



St. Wilfrid's
R.C. College

History Curriculum

*Excellentia per fidem,
per scientiam, per adiuvatum*

Excellence through faith, learning and support

Curriculum Intent

“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.”

- Michael Crichton, Writer

The study of history is absolutely fundamental to our understanding of who we are, and why we are the way we are. At St Wilfrid's, students develop a rich and diverse knowledge and understanding of the past and how it has shaped present day society, in relation to British and world history. Our students also learn about the historical significance of South Tyneside and how the area has changed over the past 1000 years. Not only do our students develop a deep understanding of the past, but they also learn how to think critically about the past as historians, by sifting arguments and weighing evidence to reach well-informed judgements. Gospel values underpin the history curriculum by developing students' understanding of the past through a spiritual, moral and cultural lens.

What we study

In history at St Wilfrid's, students learn about *British history* and its place in a wider world context from the Anglo Saxon era to the present day, building upon their understanding of ancient civilisations from Key Stage 2. Students also study significant aspects of the *wider world* such as the early Islamic world and the African Kingdom of Benin in Key Stage 3, Weimar and Nazi Germany and the Cold War in Key Stage 4, and Communist Russia in Key Stage 5. Students also learn about the *local history* of South Tyneside and North East England in relation to the wider context of British history, threaded throughout the curriculum.

Our curriculum is carefully sequenced to build upon students' learning from Key Stage 2, and ensure that all students, including those with SEND and disadvantaged student, are challenged appropriately. Students learn about the past chronologically from Year 7 where they study Anglo Saxon Britain, through to Year 9 where they study the Cold War up until 1991. This helps students to develop a sound chronological understanding of the narrative of British, world and local history. Students learn how the world has changed through the lenses of power, beliefs, ideas, society, empire, conflict and the economy. This continues into Key Stage 4 and 5. Additionally, students learn to develop their historical skills in Key Stage 3, which are further honed in Key Stage 4 and 5 as they come across more complex themes, sources and interpretations.

In Key Stage 4, students begin their studies with a breadth study of Medicine in Britain from c1250-present, helping them to draw upon their broad chronological understanding from Key Stage 3. This then follows chronologically from Medicine in the First World War, through to Weimar and Nazi Germany and then Superpower Relations and the Cold War. In Year 11 students study Early Elizabethan England which allows them to return back to themes studied in the Medicine topic. Finally, students return to the Tudors in Key Stage 5 where they study broad themes of politics, society, economy, foreign policy and religion throughout the Tudor period, building upon their learning in Key Stage 4. Additionally, they return to the origin of Communist Russia, building upon their knowledge of the Cold War.

Learning outside of the classroom

All students are provided with homework to extend and consolidate their learning. At Key Stage 3 this involves retrieval activities, academic reading, and research activities. At Key Stage 4 this involves retrieval activities, reading and practice exam questions. At Key Stage 5 students complete flipped learning, retrieval activities and exam practice questions. Students at this level are also expected to complete independent study using extra readings provided by the school. We also believe strongly in giving students the opportunity to widen their learning by visiting museums and other historical destinations outside of the classroom.

Curriculum Intention:

- To help students develop a rich knowledge and understanding of the history of Britain and the wider world, as a coherent, chronological narrative from the Anglo Saxon period to the present day.
- To provide a continuous progression model from Key Stage 2 through to Key Stage 5.
- To develop students spiritually, morally, socially and culturally through studying a diverse history of Britain, and how it has shaped, and been shaped by, the wider world. British Values and Citizenship are threaded throughout the curriculum as students study the development of democracy and dictatorships.
- To develop students understanding of historical concepts such as change and continuity, cause and consequence, similarity and difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts and narratives.
- To help students understand the methods of historical enquiry, including how evidence is used to make claims about the past.
- To support students develop reading and writing skills by supporting all students in reading academic and historical texts, and learning to write like historians.
- To inspire a life long interest in history for all learners, by providing a stimulating curriculum in the classroom and educational enrichment opportunities outside of the classroom.

