



## History at The Hinckley School

<u>Curriculum Vision</u>	<u>Subject Intent</u>
<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies. Gain and deploy an understanding of relevant historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'</p> <p>Understand historical second order 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.</p> <p>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.</p>	<p>Understand the past to shape your future.</p>

### Key Stage 3

	Year 7	Year 8	Year 9
Autumn	<p><b>What is History?</b> Students begin their journey at the Hinckley School in History thinking about how we can understand the past by utilising different types of evidence and different historical concepts.</p> <p><b>Assessment:</b> Initial baseline assessment <i>The Tolland Man</i>.</p>	<p><b>What can historical mysteries teach us about the past?</b> A short study of historical mysteries and conspiracies throughout time that offer students an opportunity to discuss and debate their ideas using historical sources. Events include, the sinking of the Mary rose, The Great Fire of London, The</p>	<p><b>Was the outbreak of the First World War the beginning of the modern world?</b> A study of the First World War, it's causes, events and consequences including the suffragette movement and the long-term impact on Britain.</p>

	<p><b>How did the Normans change England?</b> A study beginning with life in Roman Britain, including Roman medicine and Roman crime and punishment, which is then followed by a study of the Norman conquest and the battles of 1066.</p> <p><b>Assessment:</b> <i>How did the Normans change England?</i></p>	<p>Reichstag Fire, and the assassination of JFK.</p> <p><b>Assessment:</b> <i>What can historical mysteries teach us about the past?</i></p> <p><b>How did Empires change the World?</b> A worldwide study comparing the British Empire and the Chinese Qing Dynasty. Both sections consider why Empires were important, the challenges they face, the impact of the Empires and their collapse.</p> <p><b>Assessment:</b> <i>How did Empires change the world?</i></p>	<p><b>Assessment:</b> <i>Was the outbreak of the First World War the beginning of the modern world?</i></p> <p><b>What was it like to live in the interwar period?</b> A study of the interwar period around the world. A in depth look at Britain, France, America, Germany, Italy, Russia, and Japan.</p> <p><b>Assessment:</b> <i>What was it like to live in the interwar period?</i></p>
Spring	<p><b>What was life like in the Middle Ages?</b> A study of what life was like for ordinary peasants in the middle ages in England, including events such as the Crusades, the Black Death, the Peasants Revolt and changing weapons and warfare.</p> <p><b>Assessment:</b> <i>What was life like in the Middle Ages?</i></p>	<p><b>Did the Civil Rights Movement erase the injustice of slavery?</b> A depth study of the impact of the slave trade on modern American rights. This study includes an analysis of the triangle trade and life for enslaved people. It then moves to look at the Jim Crow Laws, Little Rock, Rosa Parks and Martin Luther King, concluding with an evaluation of the impact of the British Empire on Africa.</p> <p><b>Assessment:</b> <i>Did the Civil Rights</i></p>	<p><b>What was the impact of the Second World War?</b> A study of the impact of the Second World War, juxtaposed with the impact of the Holocaust. A view of the war from the opinion of British, German, Jewish and Japanese issues.</p> <p><b>Assessment:</b> <i>What was the impact of the Second World War?</i></p>

		<i>Movement erase the injustice of slavery?</i>	
Summer	<p><b>How did Revolution change the World?</b> A study of revolutionary events between 1500-1900, covering, The Reformation, The English Civil War, the American Revolution, the French Revolution, and the Russian Revolution.</p> <p><b>Assessment:</b> <i>How did Revolution change the world?</i></p>	<p><b>Did social deprivation aid Jack the Ripper?</b> A study focusing on social deprivation in Britain at the end of the Industrial Revolution in Victorian Britain leading to the perfect conditions for serial killer Jack the Ripper to strike. Events studied also include the work of the Chartists, the discovery of Cholera and the build up of the first police force in England.</p> <p><b>Assessment:</b> <i>Did social deprivation aid Jack the Ripper?</i></p>	<p><b>Was Britain a World Power after 1945?</b> A short study of the changing nature of Britain after 1945, including the role of women and young people in society, the Falklands War, the miners strikes and the Irish troubles.</p> <p><b>No Assessment.</b></p> <p><b>Weimar and Nazi Germany, 1918-1939.</b> The first lessons of the Weimar and Nazi Germany GCSE topic are studied to reinforce previous learning and support those choosing the subject into Year 10.</p>

