



Curriculum Rationale Department of History

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent

Why Teach History?

What is the use of history?

'The crispest and most enlightening reply is to suggest that they try and imagine what everyday life would be like in a society in which no one knew any history. Imagination boggles, because it is only through knowledge of history that a society can have knowledge of itself. As a man without memory and self-knowledge is a man adrift, so a society without memory and self-knowledge would be a society adrift.'

(Arthur Marwick - The Nature of History, 1970)

'The past is intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past. To enable 'man' to understand the society of the past, and to increase his mastery over the society of the present, is the dual function of history.'

(E.H. Carr, 1987)

Our aim is to offer our pupils a high quality history education so that they can gain a coherent knowledge and understanding of the past in order to understand their locality, the nation, the world and their place in it. We aim to inspire pupils so that they can understand the importance of History in their own lives. They will focus on key events in Britain and the wider world and analyse the causes and consequences of these events. Pupils will also be given the opportunity to see how Huddersfield has influenced and been influenced by historical events.

They will also consider the process of change and they will be asked to weigh up the significance of different factors and individuals. Furthermore, we want to develop pupils' knowledge and understanding of the past to promote good citizenship by modelling examples of good and responsible behaviour as well as giving them the opportunity to learn from the mistakes of others.

We want our pupils to be curious about the past and to ask perceptive questions, think critically and weigh up arguments. We aim to give pupils the skills to analyse and evaluate sources and interpretations so that they are better equipped to deal with an information rich world and to decipher real news from 'fake news'.

The Principles which Underpin our Curriculum

When re-designing our KS3 curriculum we have taken the following issues into consideration:-

- Thematic studies and depth studies have been included
- Well thought out enquiry questions used to give focus to the lessons
- Focus on national, international and local history
- Spotlight on Huddersfield - Periodic lessons will focus on Huddersfield to see how it has changed over the last 1000 years or more - I have done a Powerpoint showing some key events in the development of Huddersfield which I will put on the school website.
- Spotlight on the rest of world - Periodic lessons will focus on what was happening in other parts of the world. The website 'Meanwhile, elsewhere...' is excellent for doing this.
- The research of specific historians has also been referenced and historians' names have been highlighted in red on the schemes of work.
- Lessons will focus on substantive knowledge (E.g. What were the main events of 1066?) and disciplinary knowledge (E.g. Was luck the main reason that William won at Hastings?)
- There will be a clear focus on 2nd order concepts - change / continuity / causation / consequence / significance etc
- Pupils will learn how to use sources and interpretations to develop their subject skills

Topics have been carefully chosen so that they are stimulating and interesting for pupils and so that they develop the skills and knowledge in order to build the hinterland for what they will go on to study at GCSE.

Assessments have been carefully designed to support long-term retention through interleaving and regular testing. This is further supported through revision strategies such as low stake quizzes and GCSE revision guides for all 4 topics on the GCSE.

Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values

There is a huge amount of content concerning SMSC and British Values on these units of work. For example, on Paper 1 students will look at the moral issues relating to how Germany should have been dealt with at Versailles and how each country's representatives had different agendas. They will study how the harsh terms of the Treaty of Versailles placed a political and economic burden on Germany that ultimately led to WWII. Among other moral issues they will also study attempts from within Germany to assassinate Hitler (in particular the July 1944 bomb plot) and this will raise the philosophical argument about whether it is ever justified to take a life in order to save the lives of others - the deontological v teleological debate. Then of course there are the huge

moral questions raised by the study of the Holocaust - not least the responses of various religious organisations within and outside of Germany. With reference to cultural issues pupils will look at traditional art as favoured in pre-WWI Germany and Nazi Germany and modern art (or degenerate art as the Nazis called it) that became the fashion in certain parts of Germany during the Weimar era.

