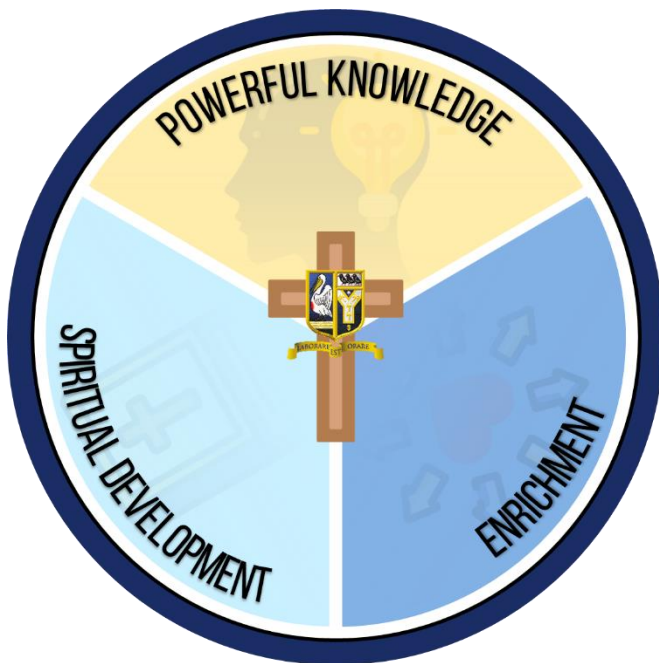


THE BECKET SCHOOL



HISTORY

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

'A PEOPLE WITHOUT KNOWLEDGE OF THEIR PAST HISTORY, ORIGIN AND CULTURE IS LIKE A TREE WITHOUT ROOTS.' (MARCUS GARVEY)

EVERYTHING THAT IS HAPPENING AROUND US IS A DIRECT RESULT OF WHAT HAS HAPPENED IN THE PAST. THEREFORE, THE STUDY OF HISTORY AS A SUBJECT IS RELEVANT TO EVERY SINGLE ONE OF US IN SOCIETY. HISTORY IS A DISCIPLINE THAT ENCOURAGES STUDENTS TO THINK BEYOND THE REALMS OF 'RIGHT AND WRONG' OR 'GOOD AND BAD'. STUDENTS OF HISTORY ARE ABLE TO QUESTION THE WORLD IN WHICH THEY LIVE AND DEVELOP A DEEPER UNDERSTANDING OF WHY PEOPLE ACT AS THEY DO. FOR EXAMPLE, STUDYING THE HISTORY OF POLITICAL TENSION BETWEEN THE EAST AND WEST CAN HELP STUDENTS TO BETTER UNDERSTAND EXISTING TENSIONS TODAY. OR BY STUDYING THE HISTORY OF MIGRATION TO BRITAIN STUDENTS CAN APPRECIATE HOW THIS HAS SHAPED MODERN BRITAIN AND LED TO THE DIVERSE SOCIETY WE HAVE TODAY. IT ALSO ALLOWS FOR STUDENTS TO BETTER UNDERSTAND THE NATURE OF HUMAN BEINGS AND MISTAKES THAT HAVE BEEN MADE THROUGHOUT THE PAST, AND IN MANY CASES REPEATED. AS CHURCHILL FAMOUSLY SAID: 'THOSE THAT FAIL TO LEARN FROM HISTORY, ARE DOOMED TO REPEAT IT.'

INTENDED OUTCOMES

A definition of History is: 'the study of the past, with a particular focus on people.' However, as students will learn in their lessons, this is a very simplistic way to approach the study of History.

It is vital that students explore how the past has been interpreted in a multitude of ways by both contemporaries and modern historians.

By the end of Key Stage 3:

- Students will gain a coherent and chronological understanding of core knowledge and key aspects of Britain's past and that of the wider world.
- Students will be exposed to and have regular opportunities to practice and further embed important core key skills required them to become independent Historians. These include: significance, cause and consequence, interpretation and change over time.
- Students will begin to understand the difference between uncontested facts and historians use of facts to build an interpretation.
- Through engaging and inclusive content and knowledge, students will foster a love of learning about the past and will grow in independence in being able to make connections and comparisons between different periods of History.