Year 7

Building upon the foundational knowledge from Key Stage 2 of changes in Britain, north east England and the wider world from the Stone Age to 1066, students will explore how Britain has developed from the Anglo-Saxon period, throughout the medieval period and into the early modern period. Students will also study the significance of the early Islamic medieval world in comparison medieval England, and investigate the growing significance of Europe in the early modern period. Students will investigate themes such as power, beliefs, ideas, society, empire, conflict and the economy.

Key concepts and skills

- Students develop their understanding of key historical **second order concepts** (change and continuity, cause, consequence, similarity and difference and significance), and learn how to explain what they have learnt about history in this period through these concepts.
- Students develop skills of using **contemporary source** material, making inferences in relation to historical enquiry, and beginning to evaluate the reliability and utility of differing source material.
- Students begin to study differing **interpretations of the past**, and learn how to use their knowledge gained to evaluate their arguments.

Year 8

In Year 8 students study the key themes of change in the 17th, 18th and 19th centuries, building upon their understanding of medieval and early modern themes studied in Year 7. Students begin by learning about the African Kingdom of Benin in the medieval period. This provides context and background for what West Africa was like before going on to study the transatlantic slave trade, slavery in the USA and UK, the American Civil War and Civil Rights. Students also study other key themes in British history such as the Georgian monarchy and the British Empire. Finally students transition from the 18th into the 19th century through the Enlightenment and Industrial Revolution.

Key concepts and skills

- Students develop their competency in explaining **second order concepts** in relation to new topics, in increasing depth. They also learn to make sound judgements.
- Students develop their **source** inference skills and are able to analyse their reliability and utility based on provenance. Sources are increasingly complex in their nature and language.
- Students learn to summarise **historians' interpretations**, compare interpretations and use knowledge to evaluate them.

Year 9

Students study narrative of 20th century world history in Year 9 which builds chronologically from the key themes studied in Year 8. They begin by studying the causes and key features of First World War and its impact on Germany, Britain and the USA. This leads on to a study of 20th century dictators, many of which first came to power after the First World War. Students then go on to study historic anti-Semitism and the holocaust. This leads on to a study of the Second World War, including local history of South Tyneside and the North East, and its impact on Britain and its empire. Finally students study the Cold War as a direct impact of the Second World War.

Key concepts and skills

- Students learn to analyse and evaluate **second order concepts** in relation to new topics, in increasing depth. Their judgements also become much more sophisticated.
- Students develop their skills in **source analysis** to evaluate how useful and reliable sources are in relation to a given topic, based on their context and provenance. Sources are increasingly complex in their range, nature and language.
- Students learn to evaluate **historians' interpretations** of the past, of an increasing degree of complexity, using more sophisticated and in depth knowledge.

Year 10

Students explore change and continuity in Medicine in Britain from c1250 to present, focusing on how and why ideas about the causes, prevention and treatment of disease have changed since the medieval period. Additionally, students complete an in-depth study of injuries, treatments and the trenches in the British sector of the Western Front. Students then go on to study Weimar Germany after the First World War, and the challenges which faced the government and their attempts to overcome them. This provides them with context to the rise of the Nazis, how they consolidated and retained power and their impact on the lives of German people from 1933-39.

Students apply and hone their skills developed in Key Stage Three of source analysis, analysing historical interpretations, and evaluation of second order concepts, to new contexts.

Year 11

Students continue their chronological journey of world history by studying Superpower Relations in 1941 and the subsequent development of the Cold War from 1941 to 1991. Students study the narrative of the changing relationship between the USA and USSR, including studying key flashpoints like Berlin, Hungary, Cuba, Czechoslovakia and Afghanistan. Students then return to the early modern period, touched upon in Year 10 Medicine to analyse Elizabeth I's early reign, including the impact of her religious policies, challenges to her throne and significant aspects of Elizabethan society.

Students apply and hone their skills developed in Key Stage Three and Year 10 of source analysis, analysing historical interpretations, and evaluation of second order concepts, to new contexts.

