



OUR CURRICULUM



H I S T O R Y

PHILOSOPHY & NARRATIVE



What is history?

*An echo of the past in the
future; a reflex from the
future on the past.*

Victor Hugo

OUR PHILOSOPHY

The History curriculum empowers learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

At the heart of the History course is the desire to facilitate a learner's ability to focus on historical enquiry, engage with a wide range of written and visual interpretations through an evaluation of sources, understand social and cultural diversity and develop the ability to reach substantiated judgements based on a considered assessment of different arguments.

Our curriculum is chronological in its nature, however, we place great importance on five central themes that thread throughout our lessons; these are religion, people, authority, conflict and science.

We study History to know where we come from, create our identity and share the collective memory that defines us. History is over 2000 years of mistakes and progress, lessons learned and forgotten.

Through the acquisition of historical knowledge, we gain emancipation and thus endeavour to avoid repeating mistakes, so the world can flourish.

KEY STAGE THREE

Year 7 introduces students to the concepts of authority and sovereignty, and how they are exercised. It charts the changing relationship between rulers and ruled, embracing absolutism, differing forms of representation, and growing calls for change.

We begin by introducing our students to the events following the death of Edward Confessor in 1066. This is a vital period as it changed English society, changing the way in which English politics worked, changes in architecture, the introduction of castles, the language we speak today is a result of 1066; that mixture of old English and French.

Our students move through the medieval period in English and European History, considering the challenges and developments made to religion, state and people. This was a period marked by economic and territorial expansion, demographic and urban growth, the emergence of national identity, and the restructuring of secular and ecclesiastical institutions. This is highlighted through a study of kingship and authority in the forms of William I, Henry II and John. Finally, our students reflect on the changing role of authority, with a consideration about the ways that monarchs are 'chosen', with the start of the Tudor Age.

This time would mark a major turning point in history; affecting religion in Europe, but also social, scientific, political, and economic institutions as well. These lessons allow our students to understand the narrative of the changing nature of European society, with a focus on how authority and religion affected Britain and the wider world.

Year 8 builds upon the calls for change, identified in year seven, by focusing on moments of expansion, upheaval and revolution, as we move from the Renaissance into the Enlightenment. We examine the relative importance of human rights against economic and political motivations and finish with the fundamental change caused by conflict in 1914. We begin in the early modern period by learning about the events of the English Civil War.

Students explore the causes of the tension between Parliament and the King, as well as the reasons for regicide in 1649. The political consequences of this event were huge, with the execution of the monarch and establishment of a Commonwealth. The Civil War is a key turning point in the development of Britain as a parliamentary democracy, helping students to understand where our current ideas about democracy and authority were established. We then learn

KEY STAGE THREE

about the rise of British expansionism and, evaluate the legacy of the British Empire on its people. Students take time to focus on the role of the British Empire in the development of the slave trade, through ideas such as political power and industry.

This leads into a final look at the impact of the rapid industrial, scientific and socio-economic changes and their role in and the period up to the First World War. Students work to build a coherent and comparative picture of the War from both sides of the conflict, investigating the use of science and technology with this.

Year 9 continues the study of conflict but moves now to consider the wider geo-political world order. Conflict and conflict resolution are at the heart of our study this year, whilst we finish with contemporary discussions around the potential nature of future conflict.

Students are taught about the fragility of the geo-political world order of the late nineteenth century upon the conclusion of the First World War. We look at how the peace treaties from this conflict are a contributing factor in the rise of the Nazi Party in Germany. Totalitarian dictatorship in Germany is studied, with an emphasis on how the Nazis were able to influence people and therefore, consolidate and control their hold on authority.

We then move onto the events of the Holocaust and its place within WW2. The complex questions that accompany a study of the Holocaust encourage students to think critically about important issues and values not only within the historical context of the Holocaust, but also in contemporary society.

The Holocaust provides one of the most effective subjects for examining basic moral issues, allowing students to challenge preconceptions and understand the complex relationship between people, individually and collectively. Subsequently students investigate the causes of the Second World War and in-depth features of the conflict itself.

Our last unit focuses on the post war world, with an emphasis on how the Cold War shaped the twenty first century, with a focus on the use of science and technology within this. This is a vital series of study for helping students to understand the modern world; socially, scientifically, culturally and politically.

