

## **Beauchamp College – History Department Seven Year Plan**

### **Rationale**

Our curriculum has been designed to instil a passion for history in our learners. We intend to do this through the development of essential subject specific knowledge and skills. We intend to lay the foundations of a secure knowledge base whilst embedding the skills required to thrive at AQA GCSE History via the ten statements at each level of key stage three. We teach a chronological, knowledge rich overview of British History, examining the key themes that shape society. These include religion, war and violence, power, economics and the roles of key individuals. These overarching themes provide the framework in which the knowledge can sit and, more importantly, allows students to draw links between different themes, individuals and events which makes the content more memorable.

Furthermore, we will seek to embed a series of skills that will ensure our students make the best progress possible at GCSE. These skills include chronological understanding, identifying change and continuity, identifying and analysing key points of comparison and contrast, source (primary) analysis (provenance, purpose and utility) and interpretation (secondary) based around ‘how convincing’ which focuses on the analysis of content and applying knowledge to analyse the accuracy of secondary account.

Our curriculum is designed to be remembered in detail; to be stored in our students’ long-term memories so that they can later build on it forming an ever wider and deeper schema. This required us to approach curriculum planning and delivery that builds in spaced retrieval practice, formative low-stakes testing and repeated practice (such as linking events to the key themes) for fluency.

### **Curriculum Overview**

<b><u>Year 7</u></b>	<b><u>Topic 1</u></b> Normans	<b><u>Topic 2</u></b> Medieval Realms	<b><u>Topic 3</u></b> Medieval Power	<b><u>Topic 4</u></b> Early Tudors	<b><u>Topic 5</u></b> Instability and Tudors	<b><u>Topic 6</u></b> Elizabeth
<b><u>Year 8</u></b>	<b><u>Topic 1</u></b> English Civil War	<b><u>Topic 2</u></b> French Revolution	<b><u>Topic 3</u></b> Industrial Revolution (Environment)	<b><u>Topic 4</u></b> British Empire	<b><u>Topic 5</u></b> Slavery	<b><u>Topic 6</u></b> Migration and Britain (Thematic Study)
<b><u>Year 9</u></b>	<b><u>Topic 1</u></b> Suffragettes	<b><u>Topic 2</u></b> World War One	<b><u>Topic 3 + 4</u></b> Russian Revolution and Rise of Dictators		<b><u>Topic 5</u></b> World WW2 and Holocaust	<b><u>Topic 6</u></b> Race and Modern America
<b><u>Year 10</u></b>	<b><u>America: Opportunity and Inequality 1920-1973</u></b>			<b><u>Conflict and Tension between East and West 1945-1972</u></b>		
<b><u>Year 11</u></b>	<b><u>Britain: Power and the People 1215-the present day</u></b>			<b><u>Elizabethan England c1568-1603 (focussing on the importance of environment)</u></b>		
<b><u>KS5</u></b>	<b><u>Stuart Britain and the Crisis of Monarchy, 1603-1702 (Breadth)</u></b>			<b><u>Democracy and Nazism: Germany, 1918-1945 (Depth)</u></b>  <b><u>(US Civil War c.1845-1877 - year 13 currently)</u></b>		

### **Key Stage 3**

The core knowledge is designed to provide students an overview of British history from the Norman Conquest, our emergence and consolidation as a European power to our contemporary retreat from Europe. Year 7 is intentionally Anglo-centric and students will understand the roots of Britain and British power which in turn will allow them to build on this in future years. There is an overt focus on extended writing and reasoning throughout the first year of key stage three with students being familiarised with extended essay writing early on. Students will be introduced to the key themes of History and be consistently encouraged to think within these parameters. Further to this, we approach the first 500 years of English history in the first year to bed in both skills of chronology but also a knowledge rich approach to key events in the period.

