native Americans used the buffalo for food, shelter and cultural practices. From here, the students will analyse the various cultural beliefs of the Native Americans and will then end their course by examining the impact government legislature had on their way of life.

Keyword Focus: Reservation, Assimilation and Nomadic

Assessment: Explain who the Plains Indians of North America were? Use the success criteria available.

Real outcome: To understand other ways of life/cultures and how government decisions can have an impact on the lives of individuals.

1. THE FRENCH REVOLUTION

In this topic the students focus on the history key concepts of significance and cause and effect. Within this, they will dig deep into the impact of key events and identify the difference between short and long term causes. Furthermore, all students will have the opportunity to develop their writing skills by writing analytical explanations and oracy skills by debating key moments of significance..

The students do this by beginning with an investigation into the causes of the Revolution, focusing on the unjust nature of the Ancien Regime. From here, the students study the key events of the Revolution such as: The Storming of the Bastille, The Declaration of the Rights of Man, the execution of Louis XVI, the Reign of Terror, the Revolutionary Wars and the rise of Napoleon. Students will also be challenged to male connections to the major changes that are happening in the 21st Century.

Keyword Focus: Revolution, Republic and Terror

Assessment: The most significant consequence of the revolution was the overthrow of the monarchy' How far do you agree? Big write

Real outcome: To understand the concept of Revolution and the impact it can have on society.

<u>Year 7 recap</u>

The main focus is on the development of the key skills of a historian (analysis, inference, evaluation, judgement and communicating the past) as well as the second order concepts that were introduced in Year 7. (significance, cause & effect, change & continuity, evidence, similarity & difference and perspectives) Furthermore, the students will be building on the knowledge of key depth studies investigated in the previous year. (The French Revolution for example)

WLA History

Curriculum theme:

Connect and Compare

The focus in Year 9 is to develop the students' ability to make connections between topics and key events. Furthermore, the students are to practice and learn the most suitable methods of compression so that they are able to make purposeful and relevant deductions from the content.

9

4. MEDICINE THROUGH TIME

In this topic the students focus on the history key concept of change and continuity. Within this, they will analyse and them compare key events across different eras. Furthermore, all students will have the opportunity to develop their writing skills by writing GCSE style questions and oracy skills by discussing factors for change.

The students will do this throughout this breadth study by analyse four different time periods: The Middle Ages, The Renaissance, the Enlightenment and the Modern Period. For each of these periods the students will analyse the believed causes of disease and illness, preventions of disease and illness, treatments of disease and illness and then finally hospital care. However, a key aspect of this course is not just simply recognising change and continuity, it is also investigating the reasons why certain aspects of medicine have changed and stayed the same. This allows the students to focus on key institutions such as the Church and Government as well as technology and key individuals.

Keyword Focus: Progress, Vaccination and Intervention

Assessment: A combination of GCSE exam style questions. Such as: 'Describe one feature of….' and 'Explain why there was progress in medicine….'

Real outcome: To learn and understand the development of medicine over 800 years as well as the reasons for this change and continuity.

3. THE JOURNEY TO 'OBAMA'

In this topic the students focus on the history key concepts of significance and change and continuity. Within this, they will identify impact and compare key developments across the period studied. Furthermore, all students will have the opportunity to develop their writing skills by writing significance judgements and oracy skills by debating civil rights progress with their peers.

Students will do this by following a journey from the election of Barack Obama as president of the US to the Trans- Atlantic Slave Trade, until we come full circle again to answer the question: How big of a deal was it that Barack Obama became President of the US in 2008? On this journey, to help them answer this key question, the students study a range of periods so that they are fully informed. This begins with the period when Obama was born, the 1950's and 1960's where the students analyse both racism and passing of the Civil Rights Act in 1965. From here, the students then focus on the 1920's and investigate the rise of the KKK and their impact on the lives of African Americans. Then, the students study the reconstruction period as well as the work of key civil rights activists of the 19th Century. Finally, the students study the Slave Trade and its abolition, ending with the revisiting of the key question.

Keyword Focus: Segregation, Equality and Abolition

Assessment: How big of a deal was it that Barack Obama became President in 2008? Demonstrate your response in an appropriate way by using the success criteria.