KEY STAGE FOUR

Year 10 builds upon the changing nature of authority at KS3 and now considers how conflict and tension develop during the inter-war years, 1918-1939. This wider world depth study enables students to understand the complex and diverse interests of different peoples and authorities including the Great Powers in determining a peace agreement after the First World War. Through a study of the Versailles Settlement, we are able to consider concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. After the First World War, the overriding concern was to avoid repeating a conflict on a global scale. A League of Nations was therefore created, intent on solving international problems. Students consider its make-up, its authority and the impact it had in keeping the peace.

The failure of the League in Manchuria and Abyssinia, highlight its declining power and leave the world facing yet another global conflict in 1939. This international tension is led by the rise of Adolf Hitler in the 1930s. Students consider the development of tension between Hitler and the Allies, through a study of his aims and the extent to which he had achieved them by 1936. Subsequently the students investigate the reasons for escalation of the tension and the failure of appeasement in combating the aims of Hitler. We seek to show how and why conflict occurred and why it proved difficult to resolve the issues that caused it. This study also considers the role of people in shaping change, as well as how they were affected by and influenced international relations.

This leads to students focusing upon the changing nature of opportunity and inequality in America from 1920-1973. This period study focuses on the development of the USA during a turbulent half century of change. This allows us to build upon ideas of the role of people and protest in the shaping of a modern society. We begin by considering the political developments as governments became more involved in the everyday lives of their citizens, through policies such as laissez faire and low taxation. These were key developments as the American people experiences the 'boom' of the 1920s, and the impact this had on the consumer society. However, not all people experienced the same prosperity and America in the 1920s was a divided society, this is examined through varying case studies, such as the experiences of immigrants and the increasing causes of racial tension.

Through a study of 1920s America, students also consider the social, scientific/technological, and cultural developments of the time, such as, entertainment and the position of women in society. A prolonged economic downturn, beginning after the Wall Street Crash, significantly changes the experience for Americans. The resulting Depression highlights the impact of unemployment in America and the limitations of President Hoover's authority and policies to try to solve the crisis. Through Roosevelt's election as president, we start to understand the effectiveness of the New Deal on different groups of people in society, and the methods taken to pull America out of the Depression. Despite all of the effort of Roosevelt and the New Deal, economic prosperity was only achieved during and after the Second World War. America post World War 2, continued to be a period of opportunity and inequality - when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Social inequalities and racial tension lead to the development of civil rights for African Americans by the 1960s. Furthermore, students explore the 'Great Society' and the social policies of Presidents Kennedy and Johnson relating to poverty, education and health.

KEY STAGE FOUR

Year 11 begins with a thematic study about the way that medicine and health have developed from c1000 to the present day. This allows us to build upon the concept of social change by exploring how governments begin to use their power to improve public health. Students develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). Students start by looking at the state of medicine during the medieval period of British history. The nature of medical treatment is based on the ideas of Hippocratic and Galenic methods. Medical progress is slow across the age, with treatments often coming from the local wise woman or a barber surgeon. Furthermore, religion (Christianity) was central to medieval people's lives, so the sick might also turn to the local monastery for medical help. The beginning of medical change is explored through a study of intellectual history in the shape of the Renaissance.

The Renaissance allows individuals to use science to challenge medical authority in anatomy, physiology and surgery; this is demonstrated by the work of Vesalius, Paré and William Harvey. By the time, we reach the 1800s a revolution in medicine and science is taking shape. Wider world developments, such as the development of Germ Theory, highlight how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation. This is also a time when improvements are made in public health; governments were concerned about the outbreaks of serious disease, for example in industrial Britain in 1831 cholera kills 50,000 people. Subsequently, the role of public health reformers at a local and national government are studied, with a focus on the 1848 and 1875 Public Health Acts. This leads into a study of the modern treatment of disease, in particular the role that conflict has played in the development of plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Again, we consider how people's health is improved in the 20th century through the Beveridge Report and the Welfare State and the creation and development of the National Health Service.

Our final unit of study focuses is a depth study about Norman England, c1066-1100. The unit enables students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it. Our focus begins with the causes of the Norman invasion with the death of Edward the Confessor in 1066. The claims that follow his death lead to military conflict in the Battles of Stamford Bridge and Hastings. The Norman conquest of England in 1066 changed and shaped the history of England like no other event. 1066 was the beginning rather than the end of the Norman conquest of England. William I had to fight hard to protect his kingdom from English rebels and the Welsh and Danish armies that supported them. A combination of brutal suppression, and changes to the Church and the justice system gradually strengthened Norman control over England. To secure their hold over England the Normans introduced many changes to people's daily lives.

