

1. CURRICULUM INTENT OVERVIEW PLAN

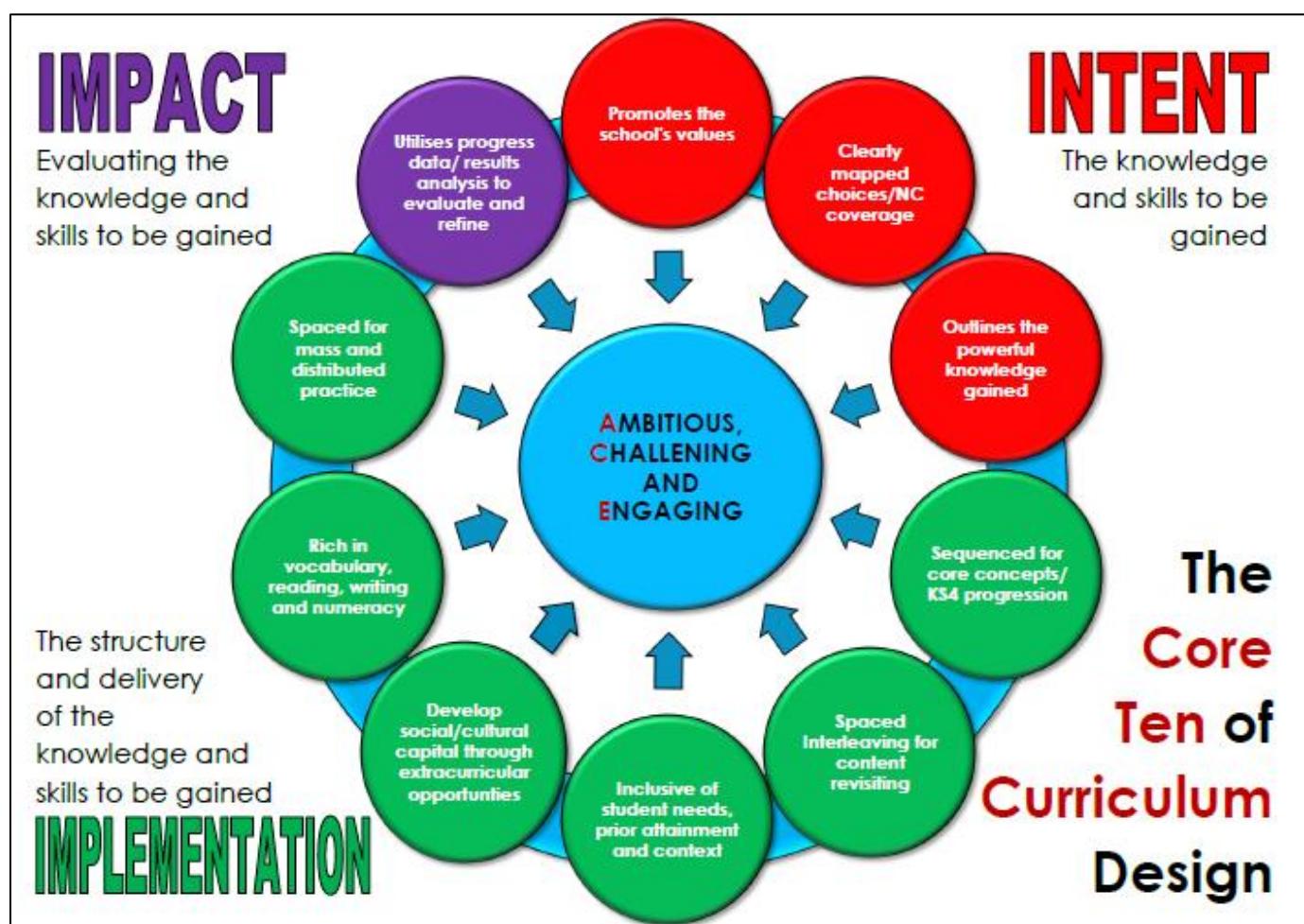
Key Stage 4

Subject: History

Author: Ben Hart

Created: April 2020

Updated: May 2020



THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which supports students in engaging with the world and communicating with people regardless of background or social standing.

