

Intent

At St Bede's, our intention is for our students to

- engage in historical enquiry, promoting the values of significance, respect for the dignity of human life and tolerance
- develop key understanding of how the world we live in has been influenced by past events and continues to influence current affairs
- develop historical awareness, cultural capital and the skills needed for future careers, including the most disadvantaged and SEND pupils
- develop independence through historical research, allowing students to explore new ideas and concepts and therefore unlocking their potential to learn and grow as individuals
- develop challenging historiographical vocabulary and literacy and be provided with exposure of the English language through improving reading for pleasure
- develop fundamental British Values through the History curriculum, including democracy, the rule of law, individual liberty and mutual respect for others of different faith and beliefs
- be provided with educational enrichment opportunities are central to our curriculum vision, through experiences, visits and visitors to school

Power

Linking to the KS2 curriculum concept of Thinking like a Historian, Power is displayed through a range of second order concepts including change and continuity. Topics such as the Romans are revisited but from a British point of view, with source skills a particular focus, linking to KS2 'investigating the past'. In Year 7 students look at how several invasions have impacted Britain over the last 2000 years and how Medieval monarchs have asserted control over their subjects. Students will continue this in Year 8 and start to link previous examples of nobility and barons influencing policy to new power displayed by Parliament. In Year 9 students will look at alternative power structures in the wider world with particular reference to Dictators in the modern era. All year groups will study these over common themes of race, religion and control of the population. Cause and Consequence are particularly explored.

Power is explored at KS4 at various points, with specific focus on the AQA module of Elizabethan England, though there are examples in both the Conflict and Tension and USA modules. Power is extended into the KS5 syllabus with particular emphasis on the Germany module, including the role of the Kaiser, Weimar Government and the Nazi Third Reich. In the Elizabethan England section, this is also explored in her role with parliament and government.

Beliefs

Beliefs are likewise linked to the KS2 concept of 'Thinking like a Historian', with skills such as identifying similarities and differences evident at the start of the KS3 syllabus. In Year 7 students will investigate a range of influences on Britain and how this has led to change across several themes such as medicine, religion (including Christianity), monarchy and war pre-1500s. In Year 8, students will study challenges to common-held beliefs such as the Greater Chain of Being, Divine right of Kings, Church teachings and look at The Renaissance alternatives to previous learning. In Year 9 they will develop this and explain how changes have also been made in both the causes and the prevention of war and again look at similarities and differences to earlier examples.

Beliefs at KS4 encompass all modules, but particularly the AQA Health and the People module has a large concentration of this concept running through it. Beliefs are a concept that is thoroughly explored at KS5, with examples seen in the religious beliefs of the OCR Later Tudors module and the coursework section on the role of Germany in World War One.

Ideas

Ideas are again linked from KS2 to the KS3 curriculum through 'Thinking like a Historian' with specific links to cause and consequence and the significance of individuals. In Year 7 students will look at how the landscape and laws of Britain have been influenced by individuals and foreign interaction, with specific focus on the Islamic world, the Reformation and the Golden Age of Elizabethan England. This is built upon in Year 8 with the rationalisation of pro-slavery arguments and the Abolitionist movement in opposition, Period of Enlightenment, Scientific Revolution and Industrial Revolution. Year 9 students revisit the changes in medicine, with particular attention given to war and conflict and political ideologies such as Anti-Semitism, Communism and Fascism. Common themes across all years include businesses, trade, religion, science and education in both Britain and the wider world.

Ideas are present in the AQA Health and the People module, with focus on this thematic factor encompassing over 20%. Ideas are also displayed in the remaining modules at GCSE. Ideas are continued in KS5 with application shown in the Later Tudors and the OCR Civil Rights module, with focus on Women, Native Americans and African Americans.

Society

This concept focuses on both similarities and differences and the significance of civilisations and builds upon the KS2 curriculum with chronological understanding and 'Thinking Like a Historian' evident. In Year 7 students study the historical influences on Britain and how these differ to the Islamic World and the rivalry involved. This specifically engages religious changes through the influence of the Crusades and also the English Reformation. In Year 8 students develop their understanding of different cultures by researching Benin and other African cultures, white supremacist thought, industrial life and why there was an Abolitionist movement. Year 9 develop these ideas by linking them to patriotism/Nationalism and not only look at the Suffrage movement and Home Front in Britain but also compare to the American era of Boom and Bust and the Life under the Nazis in Germany. Change and Continuity in particular are themes explored.

At KS4, Society is a key concept in the AQA USA and Elizabethan England modules, which then are continued at KS5 in the OCR US Civil Rights – Opportunity and Equality course. Additionally, the OCR The Later Tudors course also explores this concept in detail, consisting of over 50% of the total A level.

Empire

Linking KS2 with KS3, students build upon 'Investigating the Past' with advanced source skills, as well as focusing on examples of change and improvement. Particular detail is given to the provenance of sources including the purpose and motive of contemporary writers and illustrators. In all years, students will look at comparisons of colonial influence and the consequences of these. In Year 7, The Romans, Crusaders and Islam are explored; In Year 8, Elizabethan England, Hispanic domination, the British Empire and African cultures are the primary focus and in Year 9 the European attitude and American attitudes are compared and contrasted. Across all these examples, religion, language, inventions, trade, freedoms and lasting influence are all investigated.

Empire at KS4 is a key component of the AQA Conflict and Tension and also comprises a small part of the AQA Elizabethan England module. This is continued at KS5 through the OCR Later Tudors and Germany modules where imperialism, nationalism and exploration are explored.

Conflict

Across a number of wars and rebellions, students have the chance to focus on the significance of world events. The significance of these events links to the KS2 'Thinking like a Historian' but also, cause and consequence are explored in detail. In Year 7, Boudicca's rebellion, the events of 1066, the Crusades and civil wars are taught. Year 8 students should then start to compare these to the splitting up of Christendom and then by Year 9, World War One and the cause of World War Two. Not only do students have an overview of the wars but also look at resistance movements (Eleanor of Aquitaine, Magna Carta, Underground railroad, freedmen, Jacobite, Jewish and Nazi) which are vital to understanding why events progressed through a particular journey in History.

Conflict is a large part of the GCSE, with AQA Conflict and Tension focusing on this concept, especially in terms of Hitler's foreign policy and the crises caused by a lack of action from the League of Nations. Furthermore, AQA Elizabethan England particularly comprised significant sections of this concept, with reference to a range of plots against the monarch and the threat of the Spanish Armada. The concept of conflict is then developed further with the OCR Germany module in terms of the Third Reich's expansionism and racial ideologies and in the coursework which covers the causes of World War One.

Economy

Students investigate reasons for expansion and contrast political, economic and social categories. These are linked from KS2 with 'Communicating History' to KS3 by focusing on Historical interpretations and assessing their views. In Year 7, students link economics with colonial attitudes and empires, such as Roman, Norman, Islamic and Tudors. Georgian attitudes towards trade and commerce are explored alongside Industrial changes in Year 8 and British and American attitudes in the Roaring Twenties revisit the concept in Year 9.

In the KS4 syllabus, the Economy is explored in the AQA USA and Elizabethan England modules. It also comprises a significant section of the Health and the People module as it is a thematic factor, encompassing over 20% of the course. The economy is extended further at KS5 through OCR's Later Tudor module where social and economic threats are explored as is employment generally in the USA Civil Rights module. This comprises all aspects of target groups, including Native Americans, African Americans, Women and Trade Unions for workers.

Implementation

The curriculum is sequenced coherently, allowing the interweaving of topics to support the acquisition of key concepts; it is compatible with the key requirements of the National Curriculum and robust collaboration between primary and secondary phases ensures progression.

Curriculum components are repeated over time, ensuring all pupils practise retrieval, master skills and concepts, develop long term memory and make progress from starting points. Retrieval tasks are built into all lessons to enable pupils to remember more.

The 'Bigger Picture' is shared with pupils, providing them with a rationale for their learning and to make links between lessons, allowing them to know more and remember more.

Teachers ensure lessons provide a supportive environment for all pupils including those with SEND, removing barriers to learning and participation through adaptive planning, modelling, scaffolding, explicit instruction and metacognitive strategies.

Accurate, regular assessment enables an informed and systematic judgement to be made about a pupil's knowledge, understanding, skills and attitude. Pupils are provided with feedback and set 'perfecting our work' targets to close any learning gaps.

Teachers provide a language-rich environment. Key tier 2 and tier 3 vocabulary is mapped out carefully across the curriculum to enable our pupils to learn the correct words and phrases in the right order. A phonics-led approach is used to improve reading and spelling. Carefully selected texts are used to foster a culture of scholarly reading.

Pupils are given opportunities to consider how their learning links to future study and careers, and the importance of British Values.

The curriculum is enriched to include experiences outside the classroom, such as visits to Poland, France and Germany linking to the KS4 curriculum. Additionally, national visits to London, Vindolanda, Beamish and the DLI museum are frequently offered experiences for Key Stage 3 as is the opportunity to listen to Speakers 4 Schools guests and participation in Reading University's local history initiative.

Homework tasks allow pupils to participate in a wide variety of bespoke activities which are at the forefront of modern educational thinking, including Cornell note-making, dual coding and project making. Pupils also widen their contextual knowledge by learning about 'meanwhile, elsewhere' comparative cultures/movements and parents and carers are actively encouraged to feedback to the department through homework postcards at the end of each booklet.

In the sixth form, coursework encourages independence and this is supported through partnership with Durham University in research techniques.

Key Stage 4 Assessment Objectives

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Key Stage 5 Assessment Objectives

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.