Real outcome: To understand and empathise with those facing prejudice, racism and discrimination as well understanding the significance of key individuals and events in bringing about the Civil Rights Act of 1965.

2. THE USA IN THE 1920'S & 1930'S

In this topic the students focus on the history key concept of cause and effect and change and continuity. Within this, they will analyse and interpret key economic concepts. Furthermore, all students will have the opportunity to develop their writing skills by writing causation arguments and oracy skills by explaining global impacts to their peers.

Students will do this by focusing on the Roaring 20's, the Economic Boom, the Wall Street Crash and the Great Depression. Throughout the period of the 1920's, the students will focus on the introduction of Jazz music, the development of the radio, the growth of sports and the movie industry, the popularity of the first ever mass produced car (The Tin Lizzie) and how they all contribute to the Economic Boom. From here, the students learn how the US economy went from boom to bust with the 'Crash'. However, the students don't stop there - they finish the course with an investigation as to how the situation in the USA impacts upon Germany.

Keyword Focus: Boom, Consumerism and Depression

Assessment: Explain why there was rapid change in the USA during the 1920's and 1930's? Big write.

Real outcome: To learn and understand the fragile nature of the economy and the impact that it can have on society. Furthermore, to understand how the situation in one country can impact another.

1. THE HOLOCAUST

In this topic the students focus on the history key concepts of significance and evidence. Within this, they will determine the impact of key events and evaluate key testimony and the reliability of evidence. Furthermore, all students will have the opportunity to develop their writing skills by constructing evidence guided arguments and oracy skills by performing appropriately.

Students will do this by will using their knowledge and understanding of WWII to make valuable connections in order to fully understand the significance of the Jewish genocide. In this unit, the students begin by analysing a quote from David Irving a infamous Holocaust denier. Once getting to grips with this quote, the students must gather evidence to disprove his stance. The students will do this by studying a course including: The increased persecution of the Jews in Germany, the creation of ghettos, the Final Solution, the transportation of Jews to concentration/death camps and ending with an in depth analysis of life in the camps. The students then use this knowledge to create a case to disprove David Irving.

Key Word Focus: Anti-Semitism, Persecution and Genocide

Assessment: How do we disprove David Irving? Court Case Presentation

Real outcome: To learn and understand the significance of evidence and how it can and should be used. Furthermore, the students will learn about the horrors of genocide and the importance of doing everything we can to prevent such events occurring again.

<u>Year 8 recap</u>

The main focus is on the development of the key skills of a historian (analysis, inference, evaluation, judgement and communicating the past) as well as the second order concepts that were introduced in Year 7. (significance, cause & effect, change & continuity, evidence, similarity & difference and perspectives)

Furthermore, the students will be building on the knowledge of key depth studies investigated in the previous year. (WWII for example)

WLA History
Curriculum theme: Analyse and Expand

The students are encouraged to use all they have learned (skills, concepts and content) throughout Key Stage 3 to aid them in their analysis of the GCSE content as well as the demands and rigour of the History GCSE.

4. WEIMAR GERMANY (1919 - 1933)
In this topic the students focus on the history key concept of cause and effect and interpretation. Within this, they will identify and explain the causes of key events and identify and explain differences in interpretations, their accuracy and why they have been formed. Furthermore, all students will have the opportunity to develop their writing skills by writing explained causation answers and evaluations on interpretations and oracy skills by discussing the credibility of the views of historians. The students do this by focusing on the end of WWI and the impact it had on the German people. From here, the students investigate the creation of the Weimar Republic and analyse its strengths and weaknesses. The students then take an in depth look at the issues facing the Weimar Republic, such as the Treaty of Versailles and hyperinflation. This then leads the students onto the recovery of the Weimar under Gustav Stresemann. At this point, the students then analyse the cultural changes within the Weimar due to economic recovery - focusing on art, music, literature and freedom of expression. To conclude this unit, the students investigate the rise of Hitler and the creation of the Nazi Party, leading to the growing popularity of Hitler in the 1932 Reichstag elections.
Key Word Focus: Abdicate, Hyperinflation and Constitution
Assessment: The answering of several key GCSE style questions: 'Explain why there was change/continuity..' 'The most important factor for the development of….How far do you agree'? 'How useful are sources B and C for…'? 'How far do you agree with interpretation 2 about…..'?
Real outcome: To help students understand how economic crisis, political instability, and social tension created conditions in which extremist ideas could gain support. It also shows how democratic systems can weaken when trust collapses, revealing why analysing the rise of Nazism remains vital for understanding modern threats to democracy.