History's purpose is to impart knowledge of the 'shared heritage of humanity'. Students need to understand that human beings are very similar across time, even as they have changed so much throughout history. Our students can come to understand the issues of today through the lens of past experience. Ideas like tolerance, democracy, agency, questioning and more can all be drawn out from areas of the past that we study.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

- **Students will have an understanding of chronology so that they know how one event or time period links to others.** This will help students to build wider historical understanding and help them to see how events of the past link to those in the present. This will also benefit an understanding of change over time and cause and consequence, as students will see the chain of events that lead to and lead from whatever is being studied.
- **Students will have all the knowledge they need to succeed in the GCSE exam.** We will make sure we have covered the entirety of the course content in sufficient depth and built links between different areas so that students have an in-depth knowledge of the programme of study.
- **Students will have the skills they need to address the GCSE questions appropriately.** Without this, the knowledge alone will not be enough to be successful on the GCSE.
- **Students will have the skills required to study History for themselves.** This will enable students to continue their studies and emphasises that our role is to teach them how to think, not what to think. This will also give students the tools and the 'powerful' knowledge to enable them to access higher education and potential careers in History, if they so choose. With this being a GCSE, it is vital that students do some study and revision for themselves.
- **Students will have a developed sense of curiosity about the past.** Although we cannot make all students interested in all parts of History, the aim is to encourage students to see that History is a wide-ranging and complex discipline with many avenues to explore. This, and the delivery of tools to study it, will allow students to learn for themselves, developing them into resilient and independent individuals who can continue to progress even after they leave the classroom.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

- **Ambitious:** By necessity, the course covers a huge range of historical content. The Crime and Punishment module is one of great breadth, studying from the year 1000 to the present and requiring students to make comparisons between different time periods and contexts. The other modules all look in much greater depth and detail at specific areas of focus. This requires students to learn a lot of facts and details about these areas of content
- **Brave:** As above, we are covering a great deal of content which will require students to challenge what they know about History and some of their preconceptions. Students will also have to be willing to engage with areas of content they won't have studied before. There's also a need for students to be brave about the study of GCSE History in general. Many students initially find the subject challenging because of

the depth and breadth of knowledge required. They are more than capable of achieving success but have to trust themselves that they can do so.

- **Kind:** When studying past events and individuals, it's important to recognise that they're not 'dumb' or 'stupid' just because they knew less or did things differently than we do today. It's important for students to suspend these kinds of judgements and to study the past with objectivity.

**KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification?
(Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	<p>Crime and Punishment in Britain, c1000-present.</p> <p>c1000-c1500, Crime and punishment in medieval England/ c1500-c1700, Crime and punishment in early modern England.</p>	<p>Crime and Punishment in Britain, c1000-present.</p> <p>c1700-c1900, Crime and punishment in eighteenth- and nineteenth-century Britain/ c1900-present, Crime and punishment in modern Britain/ Whitechapel c1870-c1900, crime, policing and the inner city.</p>	<p>The reigns of King Richard I and King John, 1189-1216.</p> <p>Life and government in England, 1189-1216/ Involvements overseas, 1189-1204/ King John's downfall, 1205-16.</p>	<p>The reigns of King Richard I and King John, 1189-1216.</p> <p>Involvements overseas, 1189-1204/ King John's downfall, 1205-16.</p>	<p>Weimar and Nazi Germany, 1918-39.</p> <p>The Weimar Republic, 1918-29/ Hitler's rise to power, 1919-33.</p>	<p>Weimar and Nazi Germany, 1918-39.</p> <p>Nazi control and dictatorship, 1933-39/ Life in Nazi Germany, 1933-39.</p>
	Specification/Assessment Objective	Paper 1: Thematic Study and historic environment	Paper 1: Thematic Study and historic environment	Paper 2: Period study and British depth study	Paper 2: Period study and British depth study	Paper 3: Modern depth study	Paper 3: Modern depth study
11	Unit/Topic	<p>Superpower relations and the Cold War, 1941-91.</p> <p>The origins of the Cold War, 1941-58/ Cold War crises, 1958-70.</p>	<p>Superpower relations and the Cold War, 1941-91.</p> <p>Cold War crises, 1958-70/ The end of the Cold War, 1970-91.</p>	<p>Revision and exam skills.</p>	<p>Revision and exam skills.</p>	-	-