#### Key Stage 4: Pearson Edexcel

Year	Topic	Assessment
Autumn 1&2 – Year 10	Weimar and Nazi Germany, 1919-1939.	Paper 3 – Option 31, 1 hour 30 minutes.
Autumn 2 & Spring 1 – Year 10	Superpower relations & the Cold War, 1941-1991	Paper 3 – Option 31, 1 hour 30 minutes. Paper 2 – Option P4, 55 minutes.
Spring 2 & Summer 1	Henry VIII & his ministers, 1509-1540.	Paper 3 – Option 31, 1 hour 30 minutes. Paper 2 – Option P4&B3 – 1 hour, 50 minutes.
Summer 2	Medicine in Britain, c1250-present.	
Autumn 1&2 – Year 11	Medicine in Britain, c1250-present including the Historic Environment – The British Sector of the Western Front, 1914-1918:	Paper 3 – Option 31, 1 hour 30 minutes. Paper 2 – Option P4&B3 – 1 hour, 50 minutes. Paper 1 – Option 11 – 55 minutes (Section B only)

	injuries, treatment, and the trenches.	
Spring 1&2 - Year 11	Rotating revision plan for all 4 topics, including weekly exam skills and practice lessons.	Paper 3 - Option 31, 1 hour 30 minutes. Paper 2 - Option P4&B3 - 1 hour, 50 minutes. Paper 1 - Option 11 - 1 hour, 20 minutes.
Summer 1	Rotating revision plan for all 4 topics, including weekly exam skills and practice lessons.	Final Exams usually take place in late May and early June.

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  
 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 substantive judgments, in the context of historical events studied.  
 AO4: Analyse, evaluate and make substantiated judgments about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Option 11 - Medicine in Britain, c1250-present including the Historic Environment - The British Sector of the Western Front, 1914-1918: injuries, treatment, and the trenches.

The thematic study requires students to focus on key features in the development of medicine were linked with the key features of society in Britain. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change. Students will study ideas about causes of disease and illness, approaches to prevention and treatment and individual cases covering the Medieval, Renaissance, Early Modern and Modern time periods. The Historic Environment covers medical injuries, treatments, and challenges against the context of the First World War.

Option B3 - Henry VIII and his ministers, 1509-1540

The British depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation. This includes considering the different aspects of economic, social, political, religious, and military aspects. Student will study Henry VIII and Wolsey, Henry VIII and Cromwell and The Reformation and its impact.

Option P4 - Superpower Relations and the Cold War, 1941-1991

The period study focuses on a substantial and coherent medium time span and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. Students will study the origins of the Cold War, Cold War crises, and the end of the Cold War.

Option 31 - Weimar and Nazi Germany, 1919-1939

The modern depth study focuses on students understanding the complexity of a society or historical situation and the different aspects within it. Students will study

the Weimar Republic, Hitler's rise to power, Nazi control and dictatorship, Life in Nazi Germany.

### Key Stage 5: AQA

	Teacher 1	Teacher 2	Assessments
Autumn 1 - Year 12	Paper 1 - 1F	Paper 2 - 2Q	
Autumn 2 - Year 12			
Spring 1 - Year 12			
Spring 2 - Year 12			
Summer 1 - Year 12			Paper 1F - 1 hour, 30 minutes. Paper 2Q - 1 hour, 30 minutes.
Summer 2 - Year 12	NEA - Coursework		
Autumn 1 - Year 13	NEA - Coursework		Paper 1F - 2 hours, 30 minutes. Paper 2Q - 2 hours, 30 minutes.
Autumn 2 - Year 13	Paper 1 - 1F		
Spring 1 - Year 13		Paper 1F - 2 hours, 30 minutes. Paper 2Q - 2 hours, 30 minutes.	
Spring 2 - Year 13	Revision	Revision	
Summer 1 - Year 13	Revision	Revision	Final exams usually take place in mid-May and early June.

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.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Paper 1 - 1F Industrialisation and the people: Britain, c1783-1885

This option allows students to study change, continuity, cause, and consequence when considering how was Britain governed, how did democracy and political organisations change and develop, what pressures did the government face, how did the economy develop and change, how did social policy develop, how important were ideas, ideology, and individuals. Students will study pressure for change, government and a changing society, political change and social reform, economy, society, and politics.

Paper 2 - 2Q The American Dream: reality and illusion, 1945-1980

This option provides for a study of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a superpower. For may

Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. Students will study Truman and Post-war America, Eisenhower: tranquillity and crisis, John F Kennedy and the 'New Frontier', The Johnson Presidency, Republican reaction: the Nixon presidency and The USA after Nixon.