

## **SUBJECT – St Joseph's College**

### **History – St Joseph's College**

#### **Subject vision statement**

History will contribute to the St Joseph's College vision to develop the whole person. History will help pupils to achieve excellence and show respect for learning by building the disciplinary expertise necessary to construct meaningful arguments, analyse data and communicate complex ideas that demonstrate understanding of people and places in the present and the past. Pupils will be able to perceive of knowledge as revisable and have the ability to create their own understanding in a way which allows them to explain, engage with and change our world, thereby developing their respect for others, self and our community. History will offer students important experiences which will broaden their cultural capital through contact with external organisations and sites as well as through embedded strategies for enhancing students' literacy, oracy and numeracy.

#### **Intent statement**

##### **What: (building on KS2, key concepts and skills)**

- Building on knowledge and skills from KS2 – all students should have studied change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a local history study. In terms of conceptual understanding all students should have some experience with chronology, change, cause, similarity and difference, and significance. We recognise, however, that with a large number of feeder schools students will bring a wide variety of experiences to KS3.
- The British values of democracy, respect, rule of law and tolerance are embedded throughout the curriculum. Our over-arching enquiry of power shifts through time explicitly teaches the development of democratic values not only in Britain, but across the wider world.
- Development of historical conceptual understanding through disciplinary meta-concepts of cause and consequence, chronology, change and continuity, diversity and interpretation.
- Evidential skills embedded throughout the curriculum from Year 7 to 13.

### **How: (Pedagogy, literacy, numeracy, assessment)**

- **Big picture:** The story of power shifts through time. Understanding to be developed by regularly returning to and developing understanding of key non-disciplinary concepts and themes, e.g. war, religion, ideology, empire, antisemitism, technology and rights.
- **Spiral curriculum** which returns to and builds complexity of understanding and application for disciplinary concepts (causation, change and continuity, significance, evidence, interpretations, similarity and difference).
- **Shared pedagogies and the latest thinking about History.** Sharing of good practice to be delivered through CPD sessions.
- **Literacy, oracy, cultural capital, critical thinking and analysis** to be integrated into all schemes of work.
- **Teacher autonomy to adapt lessons to the needs of their particular students**, with a clear focus on those with SEND and High Attaining Pupils.
- **Progressive questioning** will be used in lessons to assess for learning and to develop critical thinking.
- **Assessments will be consistent for all students.** Formative pieces of assessment will be completed during schemes of work so that teacher feedback can be provided before summative assessments take place at the end of schemes of work to evaluate student learning.
- The College behaviour for learning strategies are incorporated across the curriculum to provide students with opportunities to understand the narrative of their own learning, and further develop a growth mindset. Teachers will highlight opportunities to gain house points to promote the SJC Five Respects, where appropriate these will be explicitly signposted in lesson planning.

### **Why: (what makes this subject unique as a discipline)**

- Students will develop substantive contextual knowledge necessary to access GCSE and A Level courses but the curriculum will also adequately prepare students that do not continue study into KS4 or KS5 to actively and meaningfully contribute to their community and to find a sense of self in line with the school vision.
- Through a broad and carefully considered curriculum plan, students will develop an understanding of the most important Ideas, people and events that have shaped humanity over time at local, national and international level.
- **The curriculum has been designed to help pupils access 'powerful knowledge' (Michael Young)** – 'the task of the teacher in drawing on the national curriculum is to enable the students to engage with the curriculum and move beyond her/his experience.' 'Knowledge that draws on the work of communities of specialists that we describe as disciplines which are primarily forms of social organization for producing new knowledge.'
- The College also recognises the importance of treating History as discipline rather than a subject, which has 'a tradition of enquiry with its own distinctive pursuit of truth' (Christine Counsell). The curriculum will include scholarship through the analysis and enjoyment of interpretations. Evidential thinking will be nurtured through engagement with sources and artefacts, including the schools own archives.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Welcome to History 'How did the Romans change Britain?'	'Why did William win?'	'What was the main consequence of the Crusades?'	'What are the foundations of British democracy?' 'What was a good death?'	Black death 'Did the Reformation start the British Empire?'	'Age of Exploration: What made Iberia wealthy?'
<b>Building on</b> (knowledge, concepts and skills) KS2	Change/ continuity Migration/ Empire	Causation Genocide Migration Empire	Consequence Religion Empire War	Significance Religion Authority Medicine Antisemitism	Causation Empire Religion	Evidence (utility) Empire Religion
<b>Building towards</b> (knowledge, concepts and skills) KS3	Understanding of Empire, foundation for KS3	Causation Significance	Understanding of medieval power, religion and Kingship	Understanding how Britain is government today and the concept of civil	Building the foundations for Elizabethan England GCSE.	Evidence enquiry.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Museum of London	Tower of London		Visit the British library and gaze upon the Magna Carta.		
<b>SMSC</b>	Appreciating other peoples cultures	Understanding Britain's historic role.		Appreciating the beginning of Democracy.		Respect for other cultures and countries.
<b>Careers</b>	Archaeologist	Archivist		MP	Medicine	Cultural Ambassador