In terms of Fundamental (British) Values the whole Germany topic addresses issues of Democracy and Dictatorship from Kaiser Wilhelm II's mainly autocratic rule through the post-war Weimar democracy and the rapid slide into a Nazi dictatorship. In the Conflict and Tension unit pupils look at attempts to keep the peace after WWI when the League of Nations was established. They will also have the opportunity to debate about the best way to deal with aggressors in the 1930s - i.e. to appease or not to appease.

The units that we study on paper 2 also include some important topics. The Norman England topic shows how the Normans have had an impact on Britain's political, economic, religious, social and cultural life and the Power and the People unit focuses on some of the key stepping stones that have made Britain what it is today - Magna Carta, the Civil War, the Women's Suffrage Movement to name just a few. The Power unit of work focuses on why peoples' rights and their relationships with the state have changed, how people have challenged authority, how governments have responded to those challenges and a great deal more.

With reference to the world of work pupils study how workers' rights can be abused when Trade Unions are abolished as they were in Nazi Germany. They also study the growth of the Trade Union movement in Britain from the Tolpuddle Martyrs and the match girl strike through to the Miners' Strike of the 1980s. Perhaps more importantly though we will continue to ensure that pupils are aware of the unique package of skills that they will develop whilst studying History. Pupils will be required to analyse and evaluate sources and interpretations, understand concepts such as change and continuity, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends and to create their own structured accounts and arguments. These skills are highly valued in further and higher education and in the world of work. Successatschool.org have recently published material suggesting that History can lead on to a variety of careers including consultancy, hospitality and tourism, law, publishing and media, education, investment management and careers in the public sector.

All in all in these 4 GCSE units there is some very important content for students to be aware of and to help them to understand how Britain has tried to resolve international crises (not always successfully) and to reflect on the struggles that the British people have had to make to empower themselves and to make themselves democratic citizens in their own nation.

The Research behind our Rationale

During the writing of this new syllabus we have specifically referenced the work of various historians so that pupils can have access to the work of professionals in this academic discipline. Early in Year 7 students will be introduced to the historian Simon Schama and will be asked to explain whether or not they agree with him in his assertion that King Harold died due to getting an arrow in his eye at the Battle of Hastings. In Year 7 they will also be introduced to the work of Le Roy Ladurie in the French village of Montailou and they will study Miranda Kaufmann's work about the hidden lives of Black Tudors in England. As we proceed through years 8 and 9 we will look at James Walvin's work on sugar, Emma Griffin's work on the Industrial Revolution, Hallie Rubenhold's work on the 5 victims of the Ripper and Lawrence Wright's work about the 9/11 attacks in the USA.

We will endeavor to use a variety of approaches to teaching History and our teaching has been influenced by among other things, Rosenshine's theory and the Kirklees Literacy Project.

Rosenshine's work has been a whole school focus. Rosenshine's research focuses on how the brain acquires and uses new information, research on the classroom practices of those teachers whose students show the highest gains and findings from these studies that taught learning strategies to students. It is through these methods that we can support students learning. This will continue as a an area of school and department focus and in the History department we will follow the review, link and revisit strategies and the production of student learning journeys to aid this process.

The Kirklees Literacy Project has also influenced the department's approach to the development of literacy skills within the department. Knowledge gained from attending this course has enabled us to develop comprehension strategies and to improve the sophistication of written responses, particularly when analysing sources and interpretations. Our aim is to develop increased fluency in writing, more formal written structure and deeper comprehension and understanding which will better prepare our students for the literacy demands of GCSE, future learning and employment

Moving back to a 3 year Key Stage 3 has given us the opportunity to rethink what we teach students before they start their GCSEs in Y10. This process has of course been influenced by the recommendations of the Secondary National Curriculum document but we have also been able to respond to recent events to ensure that we address the issues raised by the Black Lives Matter movement and to ensure that we consider History from a variety of perspectives. We have also focused on aspects of South Asian history where a significant minority of our students' families originate from. Furthermore, a number of units focus on the contribution of women and in Y9 we focus on the struggle for equal rights of various groups including women and BAME, gay and disabled groups.