Year 8 takes a more global view. After studying the English Revolutionary Century (1600s) students examine the French Revolution. This will allow them to compare and contrast the causes, events and consequences. Comparison is an assessed skill at GCSE and one returned to regularly throughout Year 8. Students will develop their awareness and understanding of the importance of the historic environment in their study of the Industrial Revolution. The final Year 8 unit will step away from the chronological style and students will complete a mini breadth study examining migration and Britain. This will give students a chance to again consider similarity and compare the motivations for migration. This topic encourages consideration of British Values and promotes toleration. It should also engage our students who are culturally diverse. Topics 5 and 6 will link to the year 8 Media Literacy curriculum, which seeks to engage learners in understanding the world we live in through critical analysis of contemporary media sources. These topics will provide a foundation for an investigation into modern slavery through people trafficking and contemporary attitudes towards and reporting on migration. Moving into year 8, we are embedding knowledge organisers in order to provide a supporting overview of key information required for each unit of study.

Year 9 will provide students with a solid foundation for understanding modern British values whilst explaining the 'modern' world the GCSE is tailored to. A study of the suffragettes will allow students to reflect on equality in modern Britain whilst raising awareness of the importance of democracy. World War One will be studied with the primary focus being on the impact of the conflict. Furthermore, WW1 will be used as a useful link to the Russian Revolution where students will come to terms with the troublesome nature of communism and the shadow it casts over Europe. Fear of communism is a key theme throughout key stage 4 and 5 so it is imperative students understand the concept to grasp the 'danger' of communism throughout the twentieth century. Consequently, the rise of the dictators across Europe will be used to analyse and interpret the interwar years across Europe and the world and how tyranny culminates into the world's greatest war and greatest atrocity. Therefore, the Holocaust will be taught in Year 9, it will be covered annually in Beauchamp Prep sessions but an extended study in key stage 3 history will ensure lessons from the past can be learnt and myths that may exist can be corrected. The final topic is designed to be distinct and contemporary. Using race and identity as a hook, students will look at how united the United States are. Whilst elements of this topic will be returned to in key stage 4 the contemporary nature should encourage debate and allow students to contrast the British and American experience. Topics 1 and 6 will link to the year 9 Media Literacy curriculum, providing a foundation for looking at representations of gender and the power of women in modern society, and understanding contemporary attitudes to race in modern America. We plan to continue the development of knowledge organisers into year 9 to ensure that there is an overview of key knowledge for each topic.

In designing our curriculum we took into account the KS2 History specification and gauged, via learning walks at schools such as Brocks Hill Primary School and Brookside Primary School, what content and skills students have learnt at primary level. Thereafter, we decided to build on the skills students had gained at the 20 different feeder schools and decided to build our curriculum which allows all students to make progress and bolster both skills and knowledge.

### **Key Stage 4 – AQA GCSE History**

At Key Stage 4, students grapple with a number of key themes and periods as prescribed by the DfE. We currently undertake:

*Modern World Period Study* - America, 1920–1973: Opportunity and inequality

*Wider World Depth Study* - Conflict and tension between East and West, 1945–1972

*Shaping the Nation Thematic Study* - Britain: Power and the people: c1170 to the present day

*British Depth Study with the Historic Environment* - Elizabethan England, c1568–1603

These modules all intricately link back to the knowledge, themes and skills of KS3.

### **Key Stage 5 – AQA A-Level History**

When reflecting upon student voice conducted last academic year, we decided to change our depth study at A-Level from America: A Nation Divided, c1845–1877 (US Civil War) to Democracy and Nazism: Germany, 1918–1945. This move was made for several reasons including the accessibility and availability of sources, the previous module had no dedicated textbooks from any major publisher, the historiography is far more developed for Democracy and Nazism for example the functionalist vs intentionalist strands which allows students to access a wide range of accessible texts written for a wider audience than just the academic community. However, what we have ensured is for the remaining year of the US Civil War module is that we have added significant depth via the production of a series of booklets which break down the period into ten detailed booklets which are knowledge rich, have a series of different sources within for students to grapple with and are chronological in nature. In addition, we have carefully crafted three NEA questions (outlined under the assessment section of this document) which gives students the opportunity to stretch themselves and provides them with a range of different enquiries to select from.

### **Timetabling**

At **Key Stage 3** students have 2 x 50 minute lessons per week. These are usually single lessons.

At **Key Stage 4** students have 3 x 50 minute lessons per week. The majority of groups get a double lesson.

At **Key Stage 5** students have 5 x 50 minute lessons per week at year 12, where the curriculum is split 3 periods to the depth study and 2 periods to the breadth study. All students get a double period on both sides of the course. In year 13, students get 6 x 50 minute lessons, 3 to depth study and 3 the breadth study and students again get a double on both sides of the course.