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	'How did the Kingdom of Benin rise and fall?'	'Why was the slave trade abolished?'	'What was the cost of the Industrial Revolution?' Scramble for Africa	'The main reason for WWI was the Alliance System' How far do you agree?	'Was WWI the reason for suffrage in Britain?'	'Evidence enquiry: who were the Vikings?'
<b>Building on</b> (knowledge, concepts and skills)	Empire Authority Religion Evidence (Source utility)	Empire Causation Significance	Foundations of the British Empire 'Y7 S2' Authority Empire War	Empire Economy Medicine	War Empire Interpretations Causation Genocide Medicine	Authority Interpretations Causation
<b>Building towards</b> (knowledge, concepts and skills)	Source Utility, role of the British Empire.	Rights and freedoms of people in the UK.	Concepts of Empire, wealth and capitalism.	Significance of British Empire, involvement global politics.	Causation, significance and representation.	Understanding of democracy.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Horniman museum (Bronzes) British Museum (Bronzes)		Visit Docklands Museum (free entry)		Watch They shall not grow old. Visit Imperial War Museum	
<b>SMSC</b>		Exploring the morality behind the British abolishing slavery.	Exploring the cultural shifts in Britain to become an Industrial power.			Discovering the moral shifts of Britain to provide women with the vote.
<b>Careers</b>	Lawyer		Entrepreneur	Civil Rights Activist	Military	MP or activist, journalist

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	'How did the Roaring 20s shape America?'	'Why did Tsardom fall?'	'How did extremism rise in Germany?'	'What is genocide?' (Holocaust and Rwanda)	'What was the human cost of the atomic age?'	'How did Britain change from 1945?'
<b>Building on</b> (knowledge, concepts and skills)	Consequences Economy Civil Rights Sources	Cause and Consequence Narrative	War Interpretations Economy Sources	Genocide Antisemitism Sources	War Genocide Cause and consequence	Migration Empire Authority Economy
<b>Building towards</b> (knowledge, concepts and skills)	Superpower Relations and the Cold War	Superpower Relations and the Cold War	Weimar and Nazi Germany	Genocide (understanding)	Superpower Relations and the Cold War	Civil rights in Britain, social awareness
<b>Independent enrichment</b> (wider reading and learning suggestions)	Great Gatsby	Death of Stalin	Hitler the Rise of Evil	Hotel Rwanda The Pianist Shooting Dogs	Hiroshima Oppenheimer	Uprising BBC Small Axe
<b>SMSC</b>	Exploring cultural shifts for lives of women.	Exploring the social developments from Communism.		Exploring the moral, spiritual and cultural changes of genocide.	Looking at the social impact of nuclear armament.	
<b>Careers</b>	Entrepreneur	Scientist	Lawyer		Scientists, activists	Journalist, teacher, activists