We will continue to build upon knowledge and skills acquired at Key Stage 3 into Key Stage 4 and 5:

- Students will continue to study core knowledge and key aspects of British History (50% of their GCSE and A-Level) but also extend their history knowledge by a deeper focus on historical contexts around the world. This both supplements and extends to the chronological understanding gained at Key Stage 3.
- Students will build upon and become more expert in their understanding of second order concepts, being able to use them more independently. For example, they will be able to critique more complex interpretations of History than at Key Stage 3 and be more effective in developing their own interpretations of the past.
- Students love of learning and historical skills are developed to the point where they can independently pursue topics that they are passionate about.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>Students will: Interact with 3 different types of knowledge in History:</p> <ul style="list-style-type: none"> • First, there is the substantive knowledge. This is simply 'knowing' about periods of history, people and uncontested facts. • Intertwined with substantive knowledge, is disciplinary knowledge. We often describe these as 'key skills'. These involve students being able to explain the significance of an individual using their substantive knowledge. Or being able to form their own interpretation of specific event. • Thirdly, we also want students to have knowledge of substantive concepts. Example of these would be: democracy, monarchy or empire. These concepts are more abstract and can change over time or depending upon the context. For example, the concept of 'revolution' means different things in different historical contexts. <p>Powerful knowledge is students studying these 3 types of knowledge across the curriculum. It is the combination of knowledge, key skills and concepts that allows them to become proficient historians</p>
SPIRITUAL DEVELOPMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Have the opportunity to see how the school's core values translate in historical narratives. Just one example would be their studies of civil right activists in both America and Britain in the 20th century: the hard work and perseverance in the face of adversity. • Be able to understand how Christian values have remained a constant in society for over a millennium. • Develop their understanding of the power of individual actions and responsibilities we all have as citizens of British society. For example, through looking at the non-violent campaigning of Gandhi against British rule in India. • Gain a thorough understanding of the importance of British values through historical narratives and events.
ENRICHMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Engage with current affairs that link to aspects of the past. E.G. the debate over the legacy of the British Empire. This allows them to engage in popular debate and discussion about the issues of today alongside them more readily understand the complexity of the past and how it has shaped their world. • Increase their cultural capital by engaging with current issues through the lens of History. • Understand how History is relevant to a multitude of other subjects. E.G. how music has been used to protest injustice or how Geography has affected migration to and from Britain. • Study how local history fits into the national and international picture. We go beyond the GCSE curriculum by including local elements of History to support understanding of migration. • Be taught how the study of History can also support future career aspirations. This can be careers directly and indirectly linked to the study of History. • Have opportunities outside of the classroom to apply their learning in different contexts. • KS5 students will extend their knowledge beyond the curriculum via studying topics which are part of The Becket Super Curriculum and/or Becket Reads.

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN HISTORY?

- Our History curriculum is sequenced carefully to deliver different narratives to students in a coherent way.
- Knowledge retrieval activities are regularly used to aid revision and allow students to understand connections across different topics.
- Students are given scaffolding to help them structure their writing. This is done in a variety of different ways. For example, using sentence starters and model answers.
- Knowledge books are used in KS3 and KS4 to support revision and in class learning.
- Discussion and debate are used at all key stages to encourage independent thinking and to critically engage with lesson content.

LEARNING SEQUENCE

YEAR 7

TOPIC	What have the Romans done for us?	Why did William win the Battle of Hastings?	How did castles develop over time?	Was life in medieval times nasty, brutish and short?	Why was religion so important in the medieval times?	Terrible Tudors?
EXPLANATION	A bridging unit from KS2 History. Through this topic, students learn key terminology and a range of key skills used in History. They will understand more about the subject as a separate discipline. All the key skills are introduced.	Students will engage with History from the Anglo-Saxon and Norman era. They will learn how historians study history from nearly 1000 years ago and the challenges this can pose. It was the last time England was successfully invaded and the Normans instated change we still live with today. The key skills in this topic are causation and change.	A short topic with a project element. Students will learn about the first castle introduced to England by the Normans (the motte and bailey castle). They will learn about the importance of castles over time and why they still dominate Britain's landscape. The key skills in this topic are chronological understanding and change and continuity. Local links will be made to Nottingham castle.	The famous English philosopher Thomas Hobbes described the medieval era as 'nasty, brutish and short'. But was it? Students learn how life in England looked in the middle ages, for both rich and poor. They will understand how significant events of this time shaped England forever. The key skill of this topic is historical interpretation and forming a judgement.	This topic is about the power of the church in medieval England . How that power rivalled that of the crown and was visible at every level of society. It will help students to understand why the Christian Church still plays a vital role in society today. The key skill for this topic is significance.	The Tudor monarchs are one of the most well-known royal families. The students will learn about the religious changes that took place and why England broke from the Catholic Church. Which links to the Medieval religion topic. They will also understand why the monarchs have reputations that last to this day. We end the topic with studying the very beginnings of the slave trade . Key skills in this topic are causation, consequence and interpretation.

