

Subject overview: KS4 HISTORY

Subject Rationale (Intent) linked to whole school curriculum mission

Department Vision

The History department at St Edmund's aims to promote a fascination with the past, and a sense that History is a meaningful and vital intellectual pursuit, treating knowledge of history as a discipline. With a rich knowledge-based curriculum, pupils will engage meaningfully with the past and secure a chronological overview of major developments and periods to help contextualise new knowledge. We aim to empower students to know and remember more about events in combination with the methods and processes of historians. It is through History that we learn how to understand the world around us.

Intent

Building upon Key Stage 3 Knowledge

At St Edmund's Catholic Academy, our History curriculum for Key Stage 4 is thoughtfully designed to build upon the foundation of knowledge acquired in Key Stage 3, fostering a deeper understanding of British and World History. Our objective remains the same: to enable students to know and remember more about key historical events while developing their disciplinary knowledge and learning about how historians learn.

Sequenced Learning for Substantive and Disciplinary Knowledge

The curriculum is carefully sequenced so that substantive knowledge is built up before disciplinary knowledge is applied in the second year. Both years offer a different set of disciplines, with Year 10 being more focused on a broad schema of historical topics, and the second year focusing on the development of disciplinary knowledge and understanding the way historians work.

Exploring Historical Events and Concepts

Throughout Key Stage 4, students will delve into the complexities of historical events, examining the causes, consequences, changes, similarities, significance, evidence, and interpretations that shape our understanding of the past. By engaging with these second-order concepts, students develop a greater capacity for analysis and evaluation, honing their ability to construct well-supported claims.

Inspired by Academic History

Our curriculum takes inspiration from the rich traditions and intricate methodologies of academic history. We strive to present history in its true complexity, avoiding oversimplification or reductive approaches that might lead to misconceptions. Instead, we encourage students to grapple with the nuances, perspectives, and debates within historical discourse.

Comprehensive Approach: Substantive and Disciplinary Knowledge

To ensure a comprehensive and enduring understanding of history, we place emphasis on both substantive knowledge and disciplinary knowledge. Students will deepen their knowledge of key historical events, drawing upon a broad range of sources and perspectives. They will also develop an understanding of how historians investigate the past, critically evaluating evidence, considering multiple interpretations, and reflecting on the limitations and biases inherent in historical sources.

Engaging and Empowering Learning Environment

Through engaging lessons, stimulating resources, and interactive activities, we aim to create an environment where students feel empowered to explore and analyse historical events with confidence. Our curriculum fosters the development of critical thinking, research skills, and historical empathy, equipping students with the tools necessary for success not only in their examinations but also in their broader academic and personal endeavours.

Nurturing Passion and Appreciation

At St Edmund's, we are committed to nurturing a lifelong passion for history and instilling in our students a deep appreciation for the complexities of the human story. We are proud to offer a Key Stage 4 History curriculum that challenges, inspires, and encourages students to become thoughtful and discerning historians.

The Making of America 1789-1900

This period study examines the significant period of the making of America, spanning from the inauguration of the first president in 1789 to the end of the nineteenth century. It focuses on the expansion of American territory during this time and its relationship with the cultures of indigenous Americans, African Americans, and white Americans.

We chose this topic because students will develop a comprehensive and interconnected understanding of the events, situations, and developments that shaped these three cultures and the conflicts that arose between 1789 and 1900. The study is organised into five sections, each highlighting specific content to foster a deep comprehension of the unfolding narrative.

Our curriculum places equal emphasis on building a strong schema of knowledge and disciplinary understanding. Students will develop a robust foundation in historical concepts, including changes and continuities over time, the causes and consequences of historical events, and the historical significance of people, events, and developments. By exploring the making of America, students will deepen their understanding of these second-order concepts, enabling them to analyse historical phenomena with precision and insight.

Through this period of study, students will cultivate a rich and interconnected knowledge base, enabling them to comprehend the complexities of American history during this transformative era. They will gain a comprehensive understanding of the social, political, economic, and cultural forces at work and their impact on different groups within American society. By immersing themselves in the narrative, students will develop a strong disciplinary knowledge and a holistic perspective, empowering them to engage critically with historical issues and make informed interpretations.

By studying the making of America, students will not only develop a deep understanding of this significant period in American history but also cultivate essential historical thinking skills and a comprehensive knowledge base that will serve as a solid foundation for their future studies and inquiries in Key Stage 5.

