



St Dunstan's School

GLASTONBURY



History Curriculum Booklet 2023-24

Subject Lead: Mr Brown

History Curriculum Intent:

‘Creating a dialogue between the past and present.’

The St Dunstan’s History curriculum intends to instil the St Dunstan’s core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the **historical understanding and competencies** needed to make informed decisions in their future lives.
- **Resilience:** The curriculum intent is to develop students’ **problem-solving** abilities, where they apply key skills to difficult propositions through historical enquiry.
- **Ambition:** The curriculum intent is to ensure that all learners are studying a **challenging curriculum**. Students flourish and achieve above expected outcomes because of this challenge.
- **Community:** The curriculum intent is to develop in students a deep appreciation of the patterns and relationships between past communities and how they have developed. We intend to supplement our in-class coverage of the curriculum, with visits to local historical sites and museums to develop greater empathy, thus enriching the **cultural capital** of our students.
- **Kindness:** The intent for our implementation of the curriculum is to be delivered with pace, challenge and kindness. Students should be rewarded for their positive contributions in lessons. A **positive learning environment** flourishes in the classroom.

St Dunstan’s History department believes that students deserve an expansive and ambitious history curriculum that exceeds the remit of the national curriculum. Our offer is rich in subject-specific knowledge that ignites curiosity and skills that prepare students well for future learning and employment. As a school that is predominantly white British, our curriculum ensures that our students experience other cultures and challenges any misconceptions.

We have high expectations for every student and ensure that our curriculum inspires a love of history and a passion to succeed at every stage. Our broad and varied curriculum is intended to develop empathy, tolerance and respect by ensuring our students experience perspectives from different voices across society, enabling them to be more informed and active citizens who can assess the impact of events on individuals and communities. It aims to ensure that our students know and understand the history of these islands as a coherent, chronological narrative, building and securing a mental timeline of British history including a rich and deep knowledge of key events and people, and understand the influence of the wider world on Britain and British influence overseas.

Our curriculum asks our students to challenge the received wisdom about historical figures, events and issues, developing vital analytical skills so that they are able to reason why interpretations differ. It develops an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence and diversity. These concepts develop their cultural capital helping to remove barriers to achievement in school, future learning and the world of work. Additionally, it seeks to cultivate an understanding of the provenance of historical sources and how the purpose, author, nature, date and audience affects its use.

Our Key Stage 3 curriculum aims to ensure that all our students develop the skills and knowledge required so that they can access the Key Stage 4 curriculum, irrespective of their Key Stage 2 experience. Our choice of topics aids us in identifying and closing gaps in knowledge and skills of some students from KS2 whilst deepening others’ knowledge and passion for our subject.

Our Key Stage 4 curriculum aims to build on the skills, knowledge and understanding developed at Key Stage 3. It is intended to support each student to achieve their personal best in their end of Year 11 GCSE qualification, whilst supporting their social, moral, spiritual and cultural development through exposure to a selection of topics that explores a range of perspectives that may differ from their own.

History Curriculum Implementation:

Collaborative curriculum planning lies at the heart of what we do in the department, we regularly review our schemes of learning to ensure the most relevant, diverse and engaging lessons. Our schemes of learning are focussed on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum. Alongside our schemes of work, we have developed flipped learning and regular opportunities for low stakes assessment. This enables us to define the core knowledge our students need to master.

In History, we also implement our curriculum through a range of teaching approaches including enquiry based questions and creative tasks as well as more traditional source-based questions and essay writing. Discussion and debate are a regular feature of lessons, as well as regular retrieval to ensure key content is secure. The department is proactive in developing their own pedagogy and actively seeks opportunities to bring in new techniques and teaching styles to ensure students have a diverse learning experience..

History is taught in mixed ability groups across key stage 3 and key stage 4 as we fervently believe in equal opportunity and high expectations for all. Literacy opportunities and a love of reading is built into lessons to help students process the range of topics taught and enjoy historical fiction outside of the classroom.

Both at Key Stage 3 and Key Stage 4, the History curriculum at St Dunstan's seeks to build confidence and maturity as a historian engaging with ever more challenging historical sources and texts as they progress through the School. It provides opportunities for our students to build and secure the core literacy skills and confidence necessary to flourish within the classroom and life beyond our school.

At Key Stage 3, learners are encouraged and motivated to engage in lessons and take responsibility for their own learning with flipped learning and extended homework projects. Across all key stages, teaching is not prescriptive and includes a range of implementation strategies including explicit teaching of vocabulary, formative (hinge points) and summative assessment. We use demanding texts to stretch and challenge our students and help them become excellent readers. There is regular use of low stakes knowledge assessment in 'do now' tasks and embedded in our curriculum at hinge points so students can improve their knowledge retention and develop their long-term memory. Our lessons are purposeful and engaging and inspire a love of learning and history.

Lessons at GCSE look to consolidate the key knowledge and skills of KS3 whilst adding depth and detail. A key feature of teaching at GCSE will be teaching students how to think synoptically and to apply their knowledge to unfamiliar sources, interpretations, and wider historical context. Describing and explaining the purpose and meaning of sources will still be important skills at GCSE but we will start to shift the focus of teaching more towards evaluation and analysis. We make links between topics and for vocabulary and focus on etymology to assist with literacy skills, rather than rote learning.