YEAR 8

TOPIC	How did Transatlantic slavery change the world?	What was the Industrial Revolution? How was British control established over India?	Suffragettes- Help or Hindrance?	What impact did WW1 have on the British people?
EXPLANATION	Students learn about the Transatlantic slave trade and the role it played in building the wealth of Britain, and the wider Empire . Source material from the time is a vital resource we use to help understand how the practice of slavery was so engrained into the fabric of society. We also study the legacy of the slave trade. This includes the legacy we see today in Nottingham. The key skill for this topic is source analysis and evaluation.	Students will begin with this topic by studying the Industrial Revolution and how it changed Britain forever. We then move from this to the British Empire, allowing students to see how the two are inextricably linked. During this topic, we make links to the Tudor era and slavery . Through studying the Empire, students will use their powerful knowledge to engage in debate about the legacy of the empire. Students will also understand different methods used by the British government to try to bring India fully under British control. The key skill for this topic is causation.	Students will learn about inequalities women faced in the 19 th and early 20 th century. They will study how Suffrage groups formed and their different methods of campaigning for the vote for women. Links will be made to modern protest and the role of women in World War One . The key skill for this topic is historical interpretation.	This topic begins with the reasons for the outbreak of WW1 and the existing alliance systems in Europe. Students will then focus on how Britain changed during war time and the sacrifice people made. They also will study the role and sacrifice people made across the Empire . The key skills for this topic are source analysis and evaluation, causation.

TOPIC	How did Hitler get into power? How did the persecution of the Jews lead to the Holocaust?	Was the atomic bomb justified?	Why were the 1950s and 60s a time of change for black Americans?	How did Black Britons fight for their rights?
EXPLANATION	The first part of this topic is about the rise of Hitler in Germany after WW1 and how he managed to win the support of the large section of the German public. It is a short visit into a topic explored more deeply at GCSE Then students will learn about the Holocaust. This is the only topic which is compulsory nationwide at Key Stage 3. They will explore how the event was able to happen, the aftermath and legacy. The key skill for this topic is chronology and diversity.	This topic is a World War 2 case study. Students will explore a key event of World War 2, far away from the British shores. The use of nuclear weapons against Japan in 1945 is the only use of these weapons in History and therefore it is important for students to understand the legacy of the bomb and the morale debate that still rages today over its use by the USA. This topic links to our Cold War study in Year 9. The key skill for this unit is historical interpretation.	This is a short unit where students will explore race issues in the USA post-slavery. Clear links will be made to the slavery and Empire topics. Students will explore the legal segregation system in the southern states of the USA. Students will learn about key figures of the civil rights movement in the 1950s and 60s and have they caused change. The key skill for this topic is significance.	The final topic of Year 8 looks at civil rights in Britain and allows students to see similarities and differences between USA and Britain . We look at this history of black Britons, right back to the Roman era. Students will then focus on the Windrush Generation and their experience of life in Britain in the latter half of the 20 th century, both the positive and negative. This unit links to the Immigration topic at GCSE. The key skills for this topic are chronology, cause and consequence.

YEAR 9

TOPIC	The Cold War: 1945-1991	Migrants in Britain, 800-present	Notting Hill, 1948-70
EXPLANATION	<p>This first topic of KS4 is a 'bridging' unit. This means the content will not be examined for GCSE. We deliver this topic to introduce students to GCSE style questions, whilst also building on prior learning in Year 8.</p> <p>The Cold War has so many links to issues today, particularly with the war in Ukraine and tension between the west and Russia. This is something we want students to better understand.</p> <p>Several key skills will be covered in this topic. For example, chronology, cause and consequence, source analysis and historical interpretation.</p>	<p>This is the first GCSE topic we study and is examined on Paper 1 of the Edexcel GCSE qualification. With the Notting Hill topic, it is worth 30% of the GCSE.</p> <p>This is a breadth study of migration to Britain. Starting with the Vikings and going all the way through to modern immigration policies. We look at the similarities and difference of migration trends and stories across time. We want students to understand that immigration to Britain has happened throughout time and how immigration has shaped Britain.</p> <p>Key skills of this topic are: causation, historical interpretation, similarity and difference and diversity.</p>	<p>This is a separate aspect of Paper 1 and taught as part of Migration in Britain.</p> <p>We zoom in on a particular wave of migration. People from the West Indies (the Windrush Generation) and their settlement in Notting Hill. We look at reasons for the migration, racism they faced in Britain and contributions made by the migrants to British life.</p> <p>Key skills of this topic are: source analysis and evaluation.</p>

