



History at The Hinckley School

<p><u>Curriculum Vision</u></p> <ol style="list-style-type: none"> 1. Learners gain a narrative of the past that is underpinned by substantive (e.g.: Democracy, Revolution, Monarchy) and second order concepts (e.g: causation, similarity and difference) 2. Learners can make conceptual links between different time periods, places and societies 3. The curriculum allows for both breadth and depth of study, exploring local, national and international histories, from ancient civilisations up to the present day. 4. The curriculum allows for learners to recognise the political, economic, social, geographical, and religious factors that shape history. They will be aware of the differing experiences of communities or groups within these periods and how that has led to prejudice and discrimination today. 5. Learners develop their communication skills through the modelling of oracy and literacy strategies, as well as through exploration of vocabulary which will improve their confidence and ability to articulate their learning. 	<p><u>Subject Intent</u> Understand the past to shape your future.</p>
---	--

Key Stage 3

	Year 7	Year 8	Year 9
Curriculum Intent	<p>Year 7 - What is society? <i>Year 7 introduces key historical concepts and explores how societies were created and built from Neolithic times to the instant communication society we have today. It looks at how ideas have developed, challenged past beliefs and how events and individuals have shaped these transitions.</i></p>	<p>Year 8 - A meeting of Worlds? The Clash of Civilisations? <i>Year 8 builds on the social developments and progression of humanity with a focus on the economic factors that shaped the development of both British society and world history.</i></p>	<p>Year 9- Conflict in the 20th Century <i>Year 9 builds on year 8 with a focus on the development of political ideology and how this has caused conflict in the world in the 20th and 21st Centuries.</i></p>
Autumn 1 6 weeks (not including first week back)	<p>Intro to History How do we find out about History? Neolithic Revolution Neolithic Rev source assessment Tolland Man source assessment How far did the Neolithic Revolution change lives?</p>	<p>What evidence is there of Empire in Britain today? Why is the Mongolian Empire significant? Non-European Empires - Mongol Why was the Mongol Empire so successful? Interpretations assessment How did Genghis Khan change the world?</p>	<p>What is politics and the political spectrum? How does British government work? How did Russia change between the Crimean War and 1930? Interpretations of Tsar Nicholas assessment Did Lenin create a utopia assessment Why was there a revolution in Russia in 1917?</p>



		<p>How developed was Africa before European colonisation? Non-European Empires – Malian</p> <p>How did the colonisation of America lead to the Atlantic slave trade?</p> <ul style="list-style-type: none"> • Atlantic Slavery Trade • Lives under enslavement • Abolition • Jamaican Independence and Windrush <p>Enslaved people were dehumanised. How far do you agree? Assessment</p> <p>Why is William Wilberforce more well know for the abolition of slavery than Olaudah Equiano?</p>	
Autumn 2 9 weeks	<p>Classical Empires How influential were Ancient Greece and Ancient Egypt? Who was the most significant Pharaoh? assessment</p>	<p>India How important was India to the British?</p> <ul style="list-style-type: none"> • Why was India in the British Empire? • How did India gain independence? <p>Indian Independence assessment</p> <p>How did India shape Britain?</p>	<p>Meanwhile; elsewhere: America 1920s Were the 20s roaring? Did Black people benefit from 1920s America?</p> <p>Why is the Holocaust so significant in History? Explain if the Holocaust was inevitable?</p>
Spring 1 6 weeks	<p><i>Classical Empires continued.</i></p> <ul style="list-style-type: none"> • Roman governance • Women in the Ancient Empire women work. <p>The Ancient World was a Patriarchy. How far do you agree? Assessment</p> <p>Who was more important to everyday life the Greeks or Egyptians?</p>	<p>How important was the Industrial Revolution?</p> <ul style="list-style-type: none"> • Causes of IR • Children in factories • Hinckley through maps <p>Did the Industrial Revolution benefit all of Britain?</p>	<p>Why were Stalin and Hitler so powerful? There were more similarities than differences between Stalin's Russia and Hitler's Germany. How far do you agree? assessment</p> <p>What is a dictator?</p> <p>Who is left out of history? Women 1500-now</p>



