

Curriculum Progression Pathway for History

Subject Intent: vision link to PINDAR values / Trust values

To inspire, engage and enthuse pupils' curiosity and learning about **significant events** in the past and to enable pupils to **contextualise their place in the world**. To equip pupils to know how narratives of past events have been developed and changed over time (**critical thinkers**). This develops pupil's appreciation of how the past has shaped the identities of diverse people, groups and nations thus embedding an **appreciation of different cultures** and perspectives. This should enable pupils to become informed, thoughtful (**respectful**) and **active citizens**, with a basis for further wider learning and study (**aspirational**).

Why is the study of history important? (*why do we study history*) *transferable skills and cross-curricular links - hinterland

To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Chronological narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (KS3 PoS)

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. (Gov.UK history review)

Embedding an appreciation of different cultures and perspectives is fundamental at GPS to widen the cultural view of our students beyond the locality of Scarborough. Similarly, history enables pupils to contextualise significant historical events / wider issues reflected in their local Scarborough environment, and fosters active engagement, such as military cadets. Learning about historical individuals as role models in history engages pupils in moral values and embeds British Values in their role as empathetic citizens, at a range of scales.

What **skills** will the study of history teach you?

Disciplinary knowledge: 'historical enquiry' - Shows pupils how accounts of the past arise and are constructed. Pupils learn how evidence for a claim can be constituted and the conditions under which valid claims can be made. They learn how historians and others construct accounts about the past, building on and challenging or refining the work of others. Pupils learn how argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts. (Gov.UK history review)

- cause
- consequence
- change and continuity
- similarity and difference
- historical significance
- sources and evidence
- historical interpretations - *analysing / critiquing / evaluating / provenance (effects of bias / propaganda) / sift arguments*

While these are all often called second-order concepts, increasingly a distinction is drawn between the first 5 (cause, consequence, change and continuity, similarity and difference, and historical significance) and the last 2 (sources and evidence and historical interpretations). The former are now generally used by history teachers to classify types of historical argument taught to pupils; the latter focus more on the processes by which evidence is established and accounts are constructed. (Gov.UK history review)

- ask perceptive questions
- think critically
- weigh evidence – assess / evaluate
- develop perspective and judgement
- source analysis - of the time - make inferences from

Generic Transferable skills - literacy - link to hinterland background material / problem solving / personal learning thinking skills

Global citizenship - empathy (moral values)

Active citizenship

What will you **know** and **understand** from your study of history?

Core and chronological knowledge (substantive) and disciplinary – historical enquiry:

KS3 PoS:

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use **historical terms** and **concepts** in increasingly sophisticated ways. They should pursue historically **valid enquiries** including some they have framed themselves, and create *relevant, structured and evidentially supported accounts* in response. They should understand how different **types of historical sources** are used rigorously to make historical claims and discern how and why **contrasting arguments** and **interpretations** of the past have been constructed.

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the **methods of historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into **different contexts**, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS4:

• develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience • engage in historical enquiry to develop as independent learners and as critical and reflective thinkers • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Options selected:

- Paper 1: Thematic study & historic environment: Warfare through time – repeated encounters of concepts / core knowledge
- Paper 2: Period study & British depth study: Henry VIII & his ministers, 1509-40
:Superpower relations and the Cold War, 1941-91
- Paper 3: Modern depth study: Weimer and Nazi Germany, 1918-1939

How does your study of history **support** your learning in **other subjects**?

Generic transferable skills (*procedural knowledge*):

- Literacy skills – command words / structuring paragraphs (extended writing) / repeated encounters of core concepts (transferable knowledge) / analytical writing / interpreting sources (from a range of perspectives).
- Humanities – common targets for improvement and marking of formative assessments (level marked)
- Numeracy – chronological timeline

History concepts & Hinterland – (repeated encounters of common words / knowledge):

- contextual or background material - pupils may be exposed to a wide range of other information about the period that is not directly teaching them this core content this extra detail is likely to help pupils' learning of the core knowledge in history and contextualise knowledge in other subject areas.

