

History

Vision and Intent



Co-op Academy
Grange

Our Vision for History at Co-op Academy Grange

History at Co-op Academy Grange is taught by specialist teachers who are passionate about the subject. We want to share our enthusiasm for History so that when students leave Co-op Academy Grange they are great historians; articulate and enthusiastic about carrying on their learning.

History as a subject is not about everything that has happened in the past; it is a study of elements of the past and how significant key events and individuals have shaped the way we think and act today. Our curriculum allows students to make links with the world as it is at present, allowing them to see why the subject is relevant in relation to forming judgements about specific issues. As a department, we strive to encourage students to be critical, to analyse and evaluate historical sources and to be aware that the past has been interpreted in different ways. History is also critical in helping to develop extended writing skills, approaches to discussion and how to structure arguments. Being able to analyse skills such as significance, change and continuity and cause and consequence are crucial components of our curriculum. In History at Co-op Academy Grange, students will be taught these important skills; skills that are useful in life beyond school.

Students will learn why millions of people died during the First World War, why Britain developed a slave trade and why it ended it and why in Britain, the most powerful nation on earth in the 19th century, millions of people lived in abject poverty.

Students will learn how in North America a great and peaceful people were wiped out by a need by others to develop the land, how a once homeless man in Germany became a leader of that country, leading to one of the greatest tragedies in human history and how people who came to Britain in the 1940s for a better life were subjected to racism and intolerance. These are just some of the stories but the lessons they teach go far beyond the classroom at school.

We want the History curriculum to be relevant to our students at Co-op Academy Grange. History is about how ordinary people like us have shaped their communities; their struggles, protests and resilience in carving out a better future for themselves and others. If we listen carefully, we can hear those voices and we must learn from them to shape a better future too.

Our Intent for History at Co-op Academy Grange

Our Curriculum – What do we want our History curriculum to be?

Year 7

Students study History for two periods each week.

In Yr 7 students are taught the requisite skills to become thoughtful, critical and successful historians. They are introduced to these skills in the Romans unit in HT1 and they are revisited and consolidated in the topics taught across KS3. Students are encouraged to create their own definition of what History is and what it means to them. As a department we reinforce the idea that an historian must be widely read, be a good analyser, a good researcher, a good communicator and a good problem solver. Embedding a clear understanding of chronology is critical to a grasp of time order and accurate sequencing of events. Students are introduced to the work of historians and how they reach their judgements about significant events and individuals, how historical sources are analysed and why there are different interpretations about the same event. In Yr 7 there is a focus on developing extended writing skills and guided reading is encouraged where appropriate.

The other topics in Yr 7 build on these skills, focusing on issues such as empire, power and control. Students learn how Britain became a feudal society after 1066 and how William the Conqueror established control over England. Students learn about the significance of Norman settlement in England and the consequences of these political changes on society. Building on these dramatic changes to English society, students study the 'Black Death' and the catastrophic impact it had on Britain and Europe. A key focus here is on cause and consequence and the significance of the changes that accelerated the decline of the feudal system. Students study a range of primary sources to understand how contemporaries viewed the horror of the disease and the limitations of mediaeval society to deal with the problems it engendered. The recent covid pandemic has also created opportunities to discuss similarities and differences with the Black Death and puts some of the issues into a modern context. The final topic focuses on the Tudor dynasty and the significant religious changes that occurred in the period. There is a clear focus on cause and consequence and this allows students to make a judgement on the most significant impact of the Tudor monarchs. Students will learn how Henry VIII's break with the Roman Catholic Church led to the Reformation in England and Protestantism to be the official religion of the country. Elizabeth I's reign is studied in more detail and how her actions in the New World led to the beginning of Britain's involvement in the transatlantic slave trade. This links to the slavery topic at the start of Yr 8.

Year 8

Students study History for one period each week.