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Medicine Through Time	Medicine Through Time	Medicine Through Time	Elizabethan England	Elizabethan England	Weimar and Nazi Germany
<b>Building on</b> (knowledge, concepts and skills)	Knowledge of the reformation and the Tudors. Plus foundations of the human body from Science and Black Plague. As well as concepts learned in Industrial Revolution.	Knowledge of the reformation and the Tudors. Plus foundations of the human body from Science and Black Plague. As well as concepts learned in Industrial Revolution..	Knowledge of the reformation and the Tudors. Plus foundations of the human body from Science and Black Plague. As well as concepts learned in Industrial Revolution.	Knowledge from the Tudors and reformation. Basic understanding of protestant and catholic beliefs.	Knowledge from the Tudors and reformation. Basic understanding of protestant and catholic beliefs.	Building on foundations of Year 9 Russian Revolution, Nazis and Holocaust units. Source Utility Source follow up, Explanation
<b>Building towards</b> (knowledge, concepts and skills)	Causation, significance, source utility	Causation, significance, source utility	Causation, significance, source utility	Description, explanation and significance.	Description, explanation and significance.	Interpretations of Historians.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Old Operating Theatre Horrible Histories	Old Operating Theatre Horrible Histories	Old Operating Theatre Horrible Histories	Visit Maritime Museum.	Visit Maritime Museum.	
<b>SMSC</b>	Exploring spirituality of great crises.		Exploring morality of WWI treatment.	Exploring culture in Tudor England.	Exploring spirituality in Tudor England.	Exploring liberal culture in the Weimar republic
<b>Careers</b>	Medicine	Medicine	Medicine			Historian

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Weimar and Nazi Germany	Weimar and Nazi Germany	Weimar and Nazi Germany Superpower Relations and the Cold War	Superpower Relations and the Cold War	Superpower Relations and the Cold War	N/A
<b>Building on</b> (knowledge, concepts and skills)	Building on foundations of Year 9 Russian Revolution, Nazis and Holocaust units. Source Utility Source follow up, Explanation	Building on foundations of Year 9 Russian Revolution, Nazis and Holocaust units. Source Utility Source follow up, Explanation	Building on knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations.	Building on knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations.	Revisiting all GCSE skills and content to prepare for GCSE exams.	N/A
<b>Building towards</b> (knowledge, concepts and skills)	Interpretations of Historians.	Interpretations of Historians.	Consequence, Narrative, Importance	Consequence, Narrative, Importance		N/A
<b>Independent enrichment</b> (wider reading and learning suggestions)			Cold War documentaries, Hiroshima, 13 Days	Cold War documentaries, Hiroshima, 13 Days		N/A
<b>SMSC</b>	Exploring liberal culture in the Weimar republic	Exploring liberal culture in the Weimar republic	Exploring cultural/ social impact of Capitalism and Communism	Exploring cultural/ social impact of Capitalism and Communism		N/A
<b>Careers</b>	Historian	Historian				N/A

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Tudor – Henry VII	Tudor HVII	Tudor HVIII	Tudor HVIII EVI	Coursework	Coursework
<b>Topic</b>	American Dream	American Dream	American Dream	American Dream	American Dream	American Dream
<b>Tudors: Building on</b> (knowledge, concepts and skills)	KS3 and KS4 knowledge from the Tudors and Elizabeth. understanding of protestant and catholic beliefs, government, economy, society and foreign policy	KS3 and KS4 knowledge from the Tudors and Elizabeth. understanding of protestant and catholic beliefs, government, economy, society and foreign policy	KS3 and KS4 knowledge from the Tudors and Elizabeth. understanding of protestant and catholic beliefs, government, economy, society and foreign policy	KS3 and KS4 knowledge from the Tudors and Elizabeth. understanding of protestant and catholic beliefs, government, economy, society and foreign policy	KS3 and KS4 knowledge from the Tudors and Elizabeth. understanding of protestant and catholic beliefs, government, economy, society and foreign policy	<b>Coursework:</b> Abolition of slave trade in Britain
<b>American Dream: Building on</b> (knowledge, concepts and skills)	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations	Building on KS3 and KS4 knowledge from 1920s America and Russian Revolution as a foundation for USSR USA relations. GCSE Cold War Paper and Super Power Relations
<b>Building towards</b>	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments,	Judgements in history, sustained arguments, utility of	Judgements in history, sustained arguments,	Judgements in history, sustained arguments,	Judgements in history, sustained arguments,