3. SUPERPOWER RELATIONS: THE COLD WAR (DETENTE AND THE END OF THE COLD WAR)
In this topic the students focus on the history key concept of significance and cause and effect. Within this, they will identify the impact of key developments of the period and analyse events to determine consequence. Furthermore, all students will have the opportunity to develop their writing skills by writing explained responses targeting consequence, historical narrative and importance and oracy skills by debating causation with their peers.
The students do this by studying the Cuban Missile Crisis and the Prague Spring. Moving on, the students then study the period of detente, analysing the key features of arms control of the 1970's. Finally, the students study the end of the Cold War and analyse the importance of Ronald Reagan, Mikhail Gorbachev. Summit diplomacy and the collapse of communism in Eastern Europe.
Key Word Focus: Détente, Treaty and Rollback
Assessment: The answering of several key GCSE style questions: 'Explain the consequence of'….'Write a narrative analysing the key features of…' and 'Explain the importance of…'
Real outcome: To help students understand how mistrust, ideology, and competing global interests between the USA and USSR shaped international relations after 1945. It also shows how this tension evolved into a long-lasting global conflict that influenced diplomacy, warfare, and political decision-making for decades.

2. SUPERPOWER RELATIONS: THE COLD WAR (ORIGINS AND EARLY DEVELOPMENTS)
In this topic the students focus on the history key concept of significance and cause and effect. Within this, they will identify the impact of key developments of the period and analyse events to determine consequence. Furthermore, all students will have the opportunity to develop their writing skills by writing explained responses targeting consequence, historical narrative and importance and oracy skills by debating causation with their peers.
Here, the students study a chronological course taking them from 1941 to 1961, focusing on key topics such as the Origins of the Cold War, the development of the Cold War and early crises. Within the Origins of the Cold War topic, the students analyse the significance and impact of the Yalta and Potsdam Conferences, the introduction of the Truman Doctrine and the Soviet expansion throughout Eastern Europe. With the early development topic, the students study the First and Second Berlin Crisis and the Hungarian Uprising.
Keyword Focus: Containment, Tension and Expansion
Assessment: The answering of several key GCSE style questions: 'Explain the consequence of'….'Write a narrative analysing the key features of…' and 'Explain the importance of…'
Real outcome: To help students understand how mistrust, ideology, and competing global interests between the USA and USSR shaped international relations after 1945. It also shows how this tension evolved into a long-lasting global conflict that influenced diplomacy, warfare, and political decision-making for decades.

1. MEDICINE ON THE WESTERN FRONT
In this topic the students focus on the history key concept of significance and evidence. Within this, they will identify the impact of key developments of the period and analyse provenance and content of source material to determine utility. Furthermore, all students will have the opportunity to develop their writing skills by writing primary source evaluations and oracy skills by discussing the importance of bias, purpose and reliability with their peers.
The students do this by focusing on a particular area of medicine - medicine on the Western Front. The students must draw upon their knowledge from the Medicine Through Time topic they studied at the end of Year 9 and apply this to their Historic Environment. In this topic, the students will analyse the injuries, illnesses, preventions and treatments the soldiers experienced whilst working, living and fighting in the trenches on the British Sector of the Western Front. In this course the students will study blood transfusions and storage, the use of the x-ray, issues with gas attacks, the Thomas Splint, the Chain of Evacuation, the RAMC and pioneering surgeons such as Harold Gillies and Harvey Cushing.
Keyword Focus: Triage, Evacuation and Infection
Assessment: The answering of several key GCSE style questions: 'How useful are sources A and B to a historian studying…..'
Real outcome: To learn and understand how war forced rapid medical innovation, from new surgical techniques to organised evacuation systems. It also shows how the extreme conditions of trench warfare exposed weaknesses in public health, driving long-term changes in medical practice and military planning.