Our Key Stage 3 curriculum is essentially taught chronologically but there are also a number of theme studies built into the programme of study. The units can be seen in the History long term plan document. In Y7, Y8 and Y9 pupils will focus on 3 themes: Monarchy / Power; Beliefs / Religion; and the lives of normal people. When students finish Year 9 they will have been taken on a 3 year journey of over 2,000 years where they have studied some of the key events and changes in national and international history. By this time our aim is to produce well rounded Historians with the knowledge and skills to move onto further studies in History if they choose to do so.

Year 7

If we look at the model for Y7 we can see that the starting point is the Middle Ages; students start with a general overview of the period before looking in greater depth at the events leading up to and during 1066 and at how the Normans consolidated their control of the country. (They will come back to these topics in greater depth at GCSE.) In this first half-term students will also have their first opportunity to shine a spotlight on Huddersfield and to consider what Huddersfield was like at this time and how and why it has changed.

In half-term 2 we will switch the focus to look at the role of the church in Medieval society. We have chosen the case study of Thomas Becket as this is the most dramatic example that highlights the power struggle between the Church and the crown. In this half-term we will also begin to take a closer look at the life of peasants and to explore how the Black Death had unexpected consequences, changing the nature of society and giving the peasants the opportunity to demand better living and working conditions. During this half-term pupils will also be given at least one opportunity to look at what was going on elsewhere in the world at this time, for example in China during the early Ming period.

As we continue to offer pupils the opportunity to focus on other parts of the world it should give them a richer understanding of history and provide opportunities to ask questions about how and why societies have developed in different ways and at different rates.

In the spring term pupils will do an overview of Medieval Kings and explain to what extent England was ruled by strong and successful rulers in the early Middle Ages. Following this, pupils will complete their first theme study on sanitation (a topic that affects us all). This will enable us to address the concept of change over time and to look at England before the Norman Conquest.

In the second half of the spring term we will focus on the Tudor Dynasty. The main focus will be on the question of religion during the Reformation and Counter Reformation (Henry VIII to Mary I). We will explore why some people refer to this period being like a religious roller coaster and we will examine the impact that these changes had on the population of England.

Moving into the summer term we will look at the arguments for and against the Elizabethan period being a 'Golden Age' in English history and students will be asked to examine both sides of the argument before writing an answer to explain the extent to which they agree with this statement. We will also look at the work of Miranda Kaufmann and study her findings about the hidden lives of Black Tudors in England.

To finish the year we will switch focus to South Asia and look at the Mughal emperors in the 16th to the early 18th centuries and students will be asked to give reasons for who they think was the most successful Mughal emperor and why.

Year 8

In Year 8 we will start by looking at the reasons for, main events and consequences of the English Civil War. Students will be asked to sort the causes into categories (power, money and religion) and they will be asked to explain which reasons were the most significant. They will also be given the opportunity to reflect on why this was such a turning point in the development of our democracy today. (This theme will be picked up again in the Britain, Power and the People unit of the GCSE.)

Our next major topic will be a theme study focusing on sugar, slavery and empire. We will focus on the slave trade but we will see how slavery was linked to the growing

demand for sugar (and other crops such as tobacco and cotton) and the demands of Empire. This unit of work has been influenced by the work of the historian James Walvin in his book 'How Sugar Corrupted the World.' To finish this topic we will focus on the events of this summer (2020) and the pulling down of the statue of Edward Colson in Bristol. Students will be asked to reflect on the role of statues in society and they will be presented with the arguments for and against pulling down this statue so that they can make their own minds up about whether they believe that it was right for demonstrators to pull down the statue.

After Christmas we will continue with the theme of Empire but we will look at the links between Empire and the Industrial Revolution. During these lessons students will be able to learn more about the region in which they live in the north of England and to see how northern cities and towns such as Huddersfield grew as people from around the country, and later from around the world settled so that can work in the mills, mines and factories. Students will see how the move from domestic to industrial work affected people's lives and they will study some of the social, economic and political challenges that industrial workers faced. But as well as focus on the local and regional levels we will also focus on the international level by focusing on India as a case study. We will look at why India was considered to be the Jewel in the Crown of Empire and how India became independent. We will consider factors such as the role of the individual (Gandhi) in the struggle for independence and we will see how Indian independence led to the creation of the modern nation states of India and Pakistan, where a significant number of our students can trace their heritage to.