History Around Us - Kenilworth Castle

We chose to study Kenilworth Castle holds immense value for learners as it connects them to the importance of local history. By exploring the historical significance of a site rooted in their local community, students develop a sense of pride and appreciation for the heritage that surrounds them. Kenilworth Castle serves as a tangible link to the past, allowing learners to engage with their own local history and develop a deeper connection to the people and events that have shaped their community over time.

Additionally, the study of Kenilworth Castle offers learners the opportunity to engage in experiential history. By visiting the castle or participating in immersive activities related to its history, students can step into the shoes of those who lived and interacted with the castle in the past. This hands-on approach allows learners to connect with history on a personal level, fostering a deeper understanding and empathy for the experiences of individuals who once walked the castle grounds.

Experiential history encourages learners to actively participate in historical inquiry, employing their senses and imagination to reconstruct and interpret the past. By engaging with artefacts, exploring the castle's architecture, and immersing themselves in historical reenactments or interactive experiences, students gain a holistic understanding of the castle's historical context and the lived experiences of its inhabitants.

The study of Kenilworth Castle, with its focus on local history and experiential learning, instils a sense of place and identity within learners. It encourages them to value and preserve their local heritage, fostering a deeper appreciation for the importance of historical sites in shaping their community's identity. Furthermore, the experiential aspect of this study enhances disciplinary knowledge, historical empathy, and a lifelong passion for history, empowering learners to become active participants in preserving and promoting local history for future generations.

By delving into the history of Kenilworth Castle, students not only gain knowledge about their local community's past but also develop a broader understanding of the role that local history plays in the larger historical narrative. This study cultivates a sense of belonging, an appreciation for the power of experiential learning, and a lifelong curiosity for exploring and preserving the rich tapestry of local heritage.

World Depth Study - Living Under Nazi Rule

This immersive world depth study builds upon the foundational knowledge acquired during Key Stage 3, particularly in relation to World War I, World War II, and the Holocaust. By expanding on these historical events, learners will deepen their understanding of the interconnectedness between the Nazi dictatorship and the broader context of the wars.

Through a comprehensive exploration of the impact of the Nazi dictatorship on individuals' lives within Germany and occupied Europe, students will develop a nuanced understanding of the political, economic, social, racial, and cultural forces at play. This study serves as a natural progression from their previous studies, enabling learners to analyse the causes, consequences, and complex dynamics that shaped this transformative period.

By engaging with interpretations, sources, and focused study of the specific content outlined within the five thematic sections, students will gain a more comprehensive

understanding of the interplay between the Nazi dictatorship and the preceding world wars. This study encourages students to draw connections, critically evaluate historical evidence, and form well-informed interpretations that integrate their knowledge of World War I, World War II, and the Holocaust.

By building on the understanding acquired in Key Stage 3, learners will develop a holistic perspective of this tumultuous era in human history. This integrated approach fosters a deeper appreciation for the complexities of the Nazi dictatorship and its relationship to the broader historical context. Students will emerge from this study equipped with a comprehensive understanding of the interwoven factors that shaped the period, facilitating a more nuanced analysis of the events and experiences of individuals during this challenging time.

British Depth Study - The Elizabethans

We chose this depth study to provide learners with solid disciplinary and substantive knowledge regarding late-Elizabethan society. By immersing themselves in the study of this period, learners will develop a comprehensive understanding of the political, religious, economic, social, and cultural forces at play during late-Elizabethan England. They will engage with primary and secondary sources, building their substantive knowledge of historical events, individuals, and societal dynamics.

To ensure a robust grasp of the subject matter, we will actively embed knowledge retrieval practices throughout the study. Learners will be encouraged to regularly recall and review key information, facilitating the development of long-term memory retention. By systematically revisiting and reinforcing their understanding of late-Elizabethan England, learners will strengthen their ability to retrieve and apply knowledge in a variety of contexts.

In addition to disciplinary knowledge, this study will emphasise the cultivation of disciplinary knowledge and the evaluation of historical interpretations. Learners will explore the ways in which different perspectives have shaped our understanding of late-Elizabethan England, critically assessing the reliability and biases of various sources. By engaging with a range of written and visual interpretations, learners will sharpen their analytical abilities and develop a nuanced appreciation for the complexities of historical narratives.