In HT1 and 2, students study the Transatlantic Slave Trade, its impact and its legacy. Through a series of contemporary source enquiries, there is an analysis of why the slave trade was introduced and the horrific consequences for millions of African people forced into enslavement. Students are encouraged to examine the limitations of historical sources from this period - narrow perspectives that reflect the views of the literate and of those in power who benefited from slavery at the time. To counter this, experiences of ex-slaves such as Olaudah Equiano are considered and the significant role they played in the abolitionist movement in Britain in the 18th century. Although the slave trade was abolished in the early 19th century, the legacy of slavery and its enduring impact on British society is studied. Through this approach, students will learn how the slave trade played a significant role in creating huge wealth for Britain and its empire and how prominent individuals, including the aristocracy, benefited financially from the misery slavery caused.

In HT3 and 4, students study the economic and social impact of the Industrial revolution on Britain. Again, using a selection of primary sources, students will navigate their way through a series of enquiries - examining inferences, utility and the importance of provenance and judgements about the reliability of sources. There is also an emphasis on creating effective extended writing, encouraging students to make valid judgements based on the evidence presented to them. Students will learn how a number of technological innovations sparked the factory system and the eventual transition from agriculture to mass industry in the towns and cities. This tumultuous development caused untold misery for millions of working people, forced into filthy and overcrowded accommodation as towns grew at an incredible pace. The public health crisis caused by the growth of towns is examined and how the government moved slightly from their laissez faire attitude to improve conditions for working people. In this topic we link back to the slavery unit, to discuss the impact of cotton exported from the plantations on the wealth of the nation. Within this topic a local study of Saltaire is undertaken, allowing students to examine how Titus Salt had a different approach to the welfare of his workers and to make a judgement on the success of his enterprise.

In HT5 and 6, students study the impact of migration to Britain from the Romans to the 19th century. This topic requires students to undertake an enquiry into the key push and pull factors that were decisive in influencing many groups of different people to arrive on these shores. The impact of these different groups is considered, allowing students to make judgements about the consequences of settlement on Britain - politically, economically and socially. Reactions to migrants, both negative and positive, are examined and this links to the Yr 9 topic on post-WWII immigration.

Year 9

Students study History for one period each week.

In HT1, students study the cause and consequences of WW1. This topic focuses on the long term causes of the war and examines themes such as imperialism and nationalism as key drivers of conflict between major European countries prior to 1914. Students will study how the growth of militarism and the alliance system built up tension between nations and how an assassination in Bosnia triggered the war. Students study a range of sources that deal with issues of propaganda and patriotism, the horrendous conditions and the futility of trench warfare. Students are required to make a judgement on the significance of the 'Great War' and its legacy. Students are required to create an extended piece of writing on the causes of the war and to make a judgement on the most significant reason for the conflict. Opportunities to discuss similarities with current conflicts in the world are plentiful and useful in providing students with context about the causes of war.

In HT2, students follow the statutory unit on the Holocaust: its causes, key events and significance. Students begin with an overview of Hitler's assumption of power and a brief overview of the structure of Nazi Germany to place things into context. After this, students are introduced to the deliberate persecution of Jewish people in Germany from 1933-1939. This includes an examination of Nazi propaganda aimed at dehumanising the Jewish population, boycotts of Jewish businesses, violence and intimidation and eventual legislation denying Jews German citizenship. Students will examine a range of sources including written evidence, posters and film clips from the period, in order to understand the meaning of anti-semitism and how the Nazis made this a central theme of their official policy. The second part of the topic deals with the implementation of the Holocaust through a detailed analysis of the 'Final Solution', the death camps and the horrific reality of genocide. Survivor testimonies are studied to give context to what students may find unbelievable and abstract. As History teachers we are aware that this topic is sensitive and many students find it upsetting - however, it gives a great opportunity to discuss persecution and the denial of human rights in a much broader sense and allows students to formulate judgements about the evils of genocide.