## **Joined up Learning**

### ***Key Stage 3***

Our curriculum is taught in chronological order to give students the chance to sequence events and consider cause and consequence whilst comparing and contrasting to previous events. This will give them the grounding required in order to analyse key events and evaluate wider impact. These transferable skills will support study of the discipline at both Key Stage 4 and 5.

In places we will break with chronology to illustrate a more thematic style of History but we believe a comprehensive chronological grounding is vital.

### ***Key Stage 4***

Our GCSE Curriculum is also taught in paper order – paper 1 in year 10 and paper 2 in year 11 – and in chronological order within modules to give students the chance to sequence events and consider cause and consequence whilst comparing and contrasting to previous events. Furthermore, a lot of skills are transferable and we seek to illustrate this as much as possible via assessment preparation lessons.

### ***Key Stage 5***

Our A-Level History curriculum is taught chronologically within both modules. Knowledge is mapped deliberately in order to build a secure schema. Attention is also given to known misconceptions and there is an understanding of the instructional tools needed to move students from novice to expert in both understanding knowledge via several interpretations and evaluating these, to transferring key historical skills across the three modules at A-Level.

## **Assessment**

### ***Key Stage 3***

Students complete regular formal assessments in the classroom. Within reason, students complete the assessments at the same time to ensure consistency. At key stage three they will sit a synoptic end of year exam which covers content taught throughout the year. These trials are a combination of low stakes questions and GCSE style questions which will give the students a chance to demonstrate their progress. The low stakes questions will measure how much knowledge has been retained whilst the longer questions will allow students to illustrate second order concepts such as change and continuity.

Throughout the year, students will be assessed in a variety of ways with longer GCSE style questions being tackled in each unit. What is more, students are regularly assessed on their knowledge and understanding via deep and targeted questioning and a variety of AfL activities.

### ***Key Stage 4***

Students complete a written assessment tied to the exam skills each half term. This allows for all the exam skills to be covered and students to build strong portfolio of skills via assessments. In term one of year 10 (USA module) students address skills of interpretation analysis, describing the problems/successes of differing events, and factors based essays where students are expected chart change and continuity and evaluate the importance of two different factors whilst interlinking them. In term two (Conflict and Tension 1945-

1972), students contend with source analysis questions, account questions in which students chart the causes, developments and consequences of a specific Cold War event whilst also identifying accurately where tension was most evident during said event, and again tackle a longer 16 mark factors based question where students are expected to use three factors and present an evaluative interlinked conclusion. During this term, students undertake a trial which is cumulative and focuses on extended writing as we have recognised this is where students struggle most at GCSE.

Term three students undertake written assessments each half term linked to the breadth study (Power and People) which include source analysis, change and continuity (an 8 mark question which focuses on the significance of an event or individual then and now), compare or contrast two events/people, and a factors based question based on the eight prescribed factors (war and violence, religion, government and royal power, economics, communication and technology, individuals, ideas, and chance) that underpin the course and also link back to the key themes presented at key stage three. This is followed by a trial which covers the two year 10 modules and year 11 module. In term four, students have the Elizabethan England module to complete and contend assessments which link to interpretation analysis, a significance question, a write account question where the higher skill is focus where most change is evident as opposed to tension and a 16 mark factors based essay on the Environment study (Hardwick Hall 2018, Shakespeare's Globe 2019 and the English Channel 2020). What is more, students are regularly assessed on their knowledge and understanding via deep and targeted questioning and a variety of AfL activities.

Additionally, we use low stakes testing where necessary to consolidate knowledge.

### ***Key Stage 5***

Students are expected to complete written assessments per module each half term. These are focused around interpretation analysis (Stuart's breadth study) which focuses on secondary interpretations, source analysis (Germany depth study) which focus provenance, purpose and utility and essays which centre on factors based essays or turning-point essays. What is more, students are regularly assessed on their knowledge and understanding via deep and targeted questioning and a variety of AfL activities.