Ultimately, this depth study aims to provide learners with a comprehensive understanding of late-Elizabethan society, equipping them with the disciplinary and substantive knowledge necessary for rigorous historical inquiry. By embedding knowledge retrieval practices and fostering disciplinary knowledge, learners will develop a strong foundation to engage with and evaluate historical sources, enabling them to become informed and discerning historians.

We have designed a curriculum that is informed by knowledge of the rich traditions and complex methodology of academic history.

The curriculum is designed to represent the complexity of academic history and avoids the oversimplification or reductive approaches that would encourage misconceptions.

- **Influenced by a mastery learning model - lessons are broken into learning steps rather than strict weekly content and teachers are encouraged to seek mastery of the finger-tip knowledge from their students (evidenced through quizzing and formative assessments) before moving forward.**
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Exam Specification

OCR GCSE (9-1) History B - J411

- The People's Health
- Elizabethans
- History Around Us
- Making of America
- Living Under Nazi Rule

YEAR 10

TOPIC	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <u>St Edmund's curriculum mission</u>)	Main method of assessment?
1	<u>The Making of America</u> 10.1.1 What is America and how did it grow? 1789-1838 10.1.2 How did slavery grow in the USA from 1793 to 1838? 10.1.3 Who was in America before it was colonised? 10.1.4 Who were the Five Civilised Tribes and how were they removed? 1830-38 10.1.5 How and why did white settlers travel across America? The Oregon Trails 10.1.5.2 How and why did white settlers travel across America? The Mormons 10.1.6 What caused the Gold Rush in California and Pikes Peak? 10.1.6.2 What was the impact of the Pikes Peak Gold Rush? 10.1.7 Why did America go to war against itself? 10.1.8 What was the African American	Understanding Plains Indians: Exploring Settler Expansion and its Consequences This sequence of lessons delves into the dynamic period of American culture from 1877 to 1900, offering students a comprehensive exploration of the profound changes that reshaped the nation. By studying the transformations experienced by the Plains Indians. African Americans in a Changing Nation: Analysing Struggles, Achievements, and Inequalities Moreover, the curriculum examines the multifaceted impact of economic, social, and political change on the lives of African Americans, allowing students to critically analyse the struggles, achievements, and ongoing inequalities faced by this marginalised group during this transformative era. Economic Growth, Urbanisation, and Mass Migration: Exploring Societal Transformations Additionally, the study of the growth of big business, cities, and mass migration provides students with insights into the economic	● Interleaved Retrieval: Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Exam Practice Mini Assessments: These are spaced throughout the course as students gather and build up their schema, to then apply it to 3-4 exam practice questions throughout the course. ● Professional Judgement: occasionally individual KS4 teachers may want to use their judgement to plan and deliver other exam questions or quizzes throughout the topic.

	experience of the Civil War period? 10.1.9 What was reconstruction and what was the impact it had on black Americans? 1863-1877 10.1.10 How did Railroads and Cattle Impact the plains? 10.1.11 Why did Homesteaders move to the plains and how did they survive? 10.1.12 The Indian Wars 10.1.13 What was the US Policy of assimilation? 10.1.14 How did Black lives changes 1877-1900? 10.1.15 How did big businesses, cities and mass migration impact America 1877-1900	transformations and societal shifts that accompany industrialisation and urbanisation. By engaging with second-order concepts such as cultural adaptation, power dynamics, and socio-economic change, our curriculum fosters the development of disciplinary knowledge and a substantive understanding of the diverse American cultures during this period, enabling students to build a robust schema of knowledge and appreciate the complexities of this pivotal era in American history. Immersing in Plains Indian Culture: The Case Study of Lakota Sioux This sequence explores the transformative period of the West from 1839 to 1860, providing students with a comprehensive understanding of the cultural, social, and economic dynamics that shaped this significant era. By immersing themselves in the rich culture of the Plains Indians, with a particular focus on the case study of the Lakota Sioux, students develop a deep appreciation for the diverse indigenous societies that thrived in the region. Westward Journeys and Historical Migrations: Motivations, Challenges, and Impact Additionally, the study of the westward journeys undertaken by early migrants to California and Oregon, as well as the Mormon settlement of Utah, allows students to examine the motivations, challenges, and impact of these historical migrations, fostering an understanding of the complexities of frontier life. Economic and Social Transformations: The Gold Rush and its Consequences Furthermore, the exploration of the California Gold Rush (1848-1849) and the consequences of the Pikes Peak Gold Rush (1858-1859) provide insights into the economic and social transformations brought about by these significant events. This encourages students to critically analyse the nature of resource extraction, the social dynamics that emerged, and the lasting impact on the region.	● Final Written Assessment: each topic will end with a formal written assessment which usually takes the form of a full GCSE paper on that topic.
2	<u>The Elizabethans 1580-1603</u> 10.2.1 What was Elizabethan Court, The Privy Council and what was her biggest challenge in Court? 10.2.2 How did Elizabeth control her	Elizabethan Power and Governance: Exploring Court Dynamics and Local Governance The study of Elizabethan England offers students a comprehensive understanding of this pivotal historical period. Exploring topics such as Elizabeth's power and government, the court dynamics, parliaments, and	● Interleaved Retrieval: Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of