The justice and tax systems of England were amended to secure Norman authority in England. Furthermore, students learn about the role of feudalism and government in helping the Normans maintain power. Religion (Christianity) was a very important aspect of life in England and Normandy, the building of new churches and cathedrals were one part of the reforms that helped the Normans to secure and expand their power. Furthermore, students will study a specific site in depth. This site will be as specified and changes annually. The study of the historic environment focuses on a particular site in its historical context and examines the relationship between a specific place and associated historical events and developments.

KEY STAGE FIVE

Our A-level course consists of three mandatory components, two of which are externally assessed. One component is internally assessed and externally moderated. Throughout their two years of study, students focus on one breadth and one depth study.

For their breadth study, students look at the changing nature of authority in Tsarist and Communist Russia, 1855-1964. Throughout their Year 12 studies, they examine the state of Russia as the Crimean War ended and the results of this. This conflict exposed the backwardness of the country and the need for reform if Russia was to remain a world power. This leads us to the changing nature of political authority and the attempts at reform made by the three final Romanov Tsars – Alexander II, Alexander III and Nicholas II. Alexander II sought to strengthen and preserve the Russian autocracy by reforming some of its major institutions, in particular serfdom. The result of this reform process was a surge in opposition to the regime and the rise of a revolutionary movement that culminated in Alexander's assassination. His son, Alexander III, reacted to this by introducing a raft of counter-reforms and repressive measures that gave Russia thirteen years of peace and stability. This would change upon his death in 1894, and a study of the ill-fated reign of Nicholas II, highlights the economic and social developments up to 1914 and the opposition movements that grow due to these changes.

After the governments incompetent handling of the Russo-Japanese conflict, discontent exploded into revolution in 1905. Nicholas survived this by conceding a parliament, however, Russia's involvement in the First World War highlights the weakness of the regime and leads to the collapse of autocracy in Russia. This leads to our Year 13 study where we investigate the changing nature of Russia under an emerging communist dictatorship.

We start with Lenin's development of a one-party government, and the resulting civil war and dictatorship that followed. Once the communist authority was established, the pace of change accelerated, particularly under Stalin. His revolution consisting of collectivisation, industrialisation and the Great Terror transformed the Soviet Union. These changes have huge social and economic consequences; leading to millions of deaths and the transformation of Russia into an urbanised country. Stalin feels vindicated by these changes through his victory in World War Two, and leads into his final phase of his rule, High Stalinism. Upon Stalin's death, we chart Khrushchev's rise to power and de-Stalinisation, as well as economic, scientific and social developments to 1964.

The second part of the A level course involves students studying The Making of Modern Britain 1951-2007. The course begins with an analysis of post-war Britain and its efforts to rebuild. Politically, the advent of the welfare state and nationalisation marks the beginning of what historians such as Paul Addison term the post-war consensus. This commitment to shared priorities between both the Labour and Conservative parties embraced the 1942 Beveridge Report and the Keynesian economic model. Socially, Britain became less deferential towards those in positions of power, choosing instead to put their emphasis on living standards and consumerism of people. Internationally Britain struggled to find a role in global affairs, first attempting to align itself with the Commonwealth and the USA, before changing tact to try and gain entry to the European Steel and Coal Community. All the while, the Winds of Change blew through the old empire, hastening decolonisation. Moving into the 1960's we focus upon the liberalising legislation that marked the end of capital punishment and theatre censorship, and legalised abortion and homosexual relations.