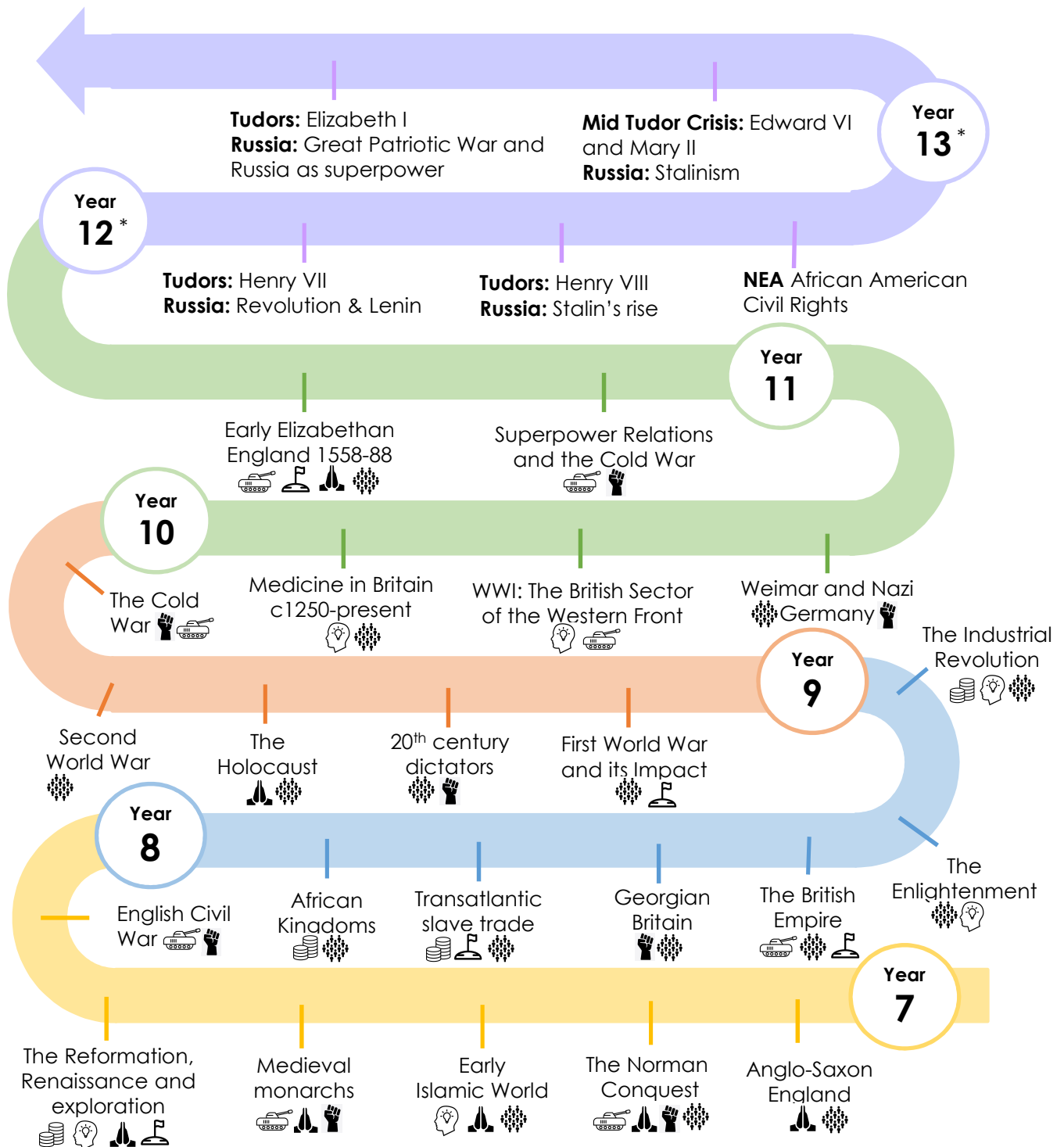
Year 12

- Students explore breadth issues of change, continuity, cause and consequence in the **early Tudor period (1485-1547)**. Students explore breadth issues of change, continuity, cause and consequence in the early Tudor period (1485-1547). Students look at key themes of the monarchy, government, foreign relations, the succession, society, economy, religion, intellectual ideas, individuals and groups.
- Students study in depth of the coming and practice of **communism in Russia** from 1917-1929. They explore concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.
- Students explore change and continuity in advances in **African American Civil Rights** in the period 1865-1968.