(knowledge, concepts and skills)		utility of sources, analysis of interpretations	sources, analysis of interpretations	utility of sources, analysis of interpretations	utility of sources, analysis of interpretations	utility of sources, analysis of interpretations
<b>Independent enrichment</b> (wider reading and learning suggestions)	Visit Hampton Court Palace, watch Wolf Hall, read Centuries of Change, Ian Mortimer and Time Travellers Guide to Medieval England, John Guy Tudors. <ul style="list-style-type: none"> <li>• D Murphy (ed), England 1485-1603, Collins, 1999</li> <li>• N Fellows, Disorder and Rebellion in Tudor England, Hodder, 2009</li> <li>• R Lockyer &amp; D O'Sullivan, Tudor Britain 1485-1603, Longman, 1993</li> <li>• K Randall, Henry VIII and the Government of England, Hodder, 2001</li> <li>• K Randall, Henry VIII and the Reformation in England, Hodder, 2001</li> <li>• J Warren, Elizabeth I: Meeting the Challenge, Hodder, 2008</li> <li>• <a href="http://www.johnguy.co.uk">www.johnguy.co.uk</a> • <a href="http://www.history.ac.uk">www.history.ac.uk</a> • <a href="http://www.activehistory.co.uk">www.activehistory.co.uk</a> • <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a> • <a href="http://www.tudoerplace.com">www.tudoerplace.com</a> • The Six Wives of Henry VIII, Elizabeth DVDs – D Starkey • A History of Britain DVD – S Schama</li> </ul>			Watch Boardwalk Empire, C Bragg, Heinemann Advanced History: Vietnam, Korea and US Foreign Policy 1945-75, Heinemann, 2006 <ul style="list-style-type: none"> <li>• O Edwards, Access to History: The USA and the Cold War 1945-63, Hodder, 2002</li> <li>• D Murphy, Flagship History - United States 1917-2008, Collins, 2008</li> <li>• M Hall, The Vietnam War (Seminar Studies in History), Routledge, 2008</li> <li>• M Scott-Baumann, Civil Rights and Social Movements in the Americas, CUP, 2012</li> <li>• V Sanders, Civil Rights in the USA 1945-68, Hodder, 2008</li> <li>• J de Pennington, Modern America: 1865 to the Present, Hodder, 2005</li> </ul>		
<b>SMSC</b>		Exploring the development of new faiths and denominations		Learning about the civil rights movement and development of rights		Exploring the morality behind the British abolishing slavery.
<b>Careers</b>	Entrepreneur	Scientist	Lawyer		Scientists, activists	Journalist, teacher, activists

Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Coursework Tudor – Mary I	Tudor- Elizabeth I	Tudor- Elizabeth I	Tudor- Eliz I and Revision	Revision	N/A
<b>Topic</b>	American Dream	American Dream	American Dream	American Dream	Revision	N/A
<b>Building towards</b> (knowledge, concepts and skills)	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments, utility of sources, analysis of interpretations	Judgements in history, sustained arguments, utility of sources, analysis of interpretations
<b>SMSC</b>	Exploring the development of English and American culture	Exploring the development of new faiths and denominations		Learning about the civil rights movement and development of rights		
<b>Careers</b>	Entrepreneur	Scientist	Lawyer		Scientists, activists	Journalist, teacher, activists

### USA suggested Enrichment

<http://www.jfklibrary.org/> • <http://www.lbjlibrary.org/> • <http://www.trumanlibrary.org/> • <http://www.eisenhower.archives.gov/> • <http://www.nixonlibrary.gov/> • <http://www.fordlibrarymuseum.gov/> • <http://www.jimmycarterlibrary.gov/> • <http://www.sjsu.edu/faculty/watkins/econhist.htm> • <http://www.270towin.com>  
<http://vault.fbi.gov/> <http://historymatters.gmu.edu/mse/ads/amadv.html>  
<http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/special/social.html>  
<http://amhistory.si.edu/militaryhistory/> • <http://www.nbclearn.com/finishingthedream#>  
<http://www.archives.gov/education/special-topics.html> • <http://www.thekingcenter.org/archive>

Films/DVDs

The Butler • M\*A\*S\*H • The Help • Mississippi Burning • The Long Walk Home • Goodnight and Good luck • Ali • Malcolm X • JFK  
 • Milk • J. Edgar • All the President's Men • Thirteen Days • Platoon • Hamburger Hill • Full Metal Jacket • Forrest Gump • Born on  
 the Fourth of July • Frost/Nixon • 54 • The Right Stuff • Bobby