KEY STAGE FIVE

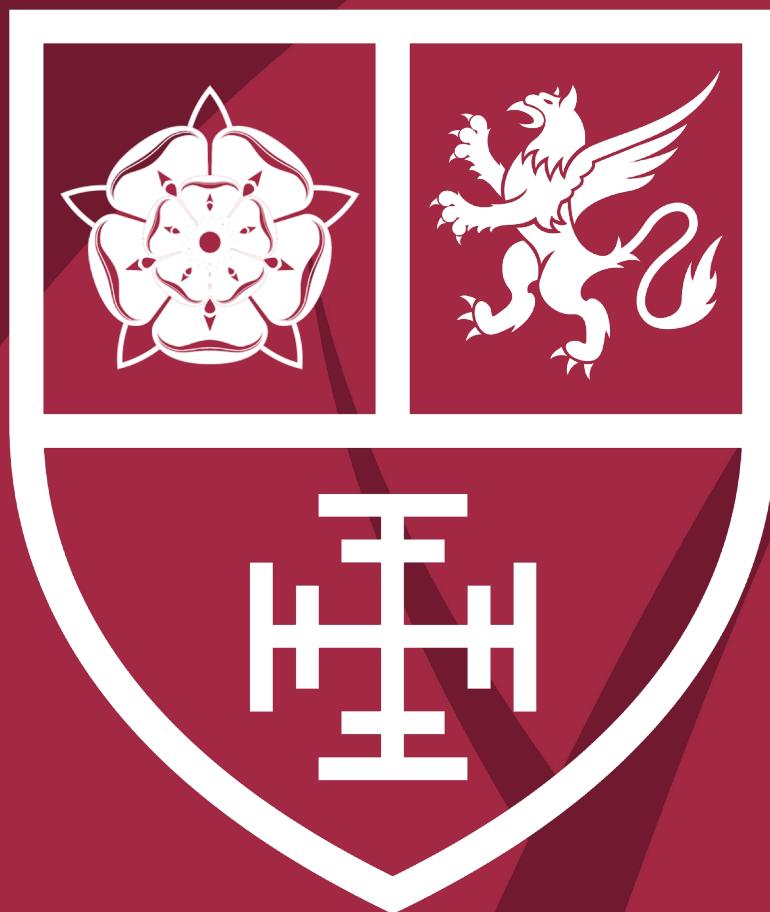
Economic concerns remain however, largely in the form of a crippling balance of payments deficit and a subsequent devaluation, all of which was exacerbated by growing industrial unrest. This volatile atmosphere sets the scene for the 1970's where Britain embarks upon a 3-day week to try and resolve poor industrial relations. Further economic uncertainty leads to an IMF loan of £3bn in 1976 with public spending restrictions that serve to cripple then the Labour government. Northern Ireland looms large in this time period, with the limited success of Sunningdale overshadowed by Bloody Sunday and protests around the removal of Special Category Status. 1979 saw the election of Margaret Thatcher and the end of the post-war consensus. Her focus on monetarism as an attempt to curb inflation transformed Britain from being the Sick Man of Europe to being a more efficient, de-unionised, service based economy.

People were divided, particularly between North and South, are further accentuated however leading to her resignation in 1990. John Major then leads Britain into closer union with Europe at Maastricht before leading a Cabinet dominated by sleaze, conflict and infighting. Our course ends with a study of New Labour under the leadership of Tony Blair. The transformation of Labour from the Militant infested group of the early 1980's to the sleek election-winning machine of 1997 onwards is covered, as are the attempts to rejuvenate underfunded public services. However, the war on terror and the ill-fated invasion of Iraq dominate the latter part of our course, leading to accusations of lies and conspiracy against Blair himself.

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. For this work, our students investigate the various factors that helped to improve the lives of African Americans.

The choice of the question studied is down to the individual, however, the content covered will be similar. Throughout their work, students need to consider the improvements made in the lives of African Americans, and whether these were down to presidential intervention, congress, war or black activism. Students focus on the history of African-Americans, as white European settlers first brought Africans to the continent to serve as slaves. The fate of slaves in the United States would divide the nation during the Civil War. Although Lincoln did not initially seek to abolish slavery, his determination to punish the rebellious states and his increasing reliance on black soldiers in the Union army prompted him to issue the Emancipation Proclamation to deprive the Confederacy of its slave property. After the American Civil War ended,

Republican leaders cemented the Union's authority and victory by gaining the ratification of constitutional amendments to abolish slavery (Thirteenth Amendment) and to protect the legal equality of ex-slaves (Fourteenth Amendment) and the voting rights of male ex-slaves (Fifteenth Amendment). However, the racist legacy of slavery would persist, spurring movements of resistance and conflict. Although some slaves violently rebelled against their enslavement, African Americans mainly used nonviolent means to achieve gradual improvements in their status; people such as Frederick Douglass and many others, highlight this. Furthermore, students investigate the results of such actions through the rise of the Jim Crow system of racial segregation and discrimination, and the legal challenges that aimed to develop a constitutional guarantee of rights for all people.



BUILDING ON THE KNOWLEDGE OF THE PAST
TO HELP THE CHILDREN OF TODAY
MEET THE CHALLENGES OF TOMORROW