MPs? How did Puritan MPs oppose this? 10.2.3 How did Elizabeth control her people? 10.2.4 What was the Religious Settlement of 1580? 10.2.5 Were Catholics plotting at home and abroad? 10.2.6 Why was Mary considered to be a “Dangerous Cousin”? 10.2.6.2 Why wasn’t the “Invincible” Armada invincible? 10.2.7 What was class in Elizabethan England and what were the main differences between them? 10.2.8 Why was poverty a crisis in Elizabethan England and what did the Elizabethans do about it? 10.2.9 How different was Family Life in the Elizabethan Period? 10.2.10 What did Elizabethans do for fun and why did Puritans have a problem with it? 10.2.11 How did theatres become so popular and who had a problem with them? 10.2.12 Why was there a Witch Craze in Elizabethan England? 10.2.13 What were the motives and achievements of Elizabethan colonisers? 10.2.14 Why did England want to trade with the East and what was the first contact with India like?	local governance, students acquire a strong foundational knowledge. The Catholic Issue: Threats, Religious Settlement, and International Connections A significant aspect of this study is the examination of the Catholic issue, encompassing the nature and extent of the Catholic threat, the enforcement of Elizabeth's religious settlement, Catholic connections abroad, plots against Elizabeth, and the intricacies of the Elizabethan spy network. Delving into events like the Mary Queen of Scots saga, the Armada, and the war with Spain, students develop a nuanced understanding of the political, religious, and international challenges faced by Elizabeth and their impact on the era. Source Analysis and Critical Thinking: Evaluating Evidence and Constructing Arguments By combining rigorous knowledge acquisition with the analysis of sources and interpretations, students cultivate disciplinary knowledge and historical discernment. They learn to navigate diverse perspectives, assess the reliability and biases of sources, and construct well-supported arguments. This approach equips them with the necessary tools to explore the complexities of Elizabethan England, fostering analytical abilities, historical empathy, and a deeper appreciation for the forces that shaped the era.	knowledge being taught. ● Exam Practice Mini Assessments: These are spaced throughout the course as students gather and build up their schema, to then apply it to 3-4 exam practice questions throughout the course. ● Professional Judgement: occasionally individual KS4 teachers may want to use their judgement to plan and deliver other exam questions or quizzes throughout the topic. ● Final Written Assessment: each topic will end with a formal written assessment which usually takes the form of a full GCSE paper on that topic.
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3	<u>Kenilworth Through Time</u> 10.3.1 The Suspicious Earl: De Clinton and the First Owners of Kenilworth 10.3.2 King John's Failures 10.3.4 John of Gaunt's Palace for Royalty 10.3.4 John Dudley and Elizabeth	Historical Context: Exploring Kenilworth Castle under Various Owners Kenilworth Castle holds significant historical and architectural importance, making it a valuable topic to include in a GCSE-level local history study. Its inclusion provides students with a strong opportunity for knowledge acquisition, enabling them to delve into the specific historical context of the castle under various owners, such as the De Clintons, Henry II, John of Gaunt, and King John. Substantive Knowledge: Construction, Defense, and Changes Over Time Studying Kenilworth Castle allows students to develop strong substantive knowledge by exploring the castle's construction, defensive features, and the changes made by different owners over time. This deepens their understanding of the castle's historical significance and architectural development. Second-Order Concepts: Social, Political, and Military Factors Furthermore, it encourages students to grasp second-order concepts by examining the social, political, and military factors that shaped the castle's history. This analysis helps students understand how broader historical forces influenced the castle's purpose, design, and significance. By exploring Kenilworth Castle, students gain a well-rounded understanding of local history while honing their disciplinary knowledge and ability to analyse historical developments in a broader context. This enriches their appreciation for the historical and architectural significance of Kenilworth Castle and its place within the wider historical narrative	● Interleaved Retrieval: Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Exam Practice Mini Assessments: These are spaced throughout the course as students gather and build up their schema, to then apply it to 3-4 exam practice questions throughout the course. ● Professional Judgement: occasionally individual KS4 teachers may want to use their judgement to plan and deliver other exam questions or quizzes throughout the topic. ● Final Written Assessment: each topic will end with a formal written assessment which usually takes the form of a full GCSE paper on that topic.
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YEAR 11 (current Y11 followed a slightly different SOW and will end with revisting Y10's people's health enquiry)