<p>Spring 2 4 weeks</p>	<p>Local History: Leicester Who lived here before the Romans arrived? What can we find out about Roman life through archaeology in Leicestershire? <i>(In partnership with the University of Leicester School of Ancient History and Archaeology)</i> Life under the Corieltavi and Roman comparison assessment What impact did the Romans have on Britain?</p>	<p>How did a European conflict create a world war? World War I Causes Imperialism was the main cause of WWI. How far do you agree? Assessment Did Germany cause WWI?</p>	<p>LGBTQIA+ over time Why are some groups left out of History?</p>
<p>Summer 1 7 weeks</p>	<p>Did England go through a ‘Dark Age’? Why did these people die? Archaeological evidence-based assessment. How did these Big Ideas shape Britain?</p> <ul style="list-style-type: none"> • Anglo-Saxon Golden Age • Norman Conquest • Medieval Church • Renaissance • Franchise • Migration 	<p>Trenches and Homefront Did WWI empower people? Peace treaties after WWI.</p>	<p>How has Empire caused conflict in today’s world? What is the Palestinian Israeli conflict. Do you support the One or Two State solution for the Israeli-Palestinian crisis?</p>
<p>Summer 2 6 weeks</p>	<p>How did European exploration change the world? What was the main cause of European exploration?</p>	<p>How has public health developed? Was medicine the most important factor in population increase between 1750 and 1960? How did war change medicine?</p>	<p>Why is there tension in Ireland? Give an example of how an historical event has affected our lives today.</p>
<p>Endpoints</p>	<p>All learners will understand...</p> <ul style="list-style-type: none"> • the causes and consequences to the development of society because of the Neolithic revolution • the significance of the Ancient Civilisations and how they laid the foundations for the modern world we live in today • the similarities and differences between 	<p>All learners will understand...</p> <ul style="list-style-type: none"> • the causes and consequences of Imperialism • the significance of factors that led to the Atlantic Slave Trade • the causes of the abolition of slavery • the significance of decolonisation in the world today. 	<p>All learners will understand...</p> <ul style="list-style-type: none"> • the similarities and differences in modern political ideology • the causes and consequences of the Russian Revolution • the change and continuity in Russia after the Revolution • the similarities and difference in government and society in 1920s America and Russia



	<p>women's experiences in the Ancient World.</p> <ul style="list-style-type: none"> the changes the Normans introduced to Britain after 1066 and the impact this had on society. the significance of the church in the Medieval period how significant the ideas of the Renaissance and the Scientific Revolution were to the development of ideas the causes and consequences of European exploration for Europe and the 'New World'. <p>Learners can...</p> <ul style="list-style-type: none"> fit chronological knowledge into a simple structure of historical understanding. They will be able to use their understanding of chronological terms to construct timelines over short and long periods of history. use sources to inform themselves about the past focusing on content. can articulate the similarities and difference between different civilisations and societies 	<ul style="list-style-type: none"> the changes the Industrial Revolution brought to Britain the long- and short-term factors that led to the First World War the significance of Empire in the British war effort. the causes of population increase in the industrial and post-war age. <p>Learners can...</p> <ul style="list-style-type: none"> confidently form narrative accounts of the past demonstrating sound chronological understanding sort causes into short and long term articulate changes and continuity in history use the terms economic, social and religious used when discussing causes and consequences. can identify different views of an individual or event and understand why these different interpretations might exist. 	<ul style="list-style-type: none"> and be able to compare the Dictatorships of Adolf Hitler and Joseph Stalin the importance of learning about the Holocaust the causes of the historical narrative excluding the majority, the poor, women and the LGBTQ community the causes of conflict in the Middle East with a focus on the Arab Israeli conflict. the causes of conflict in Ireland. <p>Learners can...</p> <ul style="list-style-type: none"> understand how the chronological narrative is essential for explaining change and continuity and cause and consequence use sources effectively to make inferences, they can make sensible decisions about usefulness of sources and realise that the usefulness of sources depends on the enquiry question confidently approach new historical periods such as the modern era
--	--	--	---



