

# Deyes High School Curriculum Rationale

## History

### Overarching curriculum, intent for History

The History Department aims to inspire a love of history in our students and an appreciation of its importance, using where appropriate active learning strategies. We aim to instil a curiosity about the past, that will project forward into a life-long love of the subject.

We aim to develop in them the skills necessary to enjoy the subject to its full and to maximise their potential in it.

-This includes understanding historical concepts such as cause and consequence, continuity and change, frame enquiry questions and hypotheses.

- Students will learn how to test historical interpretations, source analysis. write analytical narratives and create their own structured essays where they are able to sustain and argument.

- We equip students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

We aim to ensure that History provides students with a coherent knowledge of Britain’s past and that of the wider world. Through the study of History students will understand change and how the society we live in came to be. We will enable students to explore the diversity of societies and to explore their own identity.

	<b>Content Taught</b>	<b>Rationale</b>
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• Who Killed Tollund Man?</li> <li>• Why did William win the Battle of Hastings?</li> <li>• How did William secure his throne?</li> <li>• Was life miserable in the Middle Ages?</li> <li>• How won the Crusades?</li> </ul>	At the beginning of Year 7 we do a small unit on Tollund Man, as a transition assessment. This allows us to measure student’s reading comprehension, ability to interpret evidence and reach substantiated judgements using appropriate and well-selected evidence.

- What made a successful Medieval Monarch?
- Who was Martin Luther and why was he important?
- Was Mary, Bloody?

The Tollund Man topic also ensures breadth of coverage as per the national curriculum. This study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066, by looking at Europe and Britain during the "Dark Ages" and connect with future lessons looking at pre-Norman Britain.

It is impossible to understand English history without studying the Battle of Hastings and its aftermath – the last full scale foreign invasion of England. William the Conqueror, as an absolute monarch, acts as a useful comparison to later Kings and Queens and the development of Parliament and democracy. We also examine "what makes a successful monarch" by examining the failings of king John and the creation of the Magna Carta. King John unit also acts as a vehicle for development of source analysis.

### **National Curriculum**

These units cover the non-statutory: development of Church, state and society in Medieval Britain 1066-1509

- The Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the Black Death and its social and economic impact
- the Peasants' Revolt

After Easter term, we then start units which cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.

		<ul style="list-style-type: none"> <li>• the English Reformation and Counter-Reformation (Henry VIII to Mary I)</li> <li>• Reformation in Europe and Martin Luther.</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Why was Elizabeth I such a successful monarch?</li> <li>• The Gunpowder Plot – was Guy Fawkes and his Catholic plotters Framed?</li> <li>• Oliver Cromwell – Hero or Villain?</li> <li>• Was Britain, Great? Britain and the Empire.</li> <li>• Dying for the vote – who were the Chartists and why were they important?</li> <li>• Suffragettes: “Female Terrorists?”</li> </ul>	<p><i>The topics of Elizabeth, Oliver Cromwell, Chartists and Suffragettes give students a chronological understanding of the development of democracy in Britain.</i></p> <p>The study of the Suffragettes builds on previous learning of the work we have done about the development of democracy since 1066. This has clear links with the work completed in Year 8 regarding the role of Chartists. It also allows students in the class to examining ideas of equality, particularly gender equality, which is pertinent today.</p> <p><i>Elizabeth, Oliver Cromwell and English Civil War, and the Gunpowder Plot all link with topics studies at GCSE.</i></p> <p><i>GCSE Style questions are imbedded throughout Year 8, to ensure that students GCSE skills are being developed gradually over time.</i></p> <p><b><u>National Curriculum</u></b></p> <p><i>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.</i></p> <ul style="list-style-type: none"> <li>• <i>the English Reformation and Counter-Reformation (Henry VIII to Mary I)</i></li> <li>• <i>the Elizabethan religious settlement and conflict with Catholics</i></li> <li>• <i>the causes and events of the civil wars throughout Britain</i></li> <li>• <i>the Interregnum (including Cromwell in Ireland)</i></li> <li>• <i>the Restoration, ‘Glorious Revolution’ and power of Parliament</i></li> </ul> <p><i>Students learn about the British Empire, involvement in the Slave Trade and its legacy for a variety of reasons Firstly, because our students, a members of a multicultural society, needs to be able to</i></p>