	Specification/ Assessment Objective	Paper 2: Period study and British depth study	Paper 2: Period study and British depth study	Prepare for examinations	Prepare for examinations	-	-
--	--	---	---	--------------------------	--------------------------	---	---

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
None.	None.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
-------------	---------------	---------------	---------------	---------------	---------------	---------------

	Powerful Knowledge	Crime and Punishment in Britain, c1000-present.	Crime and Punishment in Britain, c1000-present.	The reigns of King Richard I and King John, 1189-1216.	The reigns of King Richard I and King John, 1189-1216.	Weimar and Nazi Germany, 1918-39.	Weimar and Nazi Germany, 1918-39.
10		<p>To know how crime was dealt with in Medieval England, and the factors that impacted crime and punishment, including:</p> <ul style="list-style-type: none"> - Anglo-Saxon laws like Hue and Cry and Wergild. - Norman laws like the Forest laws and Murdrum. - Church influence through Sanctuary and Benefit of Clergy. - Definitions of treason and heresy. - Town constables and night watchmen. - The Bloody Code - The Gunpowder Plot. - Matthew Hopkins (the Witchfinder General). 	<p>To know how Medieval laws developed into the modern systems we have today, including:</p> <ul style="list-style-type: none"> - The Tolpuddle Martyrs. - The Bow Street Runners. - Prison reform and the work of John Howard and Elizabeth Fry. - Pentonville Prison and the separate system. - Robert Peel and the introduction of the Metropolitan Police Force. - New definitions of crime such as drug and driving offences. - Ending of the death penalty, including the cases of Derek Bentley and Ruth Ellis. - The problems of Whitechapel. - Workhouses in Whitechapel. - The crimes of Jack the Ripper. 	<p>To know the ways that England was governed in the 12th century and the characters of the kings at the time, including:</p> <ul style="list-style-type: none"> - The Feudal system. - Richard I's character; his arrogance, bravery and being his mother's favourite. - John's character; his greed and being his father's favourite. - Governance of the kingdom, including the chancellor and royal revenues. - Richard's arguments with Philip II of France. - The Third Crusade. - Richard's capture on return from the crusade. - The burden of Richard's ransom. - Fighting in Normandy, including the construction and importance of Chateau Gaillard. 	<p>To know how England changed into the 13th century and evaluate whether John's reputation is deserved, including:</p> <ul style="list-style-type: none"> - Fighting in Normandy, including the construction and importance of Chateau Gaillard. - The loss of Normandy and its impact. - The causes of John's argument with the Pope. - The impact of the Interdict and John's excommunication. - The resolution of John's argument with the Pope. - The plot of 1212. - The rebellion of 1215. - The Magna Carta. - John's death and the role of William Marshal. - The condition of England by 1216. 	<p>To know how Germany dealt with and recovered from WWI and the changes that took place in developing democracy there, including:</p> <ul style="list-style-type: none"> - The foundation of the Weimar Republic. - The strengths and weaknesses of the Weimar constitution. - The Spartacist Rising and the Kapp Putsch. - The problems of 1923; Hyperinflation, the Ruhr Occupation. - The work of Gustav Stresemann, including the Dawes and Young Plans. - The early history of the Nazi party including the 25 point programme. - The Munich Putsch. - The Wall Street Crash of 1929 and its impact on support for the Nazis. - How Hitler became the Chancellor. 	<p>To know how the Nazis seized and secured power in Germany and controlled German society, including:</p> <ul style="list-style-type: none"> - The Reichstag Fire. - The Enabling Act. - The Night of the Long Knives. - The Nazi police state. - Nazi propaganda methods and impact. - Opposition to the Nazis. - Nazi policies towards women and the family. - Nazi policies towards the young. - Nazi policies to reduce unemployment and employment policies. - Nazi religious policies and persecution of minorities.