In HT3, students study a new topic, 'What was life like for British people during the Second World War, 1939-1945'. This series of lessons examines the impact of the Second World War on peoples' lives and the extent to which the war changed society after it was over. This topic encourages students to be critical of the evidence presented to them through a series of enquiry questions. Examples of these include: *'To what extent was evacuation successful?'*, *'Was there really a Blitz spirit?'*, *'Did the war really change the lives of women?'*. Students evaluate a range of primary sources, enabling them to make judgements on these enquiries and at the same time improve and consolidate their source analysis skills. Students also learn about the 'Beveridge Report, 1943' and how its recommendations contributed to the formation of the Welfare State after the war. Two of the key themes of this course are poverty and inequality and how far real improvements were made to address these.

Students are constantly asked, 'To what extent...?', 'How far did these changes...?', in order to create articulate judgments. Has society changed that much? Is there still poverty and inequality in Britain? Is Britain a better place to live than it was 80 years ago?

In HT4, another new topic has been introduced that examines the development of British society in the post-war period, from 1948-1985. Again, students are asked to navigate through a series of enquiry questions that focus on key developments in British social history. Students are required to make judgments about the significance of key events that have shaped the country we live in today. The first topic is post-war immigration from Britain's commonwealth after 1948. Students will study the British Nationality Act of 1948 and the reasons why the British government encouraged the mass movement of people to this country. There is a clear focus on the experience of immigrants and attitudes towards them and how, after a few years, there was strong political opposition to their arrival. This is a relevant topic for our students as many of their grandparents will have experienced these issues and will have strong opinions about the growth of racism in Britain and its impact. Students will study how Britain was becoming increasingly liberalised in the 1960s, focusing on women's rights, legislation to legalise abortion and homosexuality and the abolition of the death penalty. This unit, like the others, will build on the necessary historical skills such as cause and consequence, significance and the exploration of similarities and differences with other periods. Interpretations of key events will also be developed further - a key skill needed in the GCSE examination (Paper 3).

Year 10

Students study History for five periods over two weeks.

Edexcel GCSE History

In HT1, 2, 3 and 4 students study the Medicine Through Time c1250-present unit (Paper 1). This paper is split into two sections: Medicine in Britain - this focuses on medical ideas and developments across the periods studied. The other section focuses specifically on 'The British sector of the Western Front, 1914-18: injuries, treatments and the trenches.

Students study a range of themes focusing on the concept of change and continuity, allowing them to identify differences and similarities across the periods studied. These themes include ideas about the cause of disease and approaches to prevention and treatment. Key events and individuals are studied so students can make judgements on the impact on medical developments. The key skills required in the first section are primarily about effective extended writing and the ability to select relevant information in order to make structured judgments. The essay questions are: 'Explain why...' (causation) and 'How far do you agree...?'. The Section on the Western Front requires students to analyse historical sources to determine how useful they are for a particular enquiry. These skills have been developed throughout the KS3 curriculum.

In HT, 5 and 6 students begin to work on the topics for unit 2: Elizabethan England 1558-1588. The Elizabethan England topic focuses on the first 30 years of Elizabeth I's reign. Students learn about the religious divisions in England and Europe at the time and how these problems between Catholics and Protestants created instability. The first section focuses on primarily how Elizabeth I attempted to solve the religious problems in England through the religious settlement of 1559, the second section focuses on threats to Elizabeth both at home and from abroad and the third section focuses more on the social history of Elizabethan England. Like the medicine unit, the key skills required are extended writing - with a focus on causation and making judgments.

Year 11

Students study History for five periods over two weeks.

Edexcel GCSE History

In HT1, students finish the final section of the American West unit.

In HT2, 3, 4 and 5, students study Unit 3, Weimar and Nazi Germany 1918-39. This course is split into 4 sections: *'The Weimar Republic 1918-29'*, *'Hitler's rise to power 1919-33'*, *'Nazi control and dictatorship 1933-39'* and *'Life in Nazi Germany 1933-39'*. The course focuses on the development of Germany's economic and political system from the end of the First World War to the beginning of World War Two. The first section analyses Germany's move from an autocracy to a democratic republic and the changes in society brought about by this transformation. Students consider the political and economic problems faced by the Weimar Republic and how the contradictions inherent in its formation paved the way for a Nazi dictatorship. The second section focuses on the Nazi Party's rise to power and Hitler's political strategy to take power in Germany. The third section discusses how the Nazis, once in power, consolidate their control and turn Germany into a dictatorship by removing all political opposition. Students will also be introduced to the creation of the 'police state', the method by which the Nazis control the lives of people in Germany through fear and repression. Students will also learn how effective Nazi propaganda manipulated thoughts and opinions, aiming to create an obedient and loyal population. The fourth section evaluates the effectiveness of Nazi policy towards different groups in German society: the role of women, the use of education as propaganda, employment and living standards and the persecution of minorities. The students will have contextual knowledge of the final point as they will have studied the persecution of Jewish Germans in the Holocaust topic in Year 9. The skills required for this particular unit are inference, causation, utility and interpretations. All these skills are embedded throughout KS3.