		<p><i>evaluate and make a judgement about the benefits as well as the legacy of the British Empire. Secondly, Liverpool has strong links with the transatlantic slave trade and allows our students to explore our local history.</i></p> <p><b><u>National Curriculum.</u></b></p> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <p><b><u>Examples (non-statutory)</u></b></p> <ul style="list-style-type: none"> <li>• Britain’s transatlantic slave trade: its effects and its eventual abolition</li> <li>• Britain as the first industrial nation – the impact on society</li> <li>• Party politics, extension of the franchise and social reform</li> <li>• the development of the British Empire</li> </ul>
<p><b>YEAR 9</b></p>	<ul style="list-style-type: none"> <li>• Should WW1 be taught in schools today?</li> <li>• Why did the Holocaust happen?</li> <li>• Is the Holocaust different to other genocides of the 20<sup>th</sup> Century?</li> <li>• “America on Trial” – a study of US Foreign Policy 1945 to 2008</li> </ul>	<p>WW1 is studied in depth. It is a vehicle for developing historical narrative and well as answering GCSE style interpretation questions about whether “WW1 was actually that terrible?” WW1 is also the first modern war, and allows use to explore the historical concepts of causation and significance.</p> <p><b>It is a requirement by law that Holocaust education is provided in <u>KS3 History</u>.</b> At a time when Holocaust denial is on the increase and the Home Office PREVENT strategy requires schools to tackle extremism, our school has a duty to provide meaningful lessons on the Holocaust and its’ causes. By far the biggest threat of extremism in Liverpool, is far right extremism - the sort of extremism that good quality Holocaust education can tackle.</p> <p>It is also important to put the holocaust into context of other genocides that have occurred before and after 1945, in order to be alert to similar atrocities in the future.</p> <p>The USA unit is a vehicle to develop the skills of analyzing source content and provenance for reliability and usefulness. It</p>

		<p>develops an understanding of the US foreign policy between 1945-2008, including Vietnam which will deepen and enrich their understanding in preparation for their study of the Cold War</p> <p><b><u>National Curriculum</u></b>  Challenges for Britain, Europe and the wider world 1901 to the present day:  In addition to studying the Holocaust, this could include:  Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• women’s suffrage</li> <li>• the First World War and the Peace Settlement</li> <li>• the inter-war years: the Great Depression and the rise of dictators</li> <li>• the Second World War and the wartime leadership of Winston Churchill</li> </ul> <p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• At least one study of a significant society or issue in world history and its interconnections with other world developments.</li> </ul>
<p><b>YEAR 10</b></p>	<ul style="list-style-type: none"> <li>• Crime and Punishment</li> <li>• Whitechapel</li> <li>• Cold War 1941-1991</li> </ul>	<p><b>Justification for the Crime and Punishment 1000AD to 2000AD study:</b>  The Crime and Punishment unit aids teaching and learning by allowing the issues studied in the historic environment to be seen within a broader thematic context. It requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods.</p> <p>We chose Crime and Punishment because the developments and wider changes in society were of greater relevance to students</p>

