

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.

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.

After the AP1 in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023:

History
Galenic and Hippocratic medicine
Christian and Islamic medicine comparison

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. Students are also provided with learning mats. In particular, students are supported with information pertaining to the Treaty of Versailles and failure of the League of Nations in term 2. We continue to plan learning mats to support with topics related to the reasons underpinning Hitler's rise to power and the context of Germany in the 1920s. 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.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023:

History
Norman religion
Norman towns and villages
Norman legal system
19 th century surgery
Public health

In the final two weeks of term, all students were given personalised learning opportunities where their own unique learning gaps were addressed by giving them personalised learning booklets.