

## Curriculum Overview – History



A chronological enquiry-led approach, with key historical themes and skills woven throughout, helps to frame learning in history at Pate's. We encourage our students to question interpretations of the past, and provide them with the confidence, independence and historical tools they need in order to achieve this. By being aware of the key themes of religion, diversity, conflict, the role of the individual and ideas, students are encouraged to join up their learning and past experiences to see the 'Big Picture' and the common ties that unite and divide people in both the past and present. In doing so, students are encouraged to be solution focused and think about how more positive outcomes can be achieved in the future.

In Years 7 and 8 students develop their historical skills which we have broken down into three key strands. These strands consist of: Knowledge and Communication, Sources and Interpretations and Concepts and Skills. In Year 7 the journey begins with consolidating and building upon previous historical skills and knowledge acquired in primary school. Students challenge the very concept of History itself, and then build upon primary history skills and knowledge by conducting a local study of the history of Cheltenham from Anglo-Saxon times to the present day. Students then discover the Medieval Period and analyse the impact of the key individuals and turning points that shaped the Middle Ages. In Year 8, students head into the Early Modern period where they connect with the key ideas of the French Revolution; Liberté, égalité, fraternité and the consequent push for equality. Students learn about whether the British Empire was a force for good or not, with specific reference to India. We also frame a regional enquiry around Bristol and the Slave Trade and whether Edward Colston's name should be erased from Bristol. Year 8 round off their studies with an in-depth focus on World War One and the ramifications it had for the 20<sup>th</sup> century. This provides the opportunity to focus on the role of Empire Soldiers and the Pate's Grammar School students who fell in the First World War.

In Year 9, students draw upon their knowledge from English Literature and learn about whether the American Dream was achievable for all. They make a comparison of some of the key issues faced by people in the 1920s and 1930s Republican administration to issues and policies nowadays under President Trump's administration. Students decide how Winston Churchill deserves to be remembered. Linking back to Year 8 learning when continuing to study the struggle for equal rights in Post War Britain, with the addition of LGBT+

rights, helps students to recognise links and trends. Students will hone in on a local study of GCHQ and why there is a threat of terrorism today.

At KS4 students follow the AQA GCSE specification, and study *Russia 1894-1945: Tsardom and Communism* and *Conflict and Tension 1918-1939*. In Year 11 students then investigate *Elizabethan England 1568-1603* and *Power and the People*. Field site visits are encouraged wherever possible and students are able to draw upon their prior knowledge and skills gained at KS3. Schemes of work follow the four key AQA assessment objectives and we aim to extend student thinking beyond the confines of the exam by challenging them with tasks which require high level thinking skills.

At KS5 students are able to choose a Modern or Early Modern route of enquiry. Students follow the OCR A Level course which deepens their skills of causality and consequence, reliability of evidence, change and continuity and historical interpretations. Students are encouraged to be independent learners and carry out much independent research, particularly for the coursework essay which helps to prepare students for further academic study. In addition to the traditional career paths often associated with History such as teaching and archivist roles, the transferrable skills set acquired from History A Level is also beneficial for a multitude of careers in the private and public sector.

## Key Stage 3

Year 7	Year 8	Year 9
How can I be a great historian? How has Cheltenham changed from Anglo-Saxon times to present?	How did Britain develop in the Early Modern Period? How can the English Revolution be explained?	How have key events shaped the Modern World from 1900-Present Day?  American Depth Study 1919-1939
The Battle of Hastings and Norman Consolidation of Power	How similar were the English and French Revolutions? Was the British Empire a force for good?	American Depth Study 1919-39 How should Winston Churchill be remembered?
Monarchy, Religion and the Crusades in Medieval England.	What role has sugar played in connecting the globe? Bristol and the Slave Trade	How did the Second World War affect Civilians? The Holocaust
How did the Silk Roads change our world?	How successfully did people campaign for the vote?	GCHQ local study and Cold War
Did peasants lead a miserable life?	How did the First World War impact Britain and the wider world?	What helped the struggle for equal rights in Britain in the 1960s?
How typical was Medieval England? Case Study of Mali.	How did the First World War impact Cheltenham and our former Grammar School students?	The 9/11 Attacks
<b>KS3 Strands</b>	<b>KS3 Strands</b>	<b>Year 9 Assessment Objectives</b>
Knowledge and Communication	Knowledge and Communication	Knowledge
Sources and Interpretations	Sources and Interpretations	Sources
Concepts and Skills	Concepts and Skills	Interpretations
		Concepts

## Key Stage 4 – GCSE Exam Board AQA

Year 10	Year 11
Russia 1894-1945:Tsardom and Communism	Elizabethan England. 1568-1603 (complete)
Conflict and Tension 1918-1939	Power and the People
Elizabethan England 1568-1603 (start)	
AQA GCSE-specific skills:	AQA GCSE-specific skills
AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.	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.	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.	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.	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 – A Level : OCR

Year 12	Year 13
<p>OCR A LEVEL HISTORY            PATH A Early Modern History            Unit 1 The Later Tudors 1547-1603            Unit 2 The French Revolution and Rule of Napoleon</p> <p>OR</p> <p>OCR A LEVEL HISTORY            PATH B Modern History:            Unit 1 Britain 1900-1951            Unit 2 The Cold War in Europe 1941-1995</p>	<p>OCR A LEVEL HISTORY            PATH A Early Modern History            Unit 3 Popular Culture and the Witchcraze of the 16<sup>th</sup> and 17<sup>th</sup> Centuries            Unit 4 Topic based essay (coursework)</p> <p>OR</p> <p>OCR A LEVEL HISTORY            PATH B Modern History            Unit 3 The Challenge of German Nationalism 1789-1919            Unit 4 Topic based essay (coursework)</p>
Causality and Consequence	Causality and Consequence
Reliability of Evidence	Reliability of Evidence
Change and Continuity	Change and Continuity
Historical Interpretations	Historical Interpretations
OCR GCE-specific skills	OCR GCE-specific skills

