

HISTORY – KS3

History at Aldridge School focuses on the development and key turning points of both British and world History, to ensure that our students are learning about and FROM the past they study. Our curriculum ensures that students develop a broad understanding of the development of essential historical second order concepts, encouraging a **resilient** attitude to a challenging chronology. By addressing historical controversies and difficult realms of the British past, we encourage our students to develop a greater sense of maturity and to understand the **responsibility** we must adapt to study History. Students are encouraged to come into each lesson **ready to learn** through the wide range of activities and skills sets practised throughout KS3; including narrative development, ranging source analysis, evaluation of secondary interpretation and creation of personal academic perspectives. The variety of chronologies, nations and second order concepts covered encourages our students to become **respectful**, not only of British History, but that of the wider world. Our curriculum looks to celebrate difference and encourage students to see the value in cultures and peoples that do not necessarily reflect their own lived experiences.

KS3 RST	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Norman Conquest	Medieval Monarchs	Medieval Life	Wars of the Roses	Tudor Monarchs	Ancient Athens

As students begin their study of History at secondary school, we look to build upon the chronology established at Primary school by beginning with the study of the Normans – the broadly agreed beginning of the Medieval period – and then continue to cement students’ narrative understanding of this often under-appreciated time span. Students will begin by assessing the S.O.Cs of cause and consequence and significance through the study of Medieval kings, but also assess notions of Kingship, which will be addressed again in later points of KS3 study. Social History will be analysed through the study of Medieval life, and will look to balance the more ‘Big Man’ theory of History that is central to units in the spring and summer term. Providing Geographical and chronological balance, students will build on learning in KS2 to assess the significance and Ancient Athens and assess the impact that this period of history has today. There will be an interesting point of comparison for Y7s, in terms of Athenian democracy preceding the autocratic rule of Medieval/ Early Modern kings.

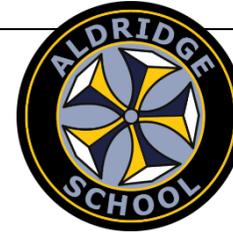
Year 8	Charles I and the English Civil War	The Industrial Revolution	Empire and Expansion	The Slave Trade	American Civil Rights	Fall of the Roman Empire
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Y8 starts by continuing to develop notions of the historical significance of autocratic Kingship, previously developed in Y7, through the study of Charles I. The curriculum then develops chronologically to consider tumultuous and complicated periods of British/ World history, studying the Industrial Revolution and the Empire then the Slave trade in topic order to aid students in developing a deeper understanding of the consequence and impact of the I.R in facilitating the growth of Empire, as well as its role within the Slave Trade. The effect of the establishment and dismantling of the Slave trade is explained by then studying American Civil Rights, both topics touch on difficult topics, but allow students to understand the importance of developing from our past.

Year 9	The Ancient Middle East	WW1	Inter-War years	Life in Nazi Germany	WW2	The Cold War
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Y9 starts with an interesting comparison to the Roman empire that Y8 finished with, and assesses the little known history of the Ancient Middle East. Considering the significance of leading figures and the consequences of seismic social events, this unit revisits ideas of kingship, democracy, imperial expansion and cultural diversity covered throughout KS3. It also allows our students to appreciate and understand the diversity of world History. Moving to then consider essential knowledge of 20th C History, our curriculum considers the significant action points of WW1, and its' causes and consequences, particularly in relation to the Inter-war years and build up to WW1. These topics again discuss the importance of the I.R in facilitating war, and the impact of imperial ambitions in Europe in leading to conflict. Conceptual focus on autocratic leaders, democratic practise and human rights abuse will be developed further through the study of Life in Nazi Germany, once again developing

ideas established in earlier years. Students understanding of key S.O.Cs such as cause and consequence, similarity, difference, and significance will be advanced as the curriculum follows chronologically the developments of the 20thC and culminates in the events of the Cold War. A topic which once again discuss notions of leadership, democracy, imperial ambition and warfare.



HISTORY – KS4

KS4 History at Aldridge School aims to create knowledgeable, engaged and **resilient** learners; students who are equipped with a Historical understanding and skill set that allows them to develop and succeed beyond their own lived experiences.

Within the *GCSE* students will study traditional British topics with a heightened, analytical gaze, and use source analysis to understand how modern historians create our own interpretation of both the distant, and more recent, past. Carefully selected units will also continue to build upon a focus on the importance of world history, as established within KS3, and allow students to develop into **respectful** historians who understand the value and importance in the lived experiences of different ethnicities and cultures.