We are also committed to students having chances to develop and broaden their historical understanding and cultural capital. This is achieved with opportunities to visit heritage sites such as Glastonbury Abbey or the Houses of Parliament to learn about the democratic process in the UK.

Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	3	3	3	5	5

Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	What is History? Students discover key terminology, concepts and skills of the historian. They learn about: <ul style="list-style-type: none"> • Chronological terms and skills • The importance of sources, and how historians use them • Anachronisms, why they might occur and problems these cause for historians. 	
2	Battle of Hastings Students study the foundations of Medieval England. They learn about: <ul style="list-style-type: none"> • Who the contenders of the throne were in 1066 • How Harold Godwinson prepared his army and why • How did the Battle of Stamford Bridge impact Harold Godwinson • Why William won the Battle of Hastings 	Assessment 1: Why did William win the Battle of Hastings? Focus on reasoning and justification
3	William's control Students learn about the different methods of control used by William after his invasion of England. These include <ul style="list-style-type: none"> • Harrying of the North • Building of castles and castle development • Feudal system • Domesday Book • Murdrum law • Pupils then assess how good a King they believe William was to England and justify why. 	
4	The Black Death Students study the causes and effects of the Black Death. They learn about: <ul style="list-style-type: none"> • Hygiene and health in the Medieval times before the plague • How the plague arrived and understanding why people believed in certain causes. • Symptoms and cures of the Black Death • Impact of the Black Death upon England including Peasants Revolt 	Assessment 2: How did the Black Death impact England? Focus on consequence
5	Tudor Religion Students study the religious Reformation and its political and social causes and consequences. They learn about: <ul style="list-style-type: none"> • Martin Luther and the 95 Theses • Henry VIII's 'Great Matter' and the Break from Rome • Local case study on Glastonbury Tor and its role in the reformation • Edward VI and his push for Protestantism • 'Bloody' Mary and Protestant persecution 	Assessment 3: How did the Tudor family cause religious turmoil
6	Problems facing Elizabeth I Students develop the ability to use contextual knowledge to analyse and evaluate historical sources. They learn about: <ul style="list-style-type: none"> • The threat posed by Mary Queen of Scots, • The Elizabethan religious settlement • The threat posed by foreign powers 	

Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	17th Century England Students study the changing society during the 1600s. They study: <ul style="list-style-type: none"> • Gunpowder Plot of 1605 - Causes and consequences • The Witch Craze and the English Civil War • Oliver Cromwell and Puritan laws • How the plague of 1665 and the Fire of London in 1665 impacted England 	Assessment 1: What happened in the 17th Century? Focus on knowledge of key events
2	Trans-Atlantic slave trade Students study the experiences of the victims of Trans-Atlantic slavery and the role of Bristol in the slave trade. They carry out: <ul style="list-style-type: none"> • What was the Atlantic slave trade triangle and who did it involve? • How did nations benefit from the slave trade? • Why were conditions on the boat so horrific for slaves? • Why were the auctions so horrific for slaves 	
3	Consequences of slavery Students study the consequences of slavery, including daily life,abolition and impact today. They carry out: <ul style="list-style-type: none"> • Life on the plantation, including resistance and punishment • How did Bristol benefit from the slave trade? • Why did the slave trade end - role of abolitionists • Impact of the slave trade in the last century 	
4	Was Britain a better place by 1900? Students assess varying interpretations of the impact of the British Empire and industrial revolution. They learn about: <ul style="list-style-type: none"> • Using contemporary sources to make inferences about the British empire and industrial revolution • A case study of various colonies including India. • A case study on industrial developments including the Titanic. • A look at health and how it changed, including the work of John Snow and Joseph Bazellgette. • The impact of education and workhouses. Did these benefit the population? 	Assessment 2: Was the Industrial Revolution a good OR bad event for Britain?
5	World War One Students gain an in-depth understanding of the complex causes, global impact, and the immediate aftermath of this devastating war: <ul style="list-style-type: none"> • Long and short term causes of WW1 • Trench conditions and diversity in the trenches • Role of propaganda • Significant battles of WW1 and impact 	Assessment 3: What was life like in the trenches?
6	Hitler in power <ul style="list-style-type: none"> • Students will assess how Hitler came to power. They learn about: • Main reasons how Hitler came to power in Germany • How WW1 linked to Hitler's rise to power • How international economic conditions helped Hitler come to power 	

Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	Nazi Germany Students will learn how the Nazis controlled the people of Germany. Students will learn: <ul style="list-style-type: none"> • Nazi economic policies • Police state • Use of propaganda • Education 	Assessment 1: How did the Nazis control Germany?
2	World War 2 - Impact on Britain Students will look at how the world was thrown into war AGAIN. Students will also look at particular battles and advances in technology. Students will learn: <ul style="list-style-type: none"> • Causes of WW2 • How did modern warfare change? Looking at the Blitzkrieg tactics used by the Nazis • Evaluating if the evacuation of Dunkirk was a success or failure for the British • Looking at how Britain prepared for war, including source analysis of the Blitz 	
3	World War 2 - Global impact Students will continue their study of the Second World War by focusing on: <ul style="list-style-type: none"> • German invasion of Russia, including a case study of Stalingrad. • Pearl Harbour - What were the consequences? • The terror of D Day 	
4	Europe post war (1945-1947) Students will analyse how the war ended, and the short and long term consequences across Europe. <ul style="list-style-type: none"> • How did World War Two end? • Was it correct to drop the atomic bomb? • Why was Germany divided? • Why did America become more involved in Europe • How did Communism begin to spread across Eastern Europe? 	Assessment 2: What were the consequences of World War Two?
5	Beginnings of the Cold War (1947-1956) Students will look at how Europe began to split after the war into two camps. They will use source analysis to understand why this divide happened and the fears on both sides. These events include <ul style="list-style-type: none"> • What was the Iron Curtain? • Why did Stalin blockade Berlin? • Why did Hungary rebel in 1956? 	Assessment 2: Key events of the Cold War (1947-1956)
6	The Holocaust Students gain an understanding of the moral, political and social impact of the Holocaust. Students will complete a project on the following: <ul style="list-style-type: none"> • Jewish life before WW2 • History of anti-Semitism • Nazi eugenics and racial policy • The impact of the Holocaust 	

Curriculum Plan: Year 10 History

Exam Board:AQA

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	Life in Germany Students will study: <ul style="list-style-type: none">• Life in Germany after WW1 and problems faced• The establishment of the Weimar Republic including the constitution• Problems faced by the Weimar Government including plots and hyperinflation	Assessment 1: Essay on the effectiveness of Stresemann
2	Life in Nazi Germany Students will study: <ul style="list-style-type: none">• Rise of Hitler• Nazi campaigns to become elected• Hitler consolidating his power• Life in Nazi Germany• Police state• The Nazi economy• Role of women and influence on the youth	Assessment 2: Interpretations and source analysis of Hitler rise to power
3	Germany 1939 - 1945 Students will study <ul style="list-style-type: none">• How life changed for Germans during World War Two• The Holocaust, how did it happen?	Assessment 3: Essay on life in Nazi Germany
4	The Cold War 1943-1956 Students will study: <ul style="list-style-type: none">• Post WW2 relations between USA and USSR• Emergence of two Superpowers and the beginning of the Cold War including arms race and flashpoints in Europe• Analysis of how Communism spread globally, focus on China	Assessment 4: Source analysis of the Cold War 43-56
5	The Cold War 1957-1972 <ul style="list-style-type: none">• Fear of Communism in the USA• Impact of Cuba in increasing global tensions• Detente - What was done to reduce tension?	Assessment 5: Extended writing on Cold War 57-63
6	Elizabethan England Students will study: <ul style="list-style-type: none">• Elizabeth I and her court• The difficulties of being a female ruler• How Elizabeth became involved in European affairs	Assessment 7: Assessment on early problems

Curriculum Plan: Year 11 History

Exam Board: Edexcel

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	Elizabeth - The Golden Age Students will study <ul style="list-style-type: none"> How Elizabeth was able to defeat the Spanish Armada Why education and exploration increased under her reign Virginia - Why did the colonisation fail? 	Assessment 1: Mock exam on Paper 2 - Elizabeth and Cold War
2	Whitechapel case study Students will study <ul style="list-style-type: none"> What was life like in Whitechapel during Victorian times, political, economic and social focus. What barriers prevented the police capturing Jack the Ripper? What sources can be used to investigate this time period 	Assessment 2: Knowledge test on features of Whitechapel
3	Crime and Punishment Students will study: <ul style="list-style-type: none"> Changes and continuity in crimes from Anglo-Saxons to 1550 Changes and continuity in punishments and law from Anglo-Saxons to 1550 Changes and continuity of policing from Anglo-Saxons to 1550 	Assessment 3: Crime and punishment between 1000-1550 extended writing
4	Crime and Punishment Students will study: <ul style="list-style-type: none"> Changes and continuity in crimes from 1550 to Modern Day Changes and continuity in punishments and law from 1550 to Modern Day Changes and continuity of policing from 1550 to Modern Day Case study on the establishment of the Metropolitan Police and Whitechapel Technological advancements in the 20th century Emergence of terrorism in the 20th century 	Assessment 4: Mock of Paper 1. Whitechapel and Crime and Punishment 1000-1700
5	Assessment & Revision on Paper 1,2 and 3 Students will study <ul style="list-style-type: none"> Exam skills and expectations including walking talking mocks Revision programme including mock exams and interventions 	Assessment 5: Practise question across all 3 papers
6	GCSE Exam Season	

History Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Paper 1	30%	Crime and Punishment 1 hour 15 minutes	May/June of Year 11
Paper 2	40%	Cold War and Elizabeth 1 hour 45 minutes	May/June of Year 11
Paper 3	30%	Life in Germany 1 hour 20 minutes	May/June of Year 11

Please see exam board websites for up to date information:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>