

History KS4 –Statement of Intent

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

At All Saints Academy, our KS4 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. Importantly, our history curriculum develops our students' capacity to display more dignity and respect for the world around us. The All Saints Academy history curriculum compliments are Christian ethos, as we explore the continuities and change in the Church. Crucially, though, we also believe that the content of our history empowers our students to have faith in themselves. Although history is often viewed, simply, as the accomplishments of 'great men' of the past, our history curriculum demonstrates the power of the individuals and groups who hitherto might have been neglected as key forces in driving historical change. By educating our students about these groups, we hope that our students similarly acknowledge and respect their ability to become global citizens, who are sensitive and attuned to the complexities of life.

The GCSE history curriculum at All Saints Academy is inclusive to all our students. 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 writing frames, the use of visual and auditory sources, as well as adjustments in time and reading support in assessments. We help break down new learning into smaller and more manageable steps for students, supported by live modelling and the use of individual or small group work with a student support worker.

We offer all our students at All Saints Academy the opportunity to study GCSE History. Our two-year course compliments the substantive and disciplinary knowledge fostered at KS3. Having built a sound chronological knowledge of world events, Year 10 and 11 students at All Saints Academy Students at KS4 reinforce skills of source analysis, interpretations, evaluating significance and embracing ideas and knowledge connected to cause and consequence.

Research informed practice in Social Sciences (History):

History is a subject that harnesses and develops literacy skills. History teachers, therefore, need to empower their students to read expository texts and engage with history books. In particular, the 'History Research Journal' article 'Relationships between adolescent students' reading skills, historical content knowledge and historical reasoning ability' This article reveals that the history curriculum 'in lower secondary education should promote students' reading skills in order to promote students' historical content knowledge and historical reasoning ability. As such, 'history teachers could use expository texts as a basis for their instruction, followed by classroom discussions'. We do this in our KS3 History curriculum by embedding historical writers and building lessons around specific texts.

Additionally, the Ofsted Research Framework which states that how specific examples can make the unfamiliar elements of new material more meaningful. Through specific examples, pupils will have an access point for making sense of more abstract ideas. It also encourages us to use the term 'historical enquiry' to refer to the complex tools, methods and assumptions that historians draw on. It is important to note that 'historical enquiry' describes the way that historians approach the study of the past. This is further corroborated by Mary Myatt in 'Huh' as well as in 'Curriculum: Gallimaufry to coherence' by M. Wyatt. In this book, it is recommended that we help foster our pupils' capacity to 'know that events in the past are connected related to events at the time and have a legacy, often lasting until today'. This means thinking about the history curriculum planning as less of a stage set on which certain things happened and more of a chapter in the story which involves us all, up until today'. In this sense, we help our students recognise 'where on this timeline does a period take place and how in order to establish a 'framework of the past'? Elizabeth Carr and Christine Counsell also echo the value of embedding timelines in assessment to help evaluate the chronological understanding of our pupils.

Moreover, we have also examined SEND focused research ("[Including students with SEN and/or disabilities in secondary history", ioe.ac.uk](https://www.ioe.ac.uk/publications/including-students-with-sen-and-or-disabilities-in-secondary-history/)). In this handbook, the concept of reinforcing our lessons and learning activities with opportunities for students to exhibit their knowledge in ways which remove certain barriers. For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using dedicated computer software to create scenarios for pupils to think through and explore rather than text-based material. Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers. Assessing students' progress involves using a range of methods and evidence of learning so that assessment becomes an integral part of learning.

Specific support planned for SEND students:

In History students start the lesson with a retrieval task on nearpod to engage them with the text. Sentence starters and writing frames are provided during assessment for learning and independent practice tasks, and printouts are provided. The reading link contains differentiated questions to allow for all students to access the start of the lesson. Worksheets are modelled, often providing model answers on the whiteboard, so that students know what is expected from them. Often the new learning is broken down into small chunks; this means that the new learning slides may be extended over two to three slides, instead of one just one. Pictures and interesting images are used to punctuate text and learning mats are used.