In the final term of Year 8 we will refer to Hallie Rubenhold's excellent book *The Five* which seeks to tell us about the lives of the 5 victims of the Ripper in late Victorian England; a book which seeks to address the inaccuracies about these women, who are sometimes portrayed simply as prostitutes and instead to give us accurate details about their lives. We will use her work not only to find out about the Ripper but more importantly to reflect on what we can learn about conditions during this time and on what we can learn about the lives of working class women.

Next we will do another theme study. This time on migration so that we can see who the British people are and how and why different groups of people have settled in this country for hundreds of years. Students will study the impact of migrants on Britain and the challenges that these migrants have faced. By the end of this unit students should have an understanding of the true multicultural nature of Britain.

The final topic in Year 8 will be a study of World War I where students will reflect on the impact of the war on people. Students will study the causes of the war, some of the main events and the war's outcome. We will also focus on Huddersfield to see how the people of the town contributed to and were affected by the war.

Year 9.

In the first half term of Year 9 we will focus on different aspects of World War II. Students will start by looking at various turning points of the war and will be asked to reflect on these turning points and explain which ones they feel were the most important in terms of the war's outcome and why. Next they will look in more detail at the life and career of Britain's wartime leader Winston Churchill and to say how he should be remembered - either as great British hero or as someone who was perhaps not so great. Finally, in this half term students will study the arguments for and against dropping the atom bombs on Hiroshima and Nagasaki in Japan. They will analyse a series of sources so that they can decide whether or not this was the right thing for the USA to do in order to bring the war against Japan to an end.

In the second half term students will start by looking at Nazi persecution of the Jews in the 1930s and 1940s, including the Holocaust. Students will see how the rise of the Nazi Party led to the persecution of the Jewish community and how this persecution became worse as WWII began, ultimately leading to the 'Final Solution' where the Nazis attempted to murder the whole of Europe's Jews. Photographs will be used to enable pupils to ask questions about this incredibly important event in the last century.

The final topic before Christmas will focus on the struggle for equal rights after WWII. We will focus on 4 groups: women; people from black and minority ethnic communities; gay people; and disabled people. This has of course always been an important topic to focus on, but it has gained even more importance due to the events of the summer and the spotlight that has been shone on these issues with the Black Lives Matter movement.

After Christmas students will do a depth study about the inter-war years. By this stage they will already have studied both World Wars but this will give us the opportunity to examine in more depth the range and complexity of reasons for the outbreak of WWII just 21 years after the end of WWI. This is not only an important period in Twentieth Century history and a key component of the Key Stage 3 National Curriculum it is also

one of the options at GCSE. Students will have the opportunity to engage in some GCSE style work so that can see the level and depth of knowledge and understanding that is required and the skills that they need to develop in order to be successful at GCSE. This will aid them when they are making their crucial GCSE choices in the coming weeks. This depth study will follow the 3 part structure from the AQA History GCSE - Peacemaking after WWI (The Treaty of Versailles and the wider peace settlement); The League of Nations and international peace; and the origins and outbreak of the Second World War (Hitler's Foreign Policy and Appeasement.)

In the final half term we will take the opportunity to focus on understanding political concepts such as left and right wing, Communism, Socialism, Nationalism Capitalism and Democracy. Pupils will look at historical case studies in order to consolidate their understanding and they will be given the opportunity to reflect on their own beliefs to see where they stand on the political spectrum. This will not only give them useful contextual knowledge for their future lives as citizens of the United Kingdom it will also enable them to gain a deeper understanding of the content and themes that they will study if they do the History GCSE.