Key Stage 4: OCR Spec A

Term	Year 10	Year 11
Autumn 1	Paper 1 International Relations 1919-1939	Paper 3 The English Reformation
Autumn 2	Paper 1 Germany: The People and the State	Paper 2 Power
Spring 1	Paper 1 Germany: The People and the State	Paper 2 Power
Spring 2	Paper 1 Germany: The People and the State Paper 3 Castles: Form and Function; Kenilworth	Paper 1 Interpretations
Summer 1	Paper 3 Castles: Form and Function; Kenilworth	Revision
Summer 2	Paper 3 The English Reformation	Revision
Assessment Objectives & Learning Aims	<p>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 substantiated judgements in the context of historical events studied AO4: Analyse individual interpretations and how and why interpretations differ. Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p> <p>Our GCSE choice aims to help learners explain and understand the world around them today. They study a wide range of content options, and key themes which demonstrate the relevance of the past in understanding the present.</p> <p>Paper One: The International Relations topic gives learners a chance to study the narrative of 20th century international relations and the forces which shaped those relations with a view to assessing how far these forces are still shaping events today. The Germany unit offers a non-British depth study, focusing on the key issue of the relationship between the people and the state. We've picked this option to show Germany before and after the Nazis to widen learners' knowledge and challenge assumptions about 20th century Germany. Modern parallels with totalitarian states and prejudice can be better understood through this unit. These modern units also complement each other with an understanding of the Cold War and East Germany benefitting both.</p> <p>Paper Two: The thematic Power study allows learners to study a broad sweep of British history, looking at how our governmental system has been forged over the last 1000 years. Again, this sheds light for learners on today's political landscape, essential in these times of coalition, Brexit and populism.</p> <p>Paper Three: The British depth study on the English Reformation gives learners the chance to learn about a fundamental change in British history – one whose effects are still felt today. Our Kenilworth Castle study for the Historic Environment part of the course is popular with the students. It allows them to apply knowledge to a physical structure. Paper three supports the breadth study considerably as the Reformation unit leads to a deeper understanding of Tudor government. The Castles unit also complements the Power unit in terms of providing concrete examples of kingship and conflict shown via the development of Kenilworth Castle over time.</p>	



Key Stage 5: AQA, 1F,2Q

Term	Year 12		Year 13	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2
Autumn 1	Paper 1 Britain IF	Paper 2 America 2Q	NEA - Coursework	Paper 2 America 2Q
Autumn 2			Paper 1 Britain IF	
Spring 1				
Spring 2				
Summer 1				
Summer 2			NEA - Coursework	
Assessment Objectives & Learning Aims	<p>A01: Demonstrate and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, considering key concepts such as of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>Our A- Level choice aims to develop a deeper understanding of the differing historical interpretations of the past. Students will become effective and independent learners who are critical and reflective thinkers with curious and enquiring minds.</p> <p>Paper One: Students will consider British History through a breadth study. Beginning in 1783 students consider key concepts such as how Britain was governed and how far Britain had become a democratic society by the end of the period in 1885. This topic builds on key subject knowledge that has been developed in both KS3 and KS4. Students will consider differing historical interpretations of the past and apply key historical knowledge to allow for the evaluation of the interpretations.</p> <p>Paper Two: Students have the ability to study modern America in depth. They consider American identity at both home and abroad as well as social equality and the nature of democracy. Students have the opportunity to consider primary documents and assess the value of these to their study of America.</p> <p>NEA: The coursework topic allows for independence and personal research on the French Revolution. Students are able consider historical interpretations as well as primary documents to construct their 4500 answer to a set question. This is an important part of the course that helps to shape their historical understanding and the skills they need to move on to higher education.</p>			