<u>Year 9 recap</u>
The students will be encouraged to draw upon all the experience they have had developing the key skills of a historian (analysis, evaluation, judgement, communicating the past) as well as the second order concepts that were introduced in Year 8 (significance, cause & effect, change & continuity, evidence, similarity & difference and perspectives) to ensure that they are fully equipped to answer GCSE style questions.

11

WLA History

Curriculum theme:

Revise and Refine

Students will revise and refine their exam techniques in Year 11 by using a wide range of materials. Furthermore, the students will revisit various aspects of the course to ensure that knowledge is embedded.

3. REVISION AND CONSOLIDATION

All that is left to do at this point is revise. The students have a wide range of revision material they can access during this half term. For example; revision booklets, personal learning checklists, flash cards, margin strips, templates, annotated examples and past exam papers.

The students will be guided through each topic based on the chronology of their exam papers. All students will be given examples of specific revision methods and techniques to use both inside and outside the classroom.

This is also supported by extra intervention sessions ran by the history department that are held on a Monday afternoon between 3-4pm.

2. ANGLO-SAXON AND NORMAN ENGLAND

In this topic the students focus on the history key concept of change and continuity and cause and effect. Within this, they will compare events and concepts between periods and identify and explain the causes of key events. Furthermore, all students will have the opportunity to develop their writing skills by writing explained causation answers and answering balanced essay questions and oracy skills by verbally explaining key features of the period to an audience. The students will do this by studying Anglo-Saxon and Norman England. Here, the course essentially splits into two depth studies. One for Anglo-Saxon England and one for Norman England. The students begin by focusing on the Anglo-Saxon social hierarchy and continues by analysing the role and responsibility of the King in relation to their people. Furthermore, the students study the distribution and ownership of land. This aspect of the course finishes with the succession crisis upon the death of Edward the Confessor and the consequent battle of Hastings. From here, the students study the Norman Conquest of England by analysing the impact and success of William's Feudal System, Domesday Book and building of Motte and Bailey Castles. In addition, the students will investigate the issues William faced as King. This includes the Northern rebellions of 1068-69, the rebellion at Ely and the Earls Revolt of 1075.

Key Word Focus:

Assessment: The answering of several key GCSE style questions: 'Describe one feature of….', 'Explain why….' and 'The most important factor for….How far do you agree'?

Learning outcome: To help students understand how power, society, and landownership changed after 1066, revealing how conquest reshaped government, law, and everyday life. It also shows how the Normans built control through castles, feudalism, and administrative reform, helping students analyse long-term change in medieval England and the impact of the Norman Conquest.

1. NAZI GERMANY

In this topic the students focus on the history key concept of cause and effect and interpretation. Within this, they will identify and explain the causes of key events and identify and explain differences in interpretations, their accuracy and why they have been formed. Furthermore, all students will have the opportunity to develop their writing skills by writing explained causation answers and evaluations on interpretations and oracy skills by discussing the credibility of the views of historians.

The students will do this by specifically focusing on Nazi Germany. The students investigate the reasons why Hitler was able to create a dictatorship by analysing key events such as the Reichstag Fire, the introduction of the Enabling Act and the Night of the Long Knives. Then, the students investigate the methods Hitler used to maintain a dictatorship, particularly focusing on the creation of a Police State and the use of targeted propaganda. From here, the students take an in depth look at different groups in Nazi Germany. The first group they study is the children. Here, the students analyse the various youth groups as well as changing Nazi Education System. Then, the students focus on the expectations and role of women in Nazi Germany, paying particular attention to the various laws introduced by the Nazi Party to ensure that German women met expectations and lived a 'traditional' life. Finally, the students complete their Nazi Germany course by studying the increased persecution of minorities.

Key Word Focus: Chancellor, Eugenics and Indoctrination

Assessment: The answering of several key GCSE style questions: 'Explain why there was change/continuity..' 'The most important factor for the development of….How far do you agree'? 'How useful are sources B and C for…'

Learning outcome: To help students understand how a dictatorship can control everyday life through propaganda, fear, and strict social policies. It also shows how these systems targeted specific groups, revealing why analysing the impact of Nazi rule is essential for recognising threats to human rights and democracy today.

