





## Curriculum Intent for History at Blessed Robert Sutton Catholic Voluntary Academy

	<u>Overall Aim of Subject</u> By studying History at Blessed Robert Sutton, all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding of Britain's past and that of the wider world enlightened by the Sutton Way.
	<b>History</b> will teach <b>spiritual development</b> by pupils being confronted with moral and ethical dilemmas faced by people of the past. Teaching will encourage pupils to develop an understanding and appreciation of spirituality in different time periods which will enable them to reflect on their own spirituality and expose them to the wide diversity of human experience.
	<b>History</b> will teach <b>social excellence</b> through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas.
	<b>History</b> will teach <b>academic excellence</b> by developing an understanding of the academic rigours of studying History. Pupils will develop an understanding and appreciation of historical knowledge. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective, judgement and historical literacy. Additionally, pupils will gain an understanding of sources and interpretations of the past and develop source analysis skills and the ability to evaluate the content and provenance of sources.
<p><b>Enrichment opportunities in this subject include:</b></p> <p><b>For example,</b></p> <ul style="list-style-type: none"> <li>• <b>Curriculum Challenges</b></li> <li>• <b>Warhammer Alliance</b></li> <li>• <b>History Clinic</b></li> <li>• <b>Model Projects</b></li> </ul>	

### Key Stage 3 Course description

Pupils will follow the Key Stage 3 National Curriculum considering further study at Key Stage 4 with the AQA GCSE History. As a result, the History Curriculum aims to enable pupils to:

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

**Copy of subject road map to go in here**

## Year 7

The History Curriculum is driven by enquiry-based learning. In Year 7 pupils' key enquiry shall be: 'How far did the Catholic Church influence Medieval Society?'

In Year 7 pupils will initially begin by assessing and developing their historical knowledge and understanding of British History from KS2. Pupils will begin by studying an enquiry into England during the Anglo-Saxon era focussing on the differences between Pagan and Christian beliefs and why the Vikings wished to invade (How did the Anglo Saxons and Vikings influence English Society?). Pupils will then study the significance of the Year 1066 and explain why Vikings and Normans wished to invade Anglo-Saxon England (Why are the events of 1066 significant to English History?) before focusing on 'How did the Norman Conquest influence English society?' considering the impact of Norman rule on the Anglo-Saxons. Pupils will then assess the social history of the Middle Ages focussing on religious beliefs, crime and punishment and medicine and contend with Terry Deary's interpretation 'How far were they the 'Measly Middle Ages?' Pupils will conclude the year by assessing the significance of the Crown and the Church to Medieval Life by studying 'Who had more power in the Middle Ages; the Crown or the Church?' and 'How far did religion motivate the Crusades?'

## Year 8

In Year 8 pupils' key enquiry shall be: 'How did Britain change after the Reformation?'

In Year 8 pupils will recap the significance of the Catholic Church to the Middle Ages and consider the significance of the reign of Henry VIII in changing the status quo by studying 'What were the causes and consequences of the Reformation?' Pupils will then assess the impact of the Reformation by considering 'How did Britain change during the reign of the Stuarts?' before focusing on Britain's role in the wider world (How far did the early British Empire develop the Transatlantic slave trade?). Pupils will then assess how the Industrial Revolution saw great social and political change in Britain (How did British society develop as a result of the Industrial Revolution?) and comparing the early British Empire with that of Queen Victoria considering 'How far was the British Empire a force for good?' Finally, pupils will finish the year by concluding with 'How far did the Suffragettes contribute to universal suffrage in Britain?' to assess how far political and religious ideas influenced society at the turn of the century.

## Year 9

In Year 9 pupils' key enquiry shall be: 'How did the World Wars influence Britain and the wider world?'

In Year 9 pupils will recap the significance of the British Empire and Britain's role in the world by the late-19<sup>th</sup> Century. Pupils will study the M.A.I.N. (Militarism, Alliance, Imperialism and Nationalism) causes of WW1 in 'What were the causes and consequences of World War One?' Pupils will then study the Treaty of Versailles and its impact on German society, focussing on the radicalisation of politics and life in early Nazi Germany (How far did the Treaty of Versailles lead to the rise of the Nazis?). Pupils will then complete an empathetic investigation into the Holocaust developing an understanding of the development of anti-Semitism in Europe, how and why the Jewish people amongst other victims of the Holocaust were persecuted and considering 'Why is the Holocaust Significant?' Pupils will then assess 'How did World War Two impact Britain?' before assessing Britain's role in the Cold War 'How "Cold" was the Cold War?' Pupils will conclude with an investigation into Ancient medicine, laying the foundations for the Year 10 Thematic Study: Britain, Health and the People c.1000 to Present (How far did religion and superstition influence Ancient medicine?).

## Assessments

In KS3 History pupils will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Pupils should also take responsibility for their own learning by regularly using and updating Personal Learning Checklists (PLCs) to assess their understanding of the key knowledge and skills taught. Summative assessment practices at KS3 ensure that there is clear line of progression from KS3 to KS4 the new 1-9 GCSE Grading System. Year 7 pupils will complete an initial baseline test assessing their source analysis and extended writing skills, followed by two SPCs throughout the year, whilst Year 8 will complete three SPCs. SPCs will feature two sections, a 20 marks knowledge section assessing pupils' substantive knowledge and a 20 marks exam skills section assessing pupils' extended writing abilities in relation to a bank of AQA GCSE History style exam questions.

### **Ways to help my child succeed**

To support your child speak to them about the topics they are studying in school and encourage them to read around the topic outside of school. There are a range of excellent websites, books and documentaries that will assist with this. Please don't hesitate to contact the department for further ideas.

### **Useful websites**

- [BBC Teach History – YouTube](#)
- [BBC Bitesize History](#)
- [History Today](#)
- [Spartacus Educational](#)

## Key Stage 4

The Key Stage 4 Curriculum enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

### Course description

Paper	Topic	Description
Paper 1: Understanding the Modern World (50% of GCSE, 2 hours, 84 marks)	Period Study – America, 1840-1895: Expansion and consolidation.	This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.
	Wider World Depth Study– Conflict and Tension, 1894-1918.	This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.
Paper 2: Shaping the Nation (50% of GCSE, 2 hours, 84 marks)	Thematic Study – Britain, Health and the People c.1000	This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.
	British Depth Study: Norman England, c.1066- c.1100	This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

### Exam board

AQA GCSE History (8145)

### Past papers

<https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources>

### Assessments

At KS4, History pupils will be assessed formatively using a range of peer and self-assessment, as well as through marking and feedback in the form of clear targets and questioning by teachers to ensure consistent progression. Pupils will regularly complete exam questions in lesson and as homework.

Summative assessment practices at KS4 result in Year 10 and Year 11 pupils having three SPCs throughout the year (including one Mock Exam). SPCs will be in the form of either half a GCSE Paper (40-44marks) or a Full GCSE Paper (84marks) depending on content coverage. SPCs will feature a range of 4 to16 mark questions based on the following Assessment Objectives:

AO1	AO2	AO3	AO4
Apply Historical knowledge.	Explain and analyse second order concepts.	Use sources to make judgements.	Consider similarities and differences between sources.

### Ways to help my child succeed

Encourage your child to complete independent revision at home; revising from knowledge organisers, making flashcards, completing past papers and continually reflecting on and updating PLCs. Ensure that at home there is a quiet place to revise away from distractions. Use the PiXL app and PiXL Independence Booklets.

## Useful websites

- [BBC Teach History – YouTube](#)
- [BBC Bitesize History](#)