Year 10

Substantive Content

Students will explore the expanding nature of medicine from the age of Hippocrates and Galen to the medieval period right up until the present day. Embedded throughout this broad and balanced field of study, our students will be asked to evaluate the role of science and technology, the role of the individual, luck and chance, government, warfare, superstition and religion as well as communication as vehicles for medical advancement. Accordingly, students will examine the development of surgical techniques as well as the significance of the Black Death. Subsequently, students will pivot towards the revolution period in medicine and make assessments of the changing nature of medicine as a result of the scientific studies of key individuals and technologies as created by individuals such as Jenner, Koch and Pasteur. Surgical developments such as anaesthetics and antiseptics will also be considered and assessed, and contrasted with surgical procedures of earlier periods, as well as comparing them to modern developments in surgery and public health. This unit of study represents an opportunity for students to also consider the role of government and its role in expanding medical advancement: most notably, the creation of the Welfare State and the NHS.

Following on from our study of health, Year 10 will complete a study of the Norman Conquest. This commences with an examination of Anglo-Saxon society, building to a study of the contenders to the English throne following the death of Edward the Confessor in January 1066. Students will be asked to evaluate interpretations of why William won the Battle of Hastings and consider the reasons he undertook to gain control of England following his coronation. As such, students will consider life under the Normans as well as an investigation into how they transformed the economic and social complexion of England as a result of changes such as the Domesday Book, legal alterations, land distribution and architectural and town and village planning developments. Changes to the church are considered as Year 10 consider Lanfranc's reforms to the English Church and monasticism. A further history investigation into the environment is also considered in Year 10.

Disciplinary

Students will build upon the core historical skills built upon in KS3: namely, the role of source and interpretation evaluation, establishing comparisons, evaluating similarities and differences, and explaining causal links. Furthermore, Year 10 will develop their skills related to prioritisation and justifying certain factors as the more significant than others. Students also have the opportunity to apply historical ideas of continuity and change, and cause and consequence, as we assess a Norman architectural development. We will assess key ideas of location, structure, function, the people connected to the site, design and relate these concepts to the culture, values and religion of the people who occupied them at the time.

Year 11

Substantive

In their final year at All Saints Academy, our Year 11 students will examine and evaluate the formation of Nazi Germany 1898-45, combined with an assessment of the conflict and international tensions of Europe and the wider world between 1918-39. Accordingly, we simultaneously assess reasons for the failure of the League of Nations, the growth and decline of the Weimar Republic, coupled with the rising tensions in Europe that ultimately led to the outbreak of the Second World War. As well as forming a more specific assessment of the political, economic and social situation in Germany, we direct our students to adopt an international perspective of world politics. In the ashes of the failure of the League of Nations, we trace the trajectory of the formation and success of Hitler and the rise of the Nazi party. Year 11 are able to present compelling interpretations of how Hitler and the Nazi party were able to accomplish this by evaluating the extent to which the enveloping international crisis helped lay in the course for their route to power. As a corollary of this inquiry, we further assess the international significance of the Nazi party and other fascist regimes such as Italy and Mussolini as they sought to extend their international presence in this period under consideration. Towards the end of Year 11, students will progress their understanding of the chronological developments hitherto encountered in Year 11, by assessing the key factors as to why the Second World War erupted in 1939. In the heat of this global conflict, we shall also present an overview of life for Germans, as we contemplate the deadly mechanisms of power the Nazis wielded to reinforce their position of power. Those who resisted and stood up to these nefarious agents underpin the final unit of study for our students in GCSE History.

Disciplinary

In Year 11, we continue to reinforce the skills of source and interpretation evaluation; we consider the nature, origin and purpose of particular documents. We guide our students to compare these sources to others and ask them to query their overall utility when presented together. Teaching at Year 11 ensures that our students are able to apply historical ideas of continuity and change, cause and consequence. Our highest attaining students, by the same token, are stretched further by more challenging reading tasks that engage with contemporary historians of the inter-war years such as A.J.P Taylor and Eric Hobsbawm. Being exposed to such material helps students to refine their capacity to assess interpretations, based on their idiosyncratic nature of the historian who constructs his or her particular views. Students at All Saints are similarly encouraged to embrace a constructive learning environment where they learn, react and build upon one another's views as much as they do from their teachers.