<u>Year 10 recap</u>

The students will be encouraged to draw upon all the experience they have had developing the key skills of a historian (analysis, evaluation, judgement, communicating the past) as well as the second order concepts that were developed in Year 10 (significance, cause & effect, change & continuity, evidence, similarity & difference and perspectives) to ensure that they are fully equipped to answer GCSE style questions.

12

History

Curriculum theme:
Critical learning and lateral thinking
Starting the A Level course in History, students will be well prepared having developed confidence in their knowledge and skills. The aim is to cover just over half of the content of the course during Year 12 with regular assessed exam practices, feedback and targets for improvement. Focus will be on developing and expanding responses to fit the expectations and marks in the exams.

1F – Students will primary focus on the History second order concepts of analysis and evaluation of historians' interpretations but supported by Cause & Effect, Change, Continuity, Significance — these are *used within* your interpretation evaluation.
2R - Students will primary focus on the History second order concepts of evaluating the usefulness, reliability, provenance, tone, and purpose of contemporary sources/using evidence but supported by Cause & effect, Change, Continuity - these help interpret the source rather than being directly assessed.

2R: The Global War, 1955–1963 - Students will study:

- **Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit**
- **Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall**
- **Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination**
- **Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

2R: The Widening of the Cold War, 1949–1955 - Students will study:

US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68

The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement

Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China

Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indochina; the Geneva Conference

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

2R: The Origins of the Cold War, c1945–1949 - Students will study:

- **US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee**
- **Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment**
- **The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin**
- **Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

1F: Government and a changing society, 1812–1832 - Students will study:

- **Government: Lord Liverpool; the Corn Laws and other legislation; attitudes to reform and repression; the economy; the repeal of the Combination Acts**
- **Government: Canning, Goderich and Wellington; legislation including the repeal of the Test and Corporation Acts; the metropolitan police force; O'Connell and Catholic Emancipation**
- **Economic developments: continuing industrialisation and developments in key industries; agricultural change; economic policies and free trade**
- **Social developments: the effects of industrialisation; standards of living and working class discontent**
- **Pressures for change: Luddism and radical agitation; the anti-slavery movement; Methodism; early socialism and the ideas of Robert Owen**
- **Greater democracy: the election of the Whigs; pressure for parliamentary reform; the Great Reform Act and its impact; the state of Britain politically, economically and socially by 1832**

Assessment:
The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

1F: Pressure for change, c1783–1812 - Students will study:

- **The British political system in 1783: government and representation; national and local democracy; Whigs and Tories**
- **Government: Pitt the Younger as Prime Minister and his successors; Pitt's relationship with the King; the 1784 election; reform of finance, administration and trade**
- **Economic developments: industrialisation; the growth of cotton and other industries; changes in power; the condition of agriculture**
- **Social developments: the middle class; the industrial workforce; landowners; agricultural labourers and the poor; working conditions; standards of living; the Combination Acts**
- **Pressures on government: the political influence of the French Revolution; Irish rebellion and union; radicalism and opposition; party splits; demands for parliamentary reform**
- **Pressures on government: the political, economic and social impact of war; the condition of Britain by 1812**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

GCSE recap
We will be revisiting all of the skills and knowledge developed in GCSE. Throughout all of the units in Year 12, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

13

History
Curriculum theme:
Critical learning and lateral thinking
Students will revise and refine their academic techniques in Year 13 with time to revisit the content covered in Year 12 post Easter in preparation for their A Level exams. Many opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.

1F – Students will primary focus on the History second order concepts of analysis and evaluation of historians' interpretations but supported by Cause & Effect, Change, Continuity, Significance — these are *used within* your interpretation evaluation.
2R - Students will primary focus on the History second order concepts of evaluating the usefulness, reliability, provenance, tone, and purpose of contemporary sources/using evidence but supported by Cause & effect, Change, Continuity - these help interpret the source rather than being directly assessed.

