



love the journey

Curriculum Implementation 2023-24

Secondary

LCA Strand	Humanities
Subject	History
Key Stage	Key Stage 4 (Chapter 10-11)

<p>What are the key concepts taught?</p>	<p>At GCSE level, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none">• Monarchy• Feudalism• Power, authority and control• Society• Government• Conquest, War, Civil War• Poverty• Economy• Hyperinflation• Culture• Proportional Representation• Coalition• Propaganda• Indoctrination• Fascism/socialism/communism• Conservatism/Liberalism• Trade• Religion and faith• Uprising and revolution• Health: pandemic• Decree, law and Parliament• Taxation• Empire/Colonialism• Indigenous• Slavery• Reparations• Social Darwinism/Racism• Migration• Militarism, Alliances, Imperialism, Nationalism• Totalitarian
--	---

- Total War
- Negotiation and compromise
- Peace
- Collective Security
- Disarmament
- Veto
- Genocide
- Justice
- Patronage
- Exploration

Key subject disciplinary concepts include:

- Cause and consequence
- Trigger factor
- Significance
- Change and continuity
- Similarity and difference
- Analysis
- Evaluation
- Judgement
- Context
- Purpose
- Utility

What is the sequencing of units?

Ch10 (Modern History Depth Studies)

Ch10 begins with a study of Germany in 1870. Pupils are expected to draw on their learning from Ch9 in order to recall the context of Europe before WWI. The course progresses through the impact of WWI and its immediate aftermath and then considers the period of 'Weimar Germany.' This leads us into a study of the Nazis, their growth, electoral success and then control over Germany, both before and during WWII.

The next study in Ch10 links closely to the above. Conflict and Tension: 1919-1939 is a coverage of the Inter-War years, the attempts to make and maintain peace and the road towards WWII. It includes the peace negotiations and treaties after WWI (enhances the understanding of the above study of Germany), the creation of the League of Nations and their attempts to build a more peaceful World, the Manchurian and Abyssinian Crises, Hitler's foreign aims and actions and the outbreak of WWII.

Ch11 (Early Modern and a Breadth Study)

Ch11 starts with a study of Elizabethan England, this allows pupils to think all the way back to Ch7 when they studied the Tudor's. The themes are slightly more complex than the Ch10 study and includes the Historic Environment, this is the logic behind teaching it in Ch11.

The study includes Elizabeth's early years, how England was governed and the problems she encountered, issues around marriage and the succession, culture and society, poverty,

	<p>exploration, religion, Mary Q of S and conflict with Spain. Concepts explored in Ch10 such as government, propaganda and foreign relations mean that pupils are in a better position to understand the complexities of the Elizabethan era.</p> <p>Ch11 concludes with the thematic study of Power and the People. Pupil feedback clearly indicates that this is the most challenging of the content. It is taught in this sequence as the pupils are more mature by the end of the GCSE and their previous learning means they are more equipped to understand some of the topics.</p> <p>The study begins with 3 topics from the Middle Ages, pupils receive a grounding in this in Ch7. The concept of authority links closely with their studies of Elizabeth I and Germany. The course then progresses into the Early Modern, here there is a clear connection with the study of Elizabeth I (Pilgrimage of Grace during the Tudor era) and Ch8 studies of the English Civil War and the concept of Revolution as well as Ch9 studies on Empire. Next the pupils study 19th Century reform and reformers, again this links closely to Ch8 studies, topics like trade unions are discussed during the Ch10 Germany study. Power and the People finishes with topics related to equality and rights – this is a theme that runs throughout our entire curriculum when considering society in any era.</p> <p>The sequencing is very deliberate. It is structured in a way in which it enables our pupils to build their understanding from one study to the next. Connections are made throughout and, by the time they reach Power and the People, they have developed the confidence to tackle the most complex of the studies due to their prior learning.</p> <p>N.B – Ch11 includes the study of the Historic Environment, this changes annually. This will result in enhanced learning of one Elizabethan topic area. This can result in altering of the sequencing or an increased allocation of learning time dedicated to one area.</p>
--	---

<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>The first step is the sequencing of the teaching, this is something that we have explored over a number of years. Pupil and staff voice have been deployed in order to discover the best way to structure the course so that pupils can see the links between the topics.</p> <p>Teachers use questioning and recall tasks to help pupils see the links. Every lesson begins with a 'Do Now,' most of which require pupils to reflect on previous learning and allow them to see how the next part of the study will link. Frequent tasks include those based around context, this is particularly significant with the Ch10 content due to the overlap in the time period. Source based questions require pupils to see the bigger picture.</p>
--	---

	<p>Modelling of specific tasks (e.g. answers for 8 mark Power and the People or the 16 mark essay) as many questions require the pupils to write about various topics. Power and the People is a thematic study. Pupils track the eight themes throughout so that they can understand the importance of communication, the role of the individual etc throughout different periods of history.</p> <p>Timelines are used to allow pupils to plot their learning and see the bigger picture.</p>
--	---

<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Adaptive teaching methods are deployed to challenge every pupil at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p> <p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted pupils.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
--	--

<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>LCT tests take place and are based upon the recall of knowledge based learning.</p> <p>The sequencing of the curriculum means that pupils must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years (e.g. In Ch I I pupils are expected to refer back to Ch I 0 learning of key concepts such as power and authority in order to understand the problems faced by John I or Elizabeth I).</p> <p>PP assessment will be based around the most recent learning. However, there will be at least one task that requires pupils to think back to a previous period of learning.</p> <p>Mock exams in Ch I I will be based upon learning throughout the course.</p>
---	--

<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with pupils who are underachieving.</p> <p>Enhanced intervention takes place after assessments or Mock exams and targets specific pupils or topics/skills considered to be areas to improve.</p>
---	--

	<p>Pupils reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
--	---

<p>What are the planned opportunities for developing Reading?</p>	<p>Reading is an integral part of History. Almost every lesson will require some form of reading. In History, the aim is to facilitate reading for purpose and enable pupils to understand the significance of the text from a historical perspective.</p> <p>Comprehension tasks are planned and encourage pupils to see the link between the wording of the question and the content of the reading. Historical sources and interpretations are frequently deployed and require the pupils to read in order to gain an understanding of the past.</p> <p>Sometimes pupils are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the pupils in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
---	---

<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Marking of exercise books also includes the correction of words of historical importance. Pupils may be provided with sentence starters or words they should use when constructing a sentence. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing. Live marking allows for instant correction of capitalisation, spelling, punctuation. From Ch8, SPAG marks are introduced into PP assessments. Pupils are expected to structure and write extended essays, therefore writing skills are taught. This is followed through in KS4 and SPAG marks are awarded for the appropriate questions.</p> <p>Numeracy: Chronology and timelines are frequently discussed and used within teaching. Pupils must have an awareness of context in order to answer source-based questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts, or graphs. When teaching about the economy both money and value become part of our studies e.g. hyperinflation in Germany or the Wall St Crash.</p> <p>Oracy: Discussion based activities are frequent and permit pupils to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow pupils to discuss academic matters with their peers.</p> <p>SMSC: History affords many opportunities to engage with SMSC. Pupils study society, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy etc. Pupils consider government and how it has evolved and the concept of law and</p>
--	---

	<p>order. Personal experiences of those who encountered slavery, Empire, genocide etc will be used and pupils have the opportunity to learn from those who were there and witnessed these events. Despite teaching about the past, current affairs will be used to make comparisons between 'then and now.' Germany involves studies of persecution and authoritarian control, this results in discussions about how society can prevent this from reoccurring. Power and the People is designed around the growth of democracy, representation and rights.</p>
--	---