In HT 4 and 5 students study the second unit from Paper 2: Superpower relations and the Cold War, 1941-91. The course is split into three parts: *'The Origins of the Cold War, 1941-58'*, *'Cold War crises, 1958-70'* and *'The end of the Cold War, 1970-91'*. The unit focuses on the

breakdown of the 'Grand Alliance' after World War Two and the conflict caused by ideological differences between the East and West. These conflicts manifested themselves in a number of ways: Europe was split into two halves, the West was capitalist and the East was communist, controlled by the Soviet Union, the formation of NATO and the Warsaw Pact and the development of a nuclear arms race that threatened the existence of the planet. Students study a number of countries affected by communist control such as Hungary and Czechoslovakia and study the Cuban Missile Crisis of 1962. In the final section, students examine why the Cold War ended and the collapse of the Soviet Union. The key skills required in this section are extended writing but with an emphasis on consequence and importance rather than causation. There is also a question that requires students to write a narrative account of a key event.

What does it look like in the classroom? (Implementation)

In History we want our students to be critical and articulate thinkers, providing them with a warm, safe and inclusive environment in which to express their opinions. Students will be aware of why they are learning a particular topic and be able to navigate successfully through a sequence of lessons, building requisite knowledge and application of key skills. Lesson outcomes and objectives will be clear and revisited so that students will know what they are expected to do and achieve. Lessons will start with a retrieval activity to consolidate prior learning and to address any misconceptions students may have about the material presented to them. Through a series of enquiries there will be an emphasis on modelling, with staff using the 'I/WE/YOU' process to develop understanding of key knowledge and skills. By using this process regularly, students will understand the methods historians use to make judgements about historical sources and how they are used to present convincing arguments. Formative assessment strategies will be used in lessons to develop student understanding, with opportunities given to students to reflect upon and improve their work. Questioning strategies in lessons will be used to address misconceptions but will also give students opportunities to develop their thinking. Feedback will be thorough and developmental. Students will be given thinking time to reflect upon more complex questions allowing them to consider their responses and they are expected to respond to questions using correct English to develop their oracy. After a topic has been taught students will be presented with a number of statements that contain factual and erroneous information in the same sentence. This not only helps to deepen understanding but helps to drive discussion around the key issues presented to them. Deep marking will give clear targets for students to improve their work and student books will be scrutinised regularly to check for whole class misconceptions. Responsive teaching strategies will be used in lessons to consolidate student engagement and to support those students who need further clarification.

A variety of resources will be used in lessons to stimulate student interest and engagement.

What will the impact be?

The study of History will have a very positive impact on our students, allowing them to be successful and confident in their approach to learning. The study of History will equip students with the skills required to be successful for the next steps in their learning journey:

The main impact of studying History will enable students to:

- Secure the best possible outcomes in History so that all future associated pathways are open to students and that they are ready and confident for the next stage in their life.
- Gain an understanding of how and why they learn, acquire knowledge and deepen their understanding to further their own progress.
- Use the varied skills taught in History to be articulate and confident adults; able to rationally express their ideas in the workplace and beyond.
- Develop a love of History and learning and being able to use historical knowledge in a modern context, applying these skills to make sense of the world around them.
- Understand the negative impact of persecution and inequality so that they will be responsible citizens.
- Be empowered with high aspiration in a competitive world.