	Why it is important to know	Establishes the beginning of the breadth study, including looking at the Anglo-Saxon and Norman periods to establish how things changed through time. This is a good starting topic because it is content students already have some familiarity with, making the increased complexity of GCSE easier to deal with.	Finishes the first topic, enabling students to complete the entirety of 'paper 1' for exam practice. The Whitechapel module is the first time we'll do more of a depth study, allowing students to develop their source skills and the depth of their knowledge in preparation for future content.	Chronologically first in the depth studies that make up the rest of the GCSE course, and therefore helps students to develop their overall chronological understanding. This module also has the most crossover with the Crime and Punishment module, thereby making it the easiest transition from one module to the next.	Finishes the module and completes the first part of 'paper 2'.	Chronologically next after the Richard and John topic, making it a logical and coherent next step. This is also a topic that students will already have some familiarity with, making it one that is easier for them to access and develop their understanding of.	Finishes the module and completes 'paper 3'.
--	------------------------------------	--	--	---	--	---	--

	Powerful Knowledge	Superpower relations and the Cold War, 1941-91.	Superpower relations and the Cold War, 1941-91.	Prepare for examinations	Prepare for examinations	-	-
11		<p>To know how the wartime alliance broke down and how rivalry between the superpowers developed, including:</p> <ul style="list-style-type: none"> - The conferences at Tehran, Yalta and Potsdam. - The ideologies of Capitalism and Communism. - The creation of satellite states in Eastern Europe. - The Truman Doctrine and Marshall Plan. - Cominform, Comecon and Nato. - The division of Berlin and the Berlin Crisis. - The arms race. - The Warsaw Pact. - The Hungarian Uprising. - The Cuban Revolution and the Cuban Missile Crisis. - The Prague Spring. 	<p>To know key elements in the Cold War, including how it deescalated and eventually ended, including:</p> <ul style="list-style-type: none"> - The Berlin Wall. - The thaw of the 1960s and the agreements made as a result. - Détente in the 1970s, including SALT 1, Helsinki and SALT 2. - Reagan's policy of 'rollback'. - Gorbachev's policies of Glasnost and Perestroika. - The end of the Cold War and the collapse of the USSR. 				

	Why it is important to know	Chronologically comes last in the depth studies. Has some of the most complicated concepts in terms of the political ideologies and the personalities involved, thereby making it a good idea to do this topic last when students have the most in-depth understanding of the skills required to study History.	Finishes the module and completes 'paper 2' as well as finishing the course content.	Teaching students to apply the knowledge they have learned to specific exam questions. Also working on the 'plan of attack' for the paper to work out how to approach it.	Teaching students to apply the knowledge they have learned to specific exam questions. Also working on the 'plan of attack' for the paper to work out how to approach it.	-	-
--	------------------------------------	--	--	--	--	---	---

How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	The course content is covered at a high pace, with the aim to give maximum time to develop deeper understanding and exam skills later in the course.
Challenging	As above, the course content is covered at a high pace, which can prove challenging. There is also lots of content to cover and homework tasks are structured around recall and developing complexity in understanding.
Engaging	The content has been spaced out to make it easier to understand and build a developing idea of chronology. There are also a variety of in-depth case studies that build the interest for students, such as into the crimes of Jack the Ripper or into the character of Richard I as king.

What are the current strengths of the Curriculum Intent?

All of the course content is covered in a timely fashion, leaving plenty of time for bespoke exam practice and skills development. The course is also structured in a way to promote chronological understanding.

What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

Restructure teaching of content to allow for interleaving of topics and more regular exam work.

Develop a CPD plan for staff in the department, including opportunities for exam marking.