Year 13

- To explore breadth issues of change, continuity, cause and consequence in the **mid to late Tudor period (1547-1603)**. Students explore breadth issues of change, continuity, cause and consequence in the early Tudor period (1485-1547). Students study how effectively the Tudors restored and developed the powers of the monarchy, changes in government, foreign powers, society, the economy and religion, the challenges of the succession and how key individuals and groups affected, and were affected by developments.
- Students study in depth of the practice of **communism in Russia** from 1929-1953. They explore concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.
- Students explore change and continuity in advances in **African American Civil Rights** in the period 1865-1968.

History | St Wilfrid's



History Skills		
1. Second order concepts – cause, consequence, change and continuity, similarity and difference, and significance	2. Source skills – making inferences from, and analysing, contemporary (primary) sources	3. Interpretation skills – Summarising, comparing and evaluating historical interpretations

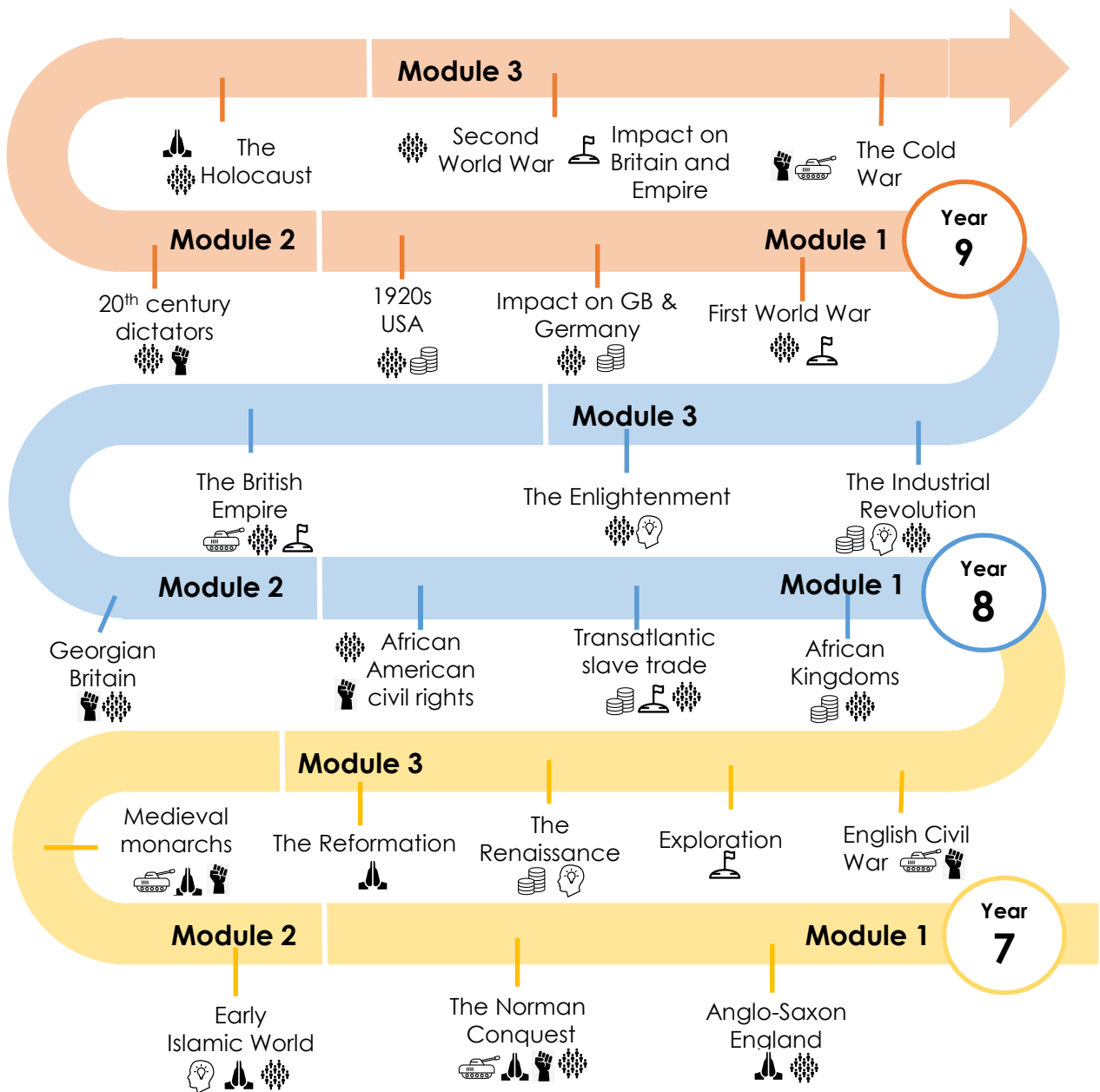
Themes	
	Power
	Beliefs
	Ideas
	Society
	Empire
	Conflict
	Economy