Hinterland information can develop familiarity or initial **schemata** for later learning - even brief encounters with this hinterland in earlier topics might actually therefore be essential to pupils' capacity to make sense of future learning.

- English – core curriculum texts (English Heritage lessons).

How can you **deepen** your **understanding** of **history**?

Within class:

- **Spiralling curriculum** – making links with prior knowledge, between topics and future learning. Learning through meaningful examples and **repeated encounters** (abstract concepts such as invasion, tax, trade, monarch or empire).
- **Questioning** – historical enquiry question (second-order concepts) – analytical skills – critique how historians construct narratives of the past.
- **Hinterland (cross curricular links):** contextual or background material in order to make sense of, and learn, core knowledge. Being exposed to a wide range of other information about the period that is not directly teaching the core content as this extra detail is likely to help learning of the core knowledge.

Wider cultural capital (*enrichment activities*): - link to Pindar Value (Proud):

- Local events involving military cadets (Armed Forces Day)
- Referencing / visiting local historical landmarks
- Referencing local role models – past and present
- Visitors – guest speakers from local role models (WWII veterans)
- Visits from organisations e.g. GCHQ
- Linking modern world events - making links with the present to past events (**current affairs**).

- British Values Active citizenship with charitable work

How can history support your **future**?

- Transferrable Skills and critical thinking
- Cultural capital – British Values – empathy / tolerance / respect for different cultures and perspectives.
- Careers and future learning:

<https://www.history.org.uk/student/categories/careers>

Learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)

Learning to locate and sift facts – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.

Handling evidence to make informed decisions – to identify truth and recognise myth, propaganda and lies (useful in every aspect of life!)

Communicating your ideas and thoughts in a way that makes sense to others – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.

Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history? (*Historical Association*)

Exam board used in Y10 & Y11:

Pearson Edexcel

CURRICULUM PROGRESSION PATHWAY – *years 10 and 11 legacy pathway (started GCSE in year 9)

	Year 7 – KS3	Year 8 – KS3	Year 9 – KS3 - legacy	*Year 10 (2022-2023)	*Year 11 (2022-2023)
Autumn 1	Pre 1066: How did invaders change Britain before 1066? Includes Celts, Romans, and Picts.	Stuarts: What were the causes of the English Civil War?	Cold War The United Nations. Why was there a Cold War? The Cuban Missile	Henry V111 & Wolsey Henry V111 course introduction. Timelining of Wolsey. Henry and his	Medieval & early modern warfare Timelining of warfare course.