Students are expected to come to class **ready to learn** and work collaboratively with others; but also to take full **responsibility** for their own learning and revision outside of the classroom.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Norman Conquest	Norman Conquest	Crime & Punishment	Crime & Punishment	Crime & Punishment /Kenilworth	Kenilworth

This GCSE starts with the study of the Norman Conquest 1066-1078. This first topic builds upon schemata established earlier in the KS3 curriculum in terms of content knowledge, and then the source-skills based assessments continue to build upon source analysis skills tested throughout KS3.

This topic focuses students on S.O.Cs such as change and continuity; significance; and cause and effect, paying particular attention to historiographical debates around the nature of Anglo-Saxon England and the impact of the Norman conquest by 1078.

The second unit studied is the changing nature of Crime and Punishment from 1250-2020. This period study benefits from students already having a detailed understanding of the Medieval period as a result of KS3 study, and then builds on this schemata to develop their understanding of change from this period into the Early Modern; that into Industrial; and Industrial into the modern. This unit consider the development of crime and the criminals who commit it, as well as the way in which law enforcement and punishment changed to meet the new demands.

The year ends with the study of Kenilworth castle as our elected site for OCR SHP B's History Around Us unit. This unit needs a site that has been in continuous use for at least 6 centuries, and that has distinct periods of use and change within its history. Exam questions will then base themselves around these issues.

Kenilworth provides the perfect study point as major turning points in its history, including its origin, relate to important points in national British History .e.g the Siege of Kenilworth as part of the Baron's War. Kenilworth's use as a site also develops nicely over time, not always being a military site, but in the Elizabethan age it functioned as a love token! It also reflects the importance of local History for our West Midlands students.

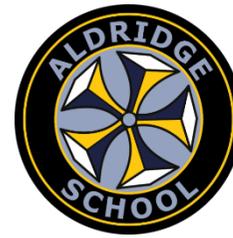
Year 11	Making of America	Making of America	Living under Nazi Rule	Living under Nazi Rule	Revision	Exams
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As Y10 teaching receives only 2hrs a week, there is flexibility for the first 2-3 weeks of Y11 to be used to finish the study of Kenilworth, if needed. Given that Y11 is 3hrs a week, it is still do-able to finish America by the mocks.

Pending extra time needed for Kenilworth, Y11 starts with the next period study, the Making of America 1789-1900. This unit does an excellent job of completing chronologies established in KS3, as this unit explains the events that come after the end of slavery (Y8) and then how American develops into a super power so able to turn the tide in the world wars (Y9). However, as a chronologically complicated unit, it is a topic of study well-suited to the more matures years prior to KS5. Much like with the period study in Y10, this unit looks to encourage students to assess change and continuity; significance; similarity and difference and cause and consequence across themes within the study. This also applies to the 3 main ethnic groups active at this time, which also brings in important SMSC/ BV considerations for our students surrounding racism, tolerance and treatment of difference.

The final unit of study in this GCSE is the depth study of Living Under Nazi Rule. Once again revisiting source-based exam questions, this unit focuses on a deeper understanding and analysis of the history being studied, done so through detailed source analysis which is consistently present across the SoW. This unit builds on the schemata developed as part of the Y9 study of Nazi Germany, but returns to key topics in greater detail now that students are older and more mature. For example, topics such as the Holocaust and Nazi ideologies on ethnic purity of the Germans. Many of themes developed as part of this chosen unit feels as topical today as they were in the 1930s/40s, and this study of Nazi Germany allows students to grow a better understanding of the importance of tolerance, democracy and Human Rights, within a more contemporary setting than previous units.

Suggested Revision Website	Exam Board Link	Recommended Revision Guide
https://www.bbc.co.uk/bitesize/examspecs/zqkrbk7	https://www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/	https://www.amazon.co.uk/My-Revision-Notes-History-Schools/dp/1510404066



HISTORY – KS5

KS5 History at Aldridge School aims to create engaged, **resilient** and talented Historians. We aim for students to have a mastery of Historical content and analytical skills, which will allow them to pursue any route or career they choose upon leaving Aldridge. Ideally to become Historians themselves!

Units chosen for study must keep to the guidelines established by AQA, which limited choices so as to ensure no repetition of learning and an adequate chronology studied. In keeping with this aim of creating a 'broad and coherent' course, we have decided that our students study, Tsarist and Communist Russia, 1855–1964, The Angevin Kings, and the British Empire 1857-1967 (for the NEA).