2R: The ending of the Cold War, 1985–1991 (A-level only) - Students will study:

- **Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;**
- **The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response**
- **The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989**
- **The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

2R: The Brezhnev era, 1972–1985 (A-level only) - Students will study:

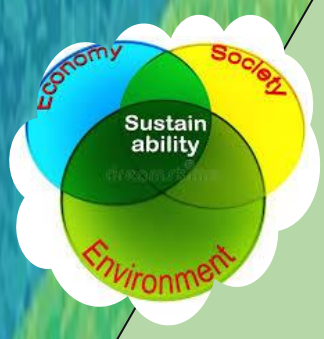
- **The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war**
- **The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China**
- **The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007**
- **Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

2R: Confrontation and cooperation, c1963–1972 (A-level only) - Students will study:

- **Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive**
- **Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks**
- **Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons**
- **Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China**

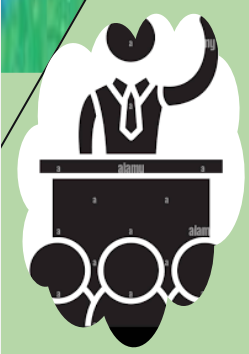
Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.



1F: Economy, society and politics, 1846–1885 (A-level only) - Students will study:

- **Government and developing political organisation: the development of the political system and party realignment; the emergence of the Liberal Party**
- **Government and democracy: Gladstone, his ministries and ideas and policies; Disraeli, his ministries, ideas and policies; increasing democracy; legislation**
- **Pressure for change: social campaigns, Public Health reform; Chartism; pressure for parliamentary reform; Irish Nationalism**
- **Economic developments: the mid-Victorian boom; the 'golden age' of agriculture; industrial and transport developments; impact of increased trade; the Great Depression**
- **Social developments: prosperity and poverty in towns and countryside; regional divisions; influences including Evangelicalism; 'self-help'; trade unions and education**
- **The political, economic and social condition of Britain by 1885; the extent of democracy and Britain's industrial position**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.



1F: Political change and social reform, 1832-1846 (A-level only) - Students will study:

- **Government: Grey, Melbourne and the ideas and ideology of the Whig Party; the Tories in opposition and government; Peel and the transformation of the Conservative party**
- **The Whig response to social change; social reforms including: education, factory legislation, abolition of slavery, the Poor Law Amendment Act, the Municipal Corporations Act**
- **Pressure for change: Chartism; Irish radicalism; the Anti-Poor Law League; the Anti-Corn Law League; social reform campaigners including Shaftesbury and Chadwick**
- **The Conservative response to change: finance, administration and the economy; the Bank Charter Act; trade and business reform**
- **Economic developments: the railway 'revolution' and associated economic growth; agriculture and Corn Law repeal**
- **Social developments: conditions in urban Britain; changes in the lives of workers and the poor; unions and other working-class movements**

Assessment: The completion of regular past paper questions. Both essay and evidence analysis and evaluation. The content and skills from this unit will also be assessed within the PPE's.

Skills check:

Throughout the course, the A-Level students will be focusing on the following key concepts in all their History lessons:

- **Chronology — understanding when events happened and how they link together.**
- **Cause and consequence — why events happened and what results they created.**
- **Change and continuity — what changed over time and what stayed the same.**
- **Significance — deciding which events or people mattered most.**
- **Evidence — using sources to understand the past.**
- **Interpretations — understanding why people disagree about history.**
- **Similarity and difference — comparing people, places, or time periods.**

In every lesson the students will be using the following History skills:

- **Source analysis — working out what a source shows, its reliability, and its purpose**
- **Explanation writing — giving clear reasons using evidence**
- **Argument building — forming a judgement and supporting it**
- **Using evidence — selecting relevant facts to back up ideas**
- **Critical thinking — questioning information and spotting bias**
- **Communication — writing clearly, using historical vocabulary**
- **Independent enquiry — researching, selecting information, and drawing conclusions**

Core History Skills:

- **Identify — picking out key facts, people, events, or details.**
- **Describe — giving a clear account of what happened without explaining why.**
- **Explain — giving reasons or showing cause and effect.**
- **Analyse — breaking ideas down, looking for patterns, and exploring deeper meaning.**
- **Synthesise – bringing together ideas from different sources or facts to form a bigger picture.**
- **Evaluate — judging how important, reliable, or convincing something is.**
- **Interpret — understanding different viewpoints or versions of the past.**
- **Justify — giving evidence-based reasons to support a judgement**