		<p>than Medicine or development of warfare. We felt it also connected well to students who had ambitions in the field of law, the prison service and the police and forensics. Furthermore, the historic environment study of Whitechapel allows students to make parallels with the modern day, between giving students an understanding of hidden poverty, the link between poverty and crime and attitudes towards immigration.</p> <p><b>Justification of the Cold War 1941-1991</b>  The Cold War was selected due to the fact that it was the most contemporary of the topic available, which we believe would make it easier for the students to understand and enjoy the unfolding narrative. (alternatives were unpalatable, Spain and the New World; c1528–c1555; British America, 1713–83: empire and revolution and The American West, c1835–c1895)</p> <p>The Choice of the Cold War allows students to make links with recent events, such as the reemergence of Russia as a global power under Vladimir Putin and the so-called “New Cold War” It also deals with contemporary issues such as the nuclear weapons technology.</p> <p>It also allows us to pursue a valuable field trip to Berlin for Year 10’s students which allows them to visualize one of the key ‘battlegrounds’ of the Cold War, visiting the Berlin Wall, Checkpoint Charlie, the DDR Museum.</p>
<p><b>YEAR 11</b></p>	<ul style="list-style-type: none"> <li>• Elizabeth 1558-1588</li> <li>• Germany 1919-1939</li> </ul>	<p><b><u>Justification for Elizabeth 1558-1588</u></b>  This unit was one of number of compulsory British depth studies that had to be selected. It was selected as we believed it had to most compelling narrative (a woman, surviving against all odds in a man’s world, after inheriting a seemingly insurmountable catalogue of obstacles and bequeathing a reputation of being one of the most successful English monarchs of the last millennia.) It was also one of the few topics studies at GCSE, that had a clear female protagonist.</p>

		<p><b><u>Justification for Germany 1919-1939</u></b>  We decided to start with Paper 3, first as it is the most skills-based paper. Therefore, it would allow students to have 2 years to develop and integrate GCSE source skills need to succeed on this paper. This may be reviewed, now that some of these skills have been integrated into KS3 schemes of Work.</p> <p>Germany was chosen again due to relevance at a time where there has been a rise of populism and extremism, it is vital for students to grasp how a dictatorship can emerge from a democracy and where dangerous ideologies can lead.</p> <p>It also allows us to pursue a valuable field trip to Berlin for Year 10's students which allows students to visit places relevant to the course such as the Reichstag, Sachsenhausen concentration camp, Hitler's bunker etc.</p>
<p><b>YEAR 12 AND YEAR 13</b></p>	<ul style="list-style-type: none"> <li>• Tsarist and Communist Russia 1855-1964</li> <li>• Modern British History 1951-2007</li> <li>• What was the most important cause of the Witch Craze 1590-1692?</li> </ul>	<p>We teach both AS and A-Level at Key Stage 5.</p> <p>It was decided that this was the best course of action, to ensure that students fully engage and revise material in Year 12 as well as year 13.</p> <p><b><u>Tsarist and Communist Russia Justification:</u></b>  This has been selected due to the expertise in this subject area gained by Mr. Shannon – a unit that has been taught successfully for 16 years at Deyes. It is also a topic unlike any other studied in History, focusing on a key event that was to shape the events of the 20<sup>th</sup> Century – the Russian Revolution. By studying another totalitarian dictator it builds on understanding of the nature of dictatorship and allows students to make natural comparisons between Lenin, Stalin and Hitler, who they studies in Year 10.</p> <p><b><u>Modern British History Justification</u></b>  Modern British History has been taught effectively by Mr. Heywood for 13 years. It looks at the creation of Modern</p>

		<p>Britain, looking at issues such as the creation of the welfare state, liberalising legislation and the Sixties Social Revolution, to the Thatcher revolution and the decline of the British Empire and the accession to the E.E.C and later the EU. These are all relevant contemporary issues, which I believe gives our students an edge in understanding the world around them, which they can apply to whatever field that they choose to study.</p> <p><b><u>Causes of the Witchcraze Justification</u></b></p> <p>The cause of the Witch Craze was selected as the coursework unit because:</p> <ul style="list-style-type: none"><li>a) unit had to be selected before 1750.</li><li>b) There is a strong controversy and multiple interpretations about the cause of the craze for students to independently explore</li></ul>
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