Students will finish their studies at Key Stage 3 by focusing on perhaps the most dramatic event of the 21st Century so far - the 9/11 attacks on the World Trade Centre and other targets in 2001. Pupils will study the long term and short term reasons for the attack and say to what extent they agree with the historian Lawrence Wright that 9/11 would not have happened without Osama bin Laden.

Key Stage Four

GCSE

We study the AQA syllabus at GCSE and in terms of the units that we study we have chosen topics which we feel go together.

For Paper 1 (Understanding the Modern World) there are some crucial decisions to be made when it comes to content. Our starting point was Germany as this unit enables us to focus on some important moments in 20th Century History. The circumstances that saw

the rise of the Nazi Party in Germany in the 1930s and the sheer brutality that a civilised people allowed to happen in their name offer us a real warning from History. We believe that pupils should know about this period in Europe's history. Alongside this we teach Conflict and Tension 1918-1939 as a great deal of the information overlaps and it enables pupils to develop a richer knowledge of the period. The Germany revision guide that we make for students has a bibliography and students are encouraged to read books such as *Alone in Berlin*, *All Quiet on the Western Front* and other books. For less enthusiastic readers there are also films and documentaries that have been suggested. Students will be given a taster of GCSE style content and questions in Year 9 when they will focus on the inter-war years prior to choosing their GCSE options. This means that when we go back to this unit in Year 11 we will be able to have a more 'light touch' approach as students will already have been familiarised with the content.

For Paper 2 (Shaping the Nation) we study Norman England c1066 - c1100 and Britain: Power and the People: c1170 to the present day. Once again there is a definite overlap with the Norman England topic and some of the early units on the Power topic such as King John and the Magna Carta. Power is not an easy topic but I feel quite strongly that the content is very important for pupils to know about. The unit covers over 800 years and focuses on the changing relationship between the citizen and the state and on how the balance of power has shifted over time. We finish the GCSE course by going back to the site study for Norman England. The site changes every year and it is the only topic of the whole exam that we know there will be a question about. This is a key reason for leaving this question until last. I have recently acquired some A Level textbooks which focus on Norman England and these will be offered to high achieving students so that they can develop their knowledge and understanding of the Norman period to a higher level.

Year 10

Germany 1890-1945

Part 1 – Germany and the Growth of Democracy

- Kaiser Wilhelm II and the difficulties of ruling Germany
- Impact of the First World War
- Weimar Democracy

Part 2 – Germany and the Depression

- The Depression and the Rise of the Nazis

Curriculum Rationale

- The Failure of Weimar Democracy
- The establishment of Hitler's dictatorship

Part 3 – The experience of Germans under the Nazis

- Economic changes
- Social policy and practice
- Control and Resistance

Norman England

Part 1 – The Normans: conquest and control

- Causes of the Norman Conquest
- Military aspects
- Establishing and maintaining control

Part 2 – Life under the Normans

- Feudalism and government
- Economic and social changes

Year 11

Norman England (continued)

Part 3 – The Norman Church and monasticism

- The Church
- Monasticism

Part 4 – The Norman Site Study – NB / This site changes every year

Britain, Power and the People

Part 1 – Challenging authority and feudalism

- Constraints on kingship
- The origins of parliament
- Medieval revolt and royal authority

Part 2 – Challenging royal authority

Curriculum Rationale

- Popular uprisings against the Crown
- Divine right and parliamentary authority
- Royal authority and the right to representation

Part 3 – Reform and reformers

- The extension of the franchise
- Protest and change
- Workers' movements

Part 4 – Equality and Rights

- Women's rights and the campaign for the vote
- Workers' rights
- Minority rights

Conflict and Tension (light touch / revision)

Part 1 – Peacemaking

- The armistice: aims of the peacemakers
- The Versailles Settlement
- Impact of the treaty and wider settlement

Part 2 – The League of Nations and international peace

- The League of Nations
- Diplomacy outside the League
- The collapse of the League

Part 3 – The origins and outbreak of the Second World War

- The development of tension
- The escalation of tension
- The outbreak of war

General GCSE History revision