YEAR 10

TOPIC	The American West, 1835-95	Anglo-Saxon and Norman England, 1060-88
EXPLANATION	<p>This topic of GCSE is worth 20% and part of Paper 2.</p> <p>This topic explores the creation of modern day America. Students will study the way of life on Plains Indians and how their traditional way of life was destroyed to make way for white settlers. They will also look at the migration of white settlers to the west of American and the way in which they and the US government forever changed the landscape of the country.</p> <p>Key skills of this topic are: chronology, significance and consequence.</p>	<p>This topic of GCSE is worth 20% and part of Paper 2.</p> <p>This topic looks at the last successful conquest of England and how that conquest shaped the country in ways we still see today. They will learn how the Normans enforced their rule upon the Anglo-Saxon people and established many aspects of government we still have to this day. Students are also able to get to grips with History from a much earlier period and understand the challenges in studying a period with limited primary material.</p> <p>Key skills of this topic are: change and continuity, historical interpretation, causation and consequence.</p>

YEAR 11

TOPIC	Weimar and Nazi Germany, 1918-1939	Revision for Exams
EXPLANATION	<p>The final topic of GCSE is worth 30% and is part of Paper 3.</p> <p>This topic begins with Germany after WW1 and students learn about how the country tries to rebuild. Germany establishes itself as a democracy after WW1 and we go on to study the rise of Hitler and the Nazis and how they eventually destroy democracy in Germany. Students will then finish off the topic by studying the strict totalitarian rule of the Nazis and the effect it had on the German people. This is a topic that has many parallels to other periods of History and links to student's studies in Year 8.</p> <p>Key skills of this topic are: Source analysis and evaluation, cause and consequence and historical interpretation.</p>	<p>From February half term students will revise and review the GCSE topics in order to best prepare them for their summer exams. During this time, all key skills will be refined and revision techniques practised with students.</p>

YEAR 12 AND 13

TOPIC	Tudor England: 1485-1603	Revolution and Dictatorship: Russia 1917-53	US Civil Rights, 1850-1980. NEA Topic
EXPLANATION	<p>This examined topic runs throughout Year 12 and 13 and is worth 40% of the AQA A-level qualification.</p> <p>In Year 12 students will study Tudor England 1485-1547. In Year 13 students study 1547-1603. It is their breadth study and they look at different themes over the 118 years of Tudor rule.</p> <p>In this topic, students will understand the importance of monarchy and religion in all aspects of life. They will also look at change and continuity over this period of History.</p> <p>All key skills taught at KS3 and 4 will be developed. The exam for this topic focuses in particular on historical interpretation and judgement skills.</p>	<p>This examined topic runs throughout Year 12 and 13 and it also worth 40% of the AQA A-level qualification.</p> <p>In Year 12 students study the period of 1917-29 and in Year 13 it is solely about Stalin's Russia 1929-53. It is their depth, non-British study.</p> <p>In this topic students will touch on themes explored Year 9 and 11. They will look at the Russian revolution and the rise of a communist dictatorship and the impact it had on the wider world.</p> <p>All key skills taught at KS3 and 4 will be developed. The exam for this topic focuses in particular on source analysis and evaluation and judgement skills.</p>	<p>This topic is a Non-examined assessment and is worth 20% of the AQA A-level qualification.</p> <p>This topic spans from the summer term of Year 12 until the Spring term of Year 13. The aim of the NEA is to prepare students for university studies and being able to learn independently. Students produce a 4500- word essay on a topic of their choice within the context of US civil rights.</p> <p>Whilst the essay is to be produced independently, students will benefit from vast in school resources and teacher support. All key skills are covered in this topic.</p>