All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.

*All themes are studied in Y12/Y13



KS3 History | St Wilfrid's



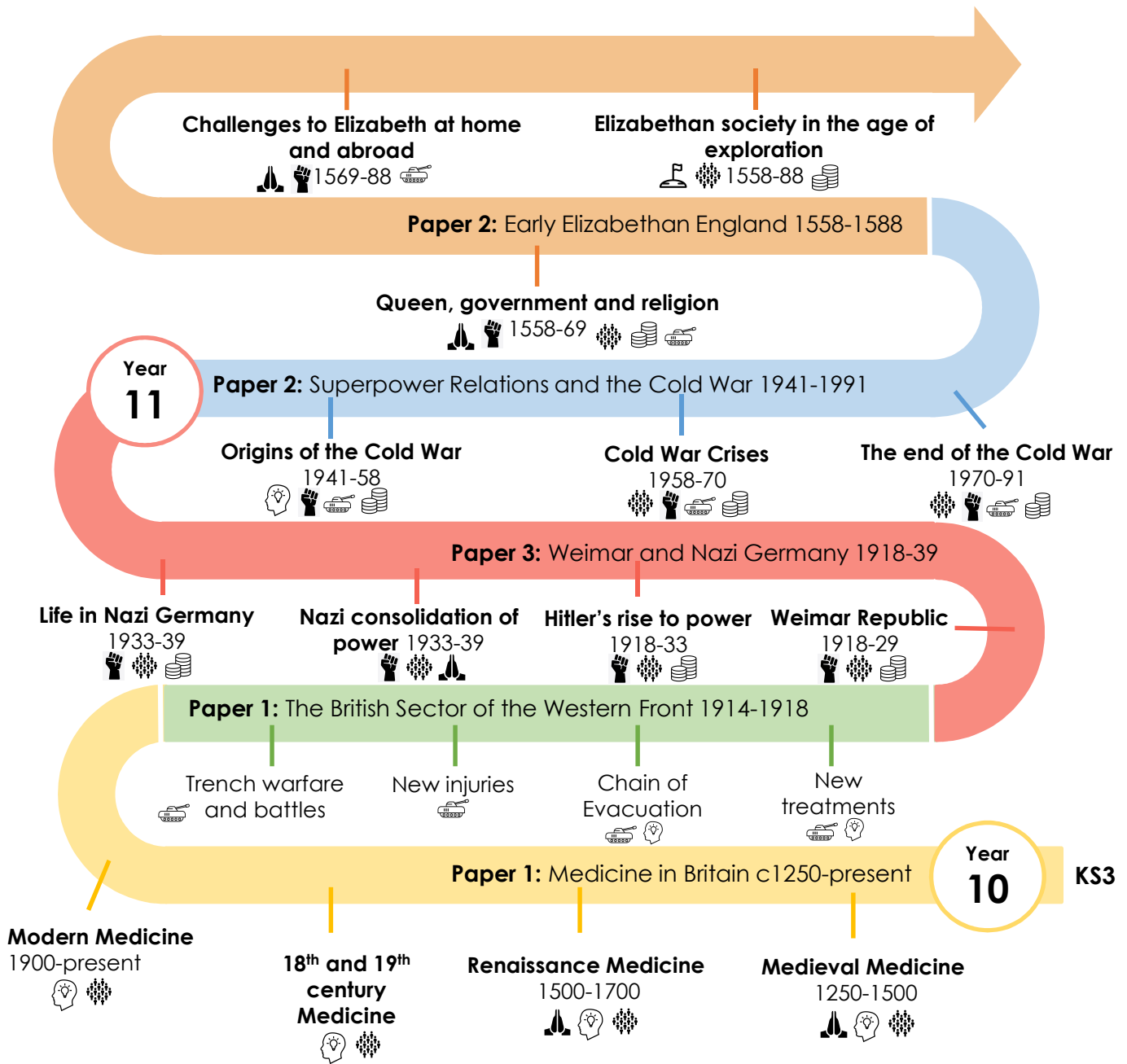
History Skills		
1. Second order concepts – cause, consequence, change and continuity, similarity and difference, and significance	2. Source skills – making inferences from, and analysing, contemporary (primary) sources	3. Interpretation skills – Summarising, comparing and evaluating historical interpretations