Further to this, students undertake the Non-Examined Assessment which is worth 20% of the overall A-Level grade. Students have a choice of three questions, the third of which is aimed at our more able students who are selected to undertake that particular question:

1. 'The American Government were the most responsible for success in the fight against racial discrimination 1877-1968' to what extent do you agree with this statement?
2. 'Women made most progress politically in the United Kingdom 1897-1980.' To what extent do you agree with the statement?
3. 'Ideology motivated American foreign policy between 1897-1990', to what extent do you agree with this statement?

Within this students chart approximately 100 years of chronological events within individual themes e.g. Q1 is often split into three factors: government, groups and individuals, have to compare and contrast two historical interpretations and evaluate which is more convincing, and lastly, students analyse three sources of differing types which support their argument. This is an independent study and students are expected to really flourish here and thrive within the challenge of historical research.

## Tracking and Reporting

### Key Stage 3

Original Year 7	Tweaked year 7	Year 8
Place events into chronological order		I can analyse the impact of purpose and provenance on a source
Describe significant moments/people in history		I can explain examples of changes and/or continuity within a given time period
Identify significant moments/people in history		I can evaluate the most important reason and justify this with evidence, in extended form.
Explain cause /consequence of different events.		I can identify change and continuity within a set period.
I can make a simple inference from a contemporary source.	I can make a simple inference from a contemporary source using POBCAM skills.	I can use the environment to illustrate understanding of a period.
I can make a simple inference from an interpretation.	I can make a simple inference from an interpretation using POBCAM skills	Explain cause /consequence of different events and begin to rank in order of importance. In extended form.
I can reach a judgement		I can make supported inferences from a contemporary source using POBCAM skills.
I can analyse the impact of audience and purpose on a source,.	I can analyse the impact of purpose and provenance on a source,.	I can make supported inferences from an interpretation using POBCAM skills
I can explain examples of changes and/or continuity within a given time period		I can identify turning points in history and start to explain significance.
I can evaluate the most important reason and justify this with evidence		I can identify change and continuity across/between different and seemingly unrelated periods. .
Key		
Change and Continuity	Cause and Consequence	Evaluation and judgments
Source- Inference and understanding		Source – Provenance and Utility

Top 3 from Year 7 dovetail with bottom three

The colour coded skills we use are History specific. There is a natural increase in challenge as would be expected. Whilst the challenge and demands increase we firmly believe it is vital to maintain focus on the fundamental skills. These statements are evaluated regularly (February 2018) and tweaked where appropriate. They are intended to reflect the challenging expectations we have for our aspirational students. In February 2018 it was decided to change the language to 'department common language' used throughout Key Stage 4 and 5.

In terms of grading, we work to the whole college system:

A student's level of performance will be measured by the percentage of expectations they meet and the following descriptors are used:

Level	Mastery Level
b	Working towards age related
b+	Working towards age related +
w	Working towards age related ++
w+	Working towards age related +++
s	Working <b>at</b> age related (child has achieved mastery)
s+	Working at <b>greater depth</b> within mastery

## ***Key Stage 4***

Students are measured against the 9-1 grading system and a culmination of attendance, effort, assessment grades and overall contribution are taken into account when tracking a student's performance and progress.

## ***Key Stage 5***

Students are measured against the A\*-E grading system and a culmination of attendance, effort, assessment grades and overall contribution are taken into account when tracking a student's performance and progress.

## **Schemes of Learning**

### ***All Key Stages***

Schemes are organised into subsections of larger units. There is lesson by lesson guidance and the shared drive hosts a plethora of resources. For ease of access core content is organised centrally in logical, taught sequence. The point of this is that teachers will be able to use these, as they see fit and adapt it to the specific needs of their classes and students.

We believe that only with extensive subject knowledge can teachers truly differentiate, we encourage CPD opportunities to be used to deepen and develop subject knowledge.

Collaborative planning is a key tenet of our department and something actively used. This approach ensures not only depth but quality assurance via peer review.

## **Differentiation**

### ***All Key Stages***

As a department, we differentiate by process e.g. high order questions and the use of high level historical language and stretching tasks. Moreover, we work to the ethos that students of all abilities can learn history and have at least a respectable understanding of historical methods and skills. Furthermore, we feel we can achieve more if students are supported and travel along the same learning journey, with appropriate support for lower ability students e.g. modelling, sentence/paragraph structures and one-on-one support and pertinent stretch and challenge, whether it is via questioning or a more stretching task. This is particularly pertinent given the changes to English education system with the introduction of the EBacc and a broader cohort, with a broader range of abilities now undertaking GCSE History.