Considering the first unit covering Tsarist and Communist Russia, this A-level History course fulfils this requirement by helping students understand the significance of historical events, the role of individuals in history and the nature of change over time. It allows students to gain a deeper understanding of the past through political, social, economic and cultural perspectives. Although the content is purposely new (to promote interest, diversity and enjoyment), the course provides them with the opportunity to build upon skills introduced to them at KS4. – such as analytical writing, source analysis and key historical second order concepts.

Running parallel to this, across the two year course, is the study of the great Angevin Dynasty of medieval kings. This unit further develops the theme of authority and power, but also intertwines with previous themes of imperial expansion and debateable kingship. This allows students to draw on learning from previous key stages, but also allows for comparison against the NEA unit and autocratic power in the Russia unit. More so than the Russia unit, the study of the Angevin Kings looks to develop to its highest level, students' ability to analyse the value of a primary source. These skills are built upon across the two years and used to reach an informed judgement about the success of each of the kings.

For the NEA (non-examined assessment), it was decided that instead of giving students free-choice on their topics, the cohort would be instead guided through the events and dismantling of the second British Empire. Aiming to build a **respectful** understanding of Britain's controversial past. Starting at the formalisation of British control of India with the Sepoy Revolt of 1857 and finishing with the independence of Aden in 1967 this unit allows students to study one of the most formative organisations of the 19th and 20th Centuries. Formative in the sense that; it not only helped created the international markets and financial industries that we know today, but that it created the multicultural and diverse Britain that we know and live in today. For students living in one of the most diverse regions in the country, and many of whom who will have direct familial links to events and areas studied, it seemed of huge importance that our students understand this impactful and consequential history.

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA	Autocracy, Reform and Revolution: Russia, 1855–1917/ King Henry II and the restoration/ British Empire NEA - Skills

All 3 units of study run concurrently in both years, with examined units having 5hrs a week and the NEA having 1hr a week.

Tsarist and Communist Russia, 1855–1964, is a breadth unit, complimenting the teaching of the depth unit; Royal Authority and the Angevin Kings, 1154–1216, thus allowing students to see history from both the macro and micro perspective. Components 1 and 2 have similar perspectives in relation to, for example, the role of elites and the basis of legitimacy of power and decision-making, how the exercise of power changes over time when confronted with opposition, how ideas, social and economic or ideological developments influence and change the exercise of power.

The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.

Many of these ideas are also reflected in the Y12 portion of the NEA, such as, the role of elites and the basis of legitimacy of power and decision-making, how the exercise of power changes over time when confronted with opposition.

In terms of organisation of the NEA, students are given a ‘skelton’ overview of the content with 1hr lessons a week, so as to allow them to understand the 100yr period they are studying. However students will be expected to do further research into the History when it comes to researching and creating their own 4,500 word essays. Once content has been taught by May half term, the last term of the year is spent explaining procedure and skills for the NEA.

Year 13	Richard I, John and the Angevin empire/ The Soviet Union and Stalinist Dictatorship 1917-1964/ NEA – A03 write up	Richard I, John and the Angevin empire/ The Soviet Union and Stalinist Dictatorship 1917-1964 NEA – A01/2 write up	Richard I, John and the Angevin empire/ The Soviet Union and Stalinist Dictatorship 1917-1964 NEA – A01/2 write up	Richard I, John and the Angevin empire/ The Soviet Union and Stalinist Dictatorship 1917-1964 NEA – Submit and revision	Richard I, John and the Angevin empire/ The Soviet Union and Stalinist Dictatorship 1917-1964 - REVISION	Exams
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As with Y12, all three units are taught concurrently. Units continue to develop and hone the same themes established in Y12, such as understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.

The notable changes occur in the content taught. For the Russia unit this now moves to consider The Soviet Union and Stalinist Dictatorship 1917-1964. This unit assess the roles of Lenin and Stalin and their impact on Soviet Russia, the nature and consequences of Stalin's dictatorship, The Great Patriotic War and the role of Khrushchev and impact of de-Stalinisation. These topics develop further the issues established in the earlier chronology of the Y12 Russia unit.

In the complimentary Angevin unit, the content develops chronologically to consider the situations and monarchic challenges faced by Henry II sons, Richard I and John. As previously stated, this focuses on the fortunes of the Angevin empire as it stands in France, and the contrasting experiences of the two brothers.

The NEA now consists of skills building and writing. In Y12 students will have picked their questions and have had the framework of the NEA explained, Y13 is for writing up key sections and then bringing these together or drafts submitted before Christmas and then final submission in Feb.