	<p>1066: Why did William of Normandy become king in 1066? Claim to throne, Battle of Fulford, Stamford Bridge and Hastings.</p>	<p>English civil war, witch hunt, Gun Powder plot.</p>	<p>Crisis, the Berlin Wall and a divided Europe and the Space Race</p>	<p>kingdom. Wolsey's rise to power. Actions as Lord Chancellor. Successes and failures. Foreign policy. Annulment & downfall.</p>	<p>Introduction to medieval warfare in 1250. Nature & experience of medieval warfare 1250-1500. Falkirk & Agincourt. The nature & experience of warfare 1500-1700. Naseby. The nature & experience of warfare 1700-1850. Cold War recap.</p>
<p>Autumn 2</p>	<p>William the Castle Builder: Did the Norman conquest matter? Motte and Baileys, Scarborough Castle, castles evolving. Harrying of the North, Domesday book.</p>	<p>Stuarts: What was Britain's impact on the wider world? Seven years' war, American war of Independence, slave trade empire.</p>	<p>A Changing World A United Europe, independence for India and for Africa. How has immigration changed Britain. Windrush and a multicultural Britain.</p>	<p>Henry V111 & Cromwell Cromwell's rise & annulment. Use of parliament. Why did Anne Boleyn fall from power? Cromwell and Anne of Cleves. Fall of Cromwell-why? Dissolution of the monasteries & the Pilgrimage of Grace.</p>	<p>Modern Warfare The nature & experience of warfare 1850-1900. Waterloo/Balaclava. The nature & experience of warfare 1900 to present day. Total war, Blitzkrieg, aerial warfare, attrition, asymmetric warfare and nuclear war. Battle of the Somme & the Iraq War. Year11 PPE, Cold War recap & DIRT</p>
<p>Spring 1</p>	<p>King John: Who had power in Medieval England? Magna Carta, Peasant revolt, Baron rebellion, siege of Rochester. Crusades.</p>	<p>Industrial Revolution: How did the industrial revolution change society? Waterloo, Trafalgar, Jack the Ripper, Industrial Revolution.</p>	<p>Decades The fifties, the sixties, the seventies, the eighties, the nineties and the noughties. Continuity and change in post-war British culture.</p>	<p>Introduction to the Cold War Background and timelining. War conferences and collapse of East West relations. Creation of divided Europe. Berlin Crisis. Khrushchev and the Hungarian crisis. Creation of the Berlin Wall.</p>	<p>London in WW2 & the Blitz Casestudy Evacuation, shelters, the 1st Blitz & impact on civilian life. V1 & V2w attacks. London's response to the war. Written and visual evidence analysis for usefulness. Following up sources. Year 11 PPE & revision</p>
<p>Spring 2</p>	<p>Medieval England: How measly was the Middle Ages? Hundred year's war, Agincourt. War of the Roses. Medieval life, towns, crime and pastimes.</p>	<p>Introduction of 20th c: How significant were the events of the early 20th century for society? Titanic, Suffragettes, and welfare state. Ireland</p>	<p>Our Britain Why don't we pay to see a doctor? Understanding the welfare state. Terrorism. The McDonald's story and globalisation.</p>	<p>Cold War in the 1960s & 70s Cuba-Bay of Pigs & the Cuban Missile Crisis & its consequences. Brezhnev and the Prague Spring and the Brezhnev Doctrine. Détente in the 1970s with the SALT1, Helsinki & SALT 2 agreements.</p>	<p>Blitz & Revision PPE dirt. Finish Blitz case study exam technique & evidence analysis skills. Revise Germany between the wars. Revise Henry V111 & Cold War. GCSE timetable from 11th May</p>

<p>Summer 1</p>	<p>Early Tudors: Was Henry V111 bright or a brute?</p> <p>Henry the 7th and princes in the tower. Henry the 8th and his wives. Edward the boy king and Lady Grey Jane.</p>	<p>WW1: How varied were people's experiences in WW1?</p> <p>Soldiers of Empire. Start WW1, women & factories.</p>	<p>The Holocaust</p> <p>Hitler's views and the final solution. What was a death camp like? Ben Stern story and the life of Regina Scherer. The Nuremberg trials.</p>	<p>End of the Cold War</p> <p>Soviet invasion of Afghanistan & its consequences & Carter Doctrine & Olympic boycotts. Ronald Reagan SDI & the 2nd Cold War. Gorbachev, Perestroika/Glasnost/end of Brezhnev Doctrine. Summits ending the Cold War. Collapse of Soviet control in Eastern Europe 1985-1991.</p>	<p>Revision & off timetable</p>
<p>Summer 2</p>	<p>Late Tudors: Were the terrible Tudors that bad?</p> <p>Bloody Mary, Elizabeth the 1st and Mary Queen of Scots. Spanish Armada, torture and beggars.</p>	<p>WW1: Who were the villains and heroes of World War One?</p> <p>Major battles of WW1, Harry Farr, Treaty of Versailles.</p>	<p>Post-war World & Britain</p> <p>Review of changes in British society & the world. Board game design/play. Research Germany, Henry V111 and Cold War.</p>	<p>Paper Two review</p> <p>Cold War exam technique/revision. Henry V111 exam technique/revision. Year 10 exam. Debates: Wolsey or Cromwell? Communism or capitalism? Background research to warfare through time module.</p>	<p>Off timetable</p>