Themes	
	Power
	Beliefs
	Ideas
	Society
	Empire
	Conflict
	Economy

All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.



KS4 History | St Wilfrid's



History Skills		
1. Second order concepts – cause, consequence, change and continuity, similarity and difference, and significance	2. Source skills – making inferences from, and analysing, contemporary (primary) sources	3. Interpretation skills – Summarising, comparing and evaluating historical interpretations

Themes	
	Power
	Beliefs
	Ideas
	Society
	Empire
	Conflict
	Economy

All three skills are studied from Year 7 to Year 13, with an increasing depth of knowledge contributing to more complex analysis. Students study a wider variety and complexity of sources and interpretations over time.

Edexcel GCSE History

Paper 1 Option 11: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

Written examination: 1 hour and 15 minutes
 30% of the qualification
 52 marks (16 for the historic environment, 36 for the thematic study)

Assessment overview

Section A: historic environment - The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

Section B: thematic study - Medicine in Britain, c1250-present

Paper 2: Option B4 Early Elizabethan England and Option P4 Superpower Relations and the Cold War, 1941-91

Written examination: 1 hour and 45 minutes
 40%* of the qualification
 64 marks (32 for the period study and 32 for the British depth study)

Assessment overview

Booklet P Period study: Early Elizabethan England 1558-1588

Booklet B British depth study: Superpower Relations and the Cold War, 1941-91

Paper 3: Option 31 Weimar and Nazi Germany, 1918-39

Written examination: 1 hour and 20 minutes
 30%* of the qualification
 52 marks

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
AO2	Explain and analyse historical events and periods studied using second-order ¹ historical concepts.	35
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15

AQA A Level History

Paper 1C: The Tudors: England, 1485-1547

Written exam: 2 hours 30 minutes
40% of A-level
80 marks

Assessment overview

Section A – one compulsory question linked to historical interpretations (30 marks)

Section B – two from three essays (2 x 25 marks)

Paper 2N: Revolution and dictatorship: Russia, 1917-1953

Written exam: 2 hours 30 minutes
40% of A-level
80 marks

Assessment overview

Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)

Section B – two from three essays (2 x 25 marks)

Non Examined Assessment (NEA) Historical Investigation

3,000 – 3,500 word essay
20% of A-level
40 marks
marked by teachers, moderated by AQA

NEA topic: African American Civil Rights 1865-1968

Students must:		% in A Level
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	35
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	35
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	15