TOPIC	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <u>St Edmund's curriculum mission</u>)	Main method of assessment?
1	<u>Living Under Nazi Rule</u> 11.1 The Nazi Party, Ideas and Leadership in 1933 11.2 Establishing the dictatorship, January 1933 to July 1933 11.3 Achieving total power, July 1933 to August 1934 11.4 The machinery of terror including the SS, the law courts, concentration camps and the Gestapo 11.5 The range and effectiveness of Nazi propaganda 11.6 Opposition to Nazi rule including the Left, church leaders and youth groups 11.7 The impact of Nazi Policies on Workers and Women 11.8 The lives of young people in Nazi Germany 11.9 Jewish persecution 1933-1939 11.10 Germany at war, 1939-1942 11.11 Wartime opposition 11.12 The impact of total war on the Gemran people, 1943-1945 11.13 The contrasting nature of Nazi rule in eastern and western Europe 11.14 The Holocaust 11.15 Responses to Nazi Rule	Historical Context: Exploring Kenilworth Castle under Various Owners Kenilworth Castle holds significant historical and architectural importance, making it a valuable topic to include in a GCSE-level local history study. Its inclusion provides students with a strong opportunity for knowledge acquisition, enabling them to delve into the specific historical context of the castle under various owners, such as the De Clintons, Henry II, John of Gaunt, and King John. Substantive Knowledge: Construction, Defense, and Changes Over Time Studying Kenilworth Castle allows students to develop strong substantive knowledge by exploring the castle's construction, defensive features, and the changes made by different owners over time. This deepens their understanding of the castle's historical significance and architectural development. Second-Order Concepts: Social, Political, and Military Factors Furthermore, it encourages students to grasp second-order concepts by examining the social, political, and military factors that shaped the castle's history. This analysis helps students understand how broader historical forces influenced the castle's purpose, design, and significance. By exploring Kenilworth Castle, students gain a well-rounded understanding of local history while honing their disciplinary knowledge and ability to analyse historical developments in a broader context. This enriches their appreciation for the historical and architectural significance of Kenilworth Castle and its place within the wider historical narrative.	- Interleaved Retrieval: Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. - Exam Practice Mini Assessments: These are spaced throughout the course as students gather and build up their schema, to then apply it to 3-4 exam practice questions throughout the course. - Professional Judgement: occasionally individual KS4 teachers may want to use their judgement to plan and deliver other exam questions or quizzes throughout the topic. - Final Written Assessment: each topic will end with a formal written assessment which usually takes the form of a full GCSE paper on that topic.
2	11.16 People's Health Revision 1 11.17 People's Health Revision 2 11.18 EXAM PRACTICE	By now in the student's learning journey, students will have covered all substantive knowledge in the lesson, there will be some opportunity for students to reflect on where their biggest gaps are and begin a sequence of revision activities with their	

	11.19 The Making of America Revision 1 11.20 The Making of America Revision 2 11.21 EXAM PRACTICE 11.22 Elizabethan England Revision 1 11.23 Elizabethan England Revision 2 11.24 EXAM PRACTICE 11.25 Kenilworth Revision 1 11.26 Kenilworth Revision 2 11.27 EXAM PRACTICE 11.28 Living Under Nazi Rule Revision 1 11.29 Living Under Nazi Rule Revision 2 11.30 EXAM PRACTICE	teacher. To the left is just a guide as individual teachers will identify where the gaps are in their classes and address them accordingly, a mixture of direct instruction and deliberate practice will empower students ready for their final examinations. (Current Year 11 leaving in 2025, will revisit The People’s Health topic as part of their final lessons in Year 11)	
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