Pupil Premium (PP) students are deliberately focused on in lessons for targeted questions to ensure engagement, progress and recall of knowledge. We additionally enlist all our PP students into our revision days which are based on both skills and content and what is more, we steer our students to after school intervention sessions which run every Thursday during HTs 4 and 5 in the lead up to exams. Additionally, we provide all PP students with content booklets and exam task booklets which have been made in house and are also given AQA approved revision guides which embed knowledge around skills and approved practice questions.

We plan for progress for all our students and we meet the individual needs of our SEND students appropriately. We differentiate by need of resources, questioning and time. We promote an inclusive approach SEND in our department and we believe inclusion means that individualised approach can be realised within the classroom via challenging the additional barriers these students face and thus, maintain a high standard of quality first teaching via this approach.

## **CPD**

We continue to work across the trust and beyond to ensure an open approach to advancing teaching and learning within the department. We encourage staff to undertake accredited courses in order to deepen subject and share experiences within department to ensure best practice.

As a department we see departmental meetings as crucial for CPD. We have taken a conscious step to move away from meetings being admin-based and have a focus on teaching and learning. This manifests itself in a variety of ways. Aforementioned collaborative planning takes place in these meetings and we also used these sessions to standardise and moderate and ensure consistency across the department. This ensures all members of department are involved and active in assessing work from all key stages.

## **Beyond the Classroom**

### ***Key Stage 3***

History teachers have taken responsibility for planning some of the Beauchamp Prep sessions delivered by tutors. These sessions are thoroughly planned and link in to national initiatives taking place. Annually these include, a session raising awareness of Black History Month, a session on Remembrance and a session for Holocaust Memorial Day. These sessions are powerful reminders of the importance of History in Modern Britain and are planned to link to the contemporary world. This year's Holocaust session linked to the Rohingya Crisis.

Working with the Geography department, we are taking a joint trip to Chepstow Castle and the New Forest in Year 8. This gives students a chance to re-cap and relive the history covered in Year 7.

We work together with the librarian to ensure our library is well resourced with a variety of age and ability specific texts that cover the content covered. Students are inducted into the library in tutor time sessions and made aware of the resources available in lessons. Students are encouraged to read around the subject.

At key stage 3, in year 7 the College runs classics club supported by the *Classics for All* programme ran by the University of Leicester. Students are given the opportunity to ancient myths and legends. Students complete a variety of activities including analysis tasks of key texts such as Ovid's metamorphoses and using these readings to undertake more creative tasks. In year 8, students will be given an opportunity to learn Latin to further their Classics education. Furthermore, this year, year 7 have visited the British Museum to explore Greek vases and the Parthenon.

### ***Key Stage 4/5***

Teachers within the department have planned several of the Life after Beauchamp sessions delivered by tutors across the whole college. Students can access The Debate Society which allows students to debate the hot topics of the week with their peers which helps them



develop their analysis skills and to build self-esteem and confidence. In addition to this, we have The Debate Team which has 8 members, and are currently ESU Mace East Midland's champions two years in a row and recently got the Cambridge Schools International Debate Day Finals. Further to this, we offer international trips and in 2018 we successfully went on a 7 day trip to Washington DC which links to our previous A-Level History US Civil war module, A-Level History NEA and A-Level Politics. We are currently planning a trip to Berlin which is wholly tied around our current Germany module at A-Level. These trips allow students to place history within context and place.

Furthermore, Beauchamp has run AS and A-level Classics as an enrichment option for 8 years. This has been growing steadily more popular with 12 students currently taking the A-level and 22 the AS. We now have 42 students signed up for the AS level in 2018-19. The course is taught on three periods a week, with students expected to complete their own prep learning. The OCR course is new for 2017 and focuses on Greek Theatre and Greek Epic with an A-level module on Greek 'Beliefs and Ideas'. In year 12 students study comedy and tragedy (Frogs, Bacchae, Oedipus Rex) and a range of sources on Greek theatre which comprises of vases, vase paintