

## **History KS5 – Statement of Intent**

Maya Angelou *‘The more you know about history, the more liberated you are’.*

At All Saints Academy, our KS5 History curriculum is committed to the ethos of ‘Living Well Together in Dignity, Faith and Hope’. Students at All Saints Academy will be able to walk through their streets of their home and understand it in a different and more nuanced way than they did before they commenced their studies with us. Most significantly, KS5 students will recognise the importance of the role of the people as a catalyst for political change. They too will recognise how they can act as instruments for social, cultural and political transformation. Importantly, our KS5 history curriculum develops our students’ capacity to display more dignity and respect for the world around us. The All Saints Academy history curriculum complements our Christian ethos, as we explore the continuities and changes in religious values: most notably the changing religious attitudes in Britain post-1918 as well as the centrality of the Christian faith in American politics. Our A-level students are encouraged to become more hopeful about their futures and prospects for their post-16 education and career paths. We encourage our students to consider university: particularly, advocating course options and post-university destinations connected to the historical and social sciences. History is a subject that empowers students who study it. This is not only in the sense of heightening our students’ capacity to appreciate and understand world events, but also to see value within themselves and the world around us.

The KS5 history curriculum at All Saints Academy is inclusive to all our students who choose to study it. Our pupil premium students are supported with equipment and the support in lessons with student support workers. Barriers are further broken down for our SEND students, as we support students through the use of their own computer devices and access to interactive textbooks. We help break down new learning into smaller and more manageable steps for students, supported by live modelling and the use of peer assessment in lessons.

Our two-year A-level course complements the substantive and disciplinary knowledge fostered at KS3 and KS4. Year 12 and 13 students develop their skills exponentially related to extended writing and forming cogent and coherent arguments. Indeed, this represents the focus of our time in lessons initially for Year 12 as they make their transition from KS4 to KS5. Engaging with contemporary historiography and breaking down the mechanics of writing academically, we help our students to develop the written and expressive skills required to be successful historians. Explicitly explaining skills such as note taking and instructing our students to adopt the habits of independent researchers, helps set the foundation for our KS5 programme at All Saints Academy.

### **Year 12 History Intent**

#### **Substantive knowledge**

At All Saints Academy, our Year 12 students evaluate the trajectory of democracy in Britain from 1918-89 as well as assessing the social, economic, cultural and political context of the United States of America from 1955-1992. Within our American unit of study, our students will contemplate the post-WW2 era in American History, beginning with the presidency of Eisenhower and how American culture and society was transformed as a result of the New Deal policies initiated by Roosevelt’s government. We shall see how American society experienced a transformation in opportunities and cultural expectations through the growth of Hollywood, Rock and Roll, literature and consumerism. Moving through this period, we encounter issues such as Kennedy’s New Frontier, Johnson’s Great Society and the rise of Nixon’s ‘silent majority’. Set against a backdrop of counter-culture and tensions towards America’s involvement in the Vietnam War, our Year 12 students are able to interpret changes in values and expectations in 20<sup>th</sup>-century America as we define the significance of the Civil Rights and Black Power movements. At the end of this year, students will assess the legacy of Reagan and the extent to

which his conservative economic, social and religious policies transformed the political landscape of America.

Simultaneously, Year 12 will also reflect upon the ways in which British society, politics and culture transformed in the period subsequent to the First World War. After the end of this conflict, society in Britain transformed to become less deferential towards the aristocratic order in Britain and working-class people in Britain began to claim their own political futures. As we research the rise of the Labour Party and decline of the Liberal Party in Britain, we are able to make further assessments into the growth of trade-unionism and strike action in British social history. The history of the people forms the centre of our historical focus in Year 12, as we interpret the ways in which they experienced changing fortunes and expectations. As well as reflecting on the growth of the Welfare State, we also view alterations to other cultural and social themes such as the rise of consumerism, influence of feminism, leisure and tourism and the legacy of the Windrush generation.

### **Disciplinary knowledge**

The bridge between the skills needed to be successful GCSE and A-level are significant; however, we help our students master a new level of detail and coherence to their written work by guiding them through modelled answers and breaking down key marking criteria. Sixth Form students in History are expected to create fluent and compelling arguments that reach a substantiated conclusion, which utilise clear and sensible criteria for evaluation. In Year 12, we introduce our students to develop lines of argument that recognise opposing points of view and anticipate potential counter arguments these standpoints. Source evaluations, whereby we scrutinise the nature, origin and purpose, also form a substantial part of the skills that are required to succeed in A-level History. In Year 12, in particular, we empower our students to reflect upon differences in sources, by interrogating two sources at once so that they are in a position to reflect upon their overall utility for historians when they are simultaneously presented together.

## **Year 13 History Intent Statement**

### **Substantive knowledge**

In Year 13, our students at All Saints Academy will examine the legacy of the witch craze in Britain, Europe and America from the 16<sup>th</sup> century to the 18<sup>th</sup> century. Furthermore, Year 13 will assess the legacy of Margaret Thatcher, 1979-92. Building on the foundations from Year 12, where students examined the role of the people in British society and politics 1918-79, we ask our Year 13 students to apply their developing historical knowledge to key historical debates of the Thatcher era. Thematically, our students evaluate the extent of Thatcher's role in transforming the economic fortunes of Britain through her monetarist ideals and popular capitalism. The growth of a 'loadsamoney' culture is set against the backdrop of privatisation and drawing back of the Welfare State. The antagonism of the Miners' Strikes and the leadership of Arthur Scargill also form part of this analysis. Moreover, students contemplate interpretations related to the role of Thatcher in socio-political issues such as education, the role of the family and her stance towards immigration. Reasons underpinning Thatcher's decline and the rise of New Labour represent the final aspect of this unit of study for Year 13.

Students in Year 13 recognise that the pattern of witch-hunts and persecutions was uneven in Britain, Europe and America in our period under consideration. Whether in specific periods or certain geographical regions, there were certain cases where people – most prominently women - were exposed to more scrutiny and ruthless means to punish their alleged 'diabolical' behaviour. These reasons varied, whether it was through the religious zeal of certain political leaders or by being labelled as a scapegoat

to account for negative fortunes associated with poor harvests and decline in economic fortunes. Additionally, students will comprehend the growth of sceptical attitudes in Europe, most notably the work of Reginald Scott. Accounting for this rise in scientific knowledge and more rigorous scientific thinking will help explain how serious cases of witchcraft were overturned. We shall use these case studies, such as the Boy of Burton and Pendle Swindle to exemplify how instances of witchcraft persecution ultimately reached a point of extinction.

### **Disciplinary knowledge**

Sixth Form students in History are expected to create fluent and compelling arguments that reach a substantiated conclusion, which utilise clear and sensible criteria for evaluation. In Year 13, especially, we encourage our students to develop lines of argument that recognise opposing points of view and anticipate potential counter arguments these standpoints. Source evaluations, whereby we interrogate the nature, origin and purpose, also form a substantial part of the skills that are required to succeed in A-level History. Combining such interrogations with clear and detailed contextual knowledge to explain certain viewpoints are essential skills to master. We also relate this skill to our students' capacity to explain discrepancies in interpretations – particularly when we evaluate the legacy of Margaret Thatcher. Furthermore, we use these skills to form part of our coursework. We ask students to research, independently, a topic of their choice that triangulates and explains alternative views of historians. This focus on historiography represents a turning-point from Year 12 as Year 13 adopt the historical skills that provide a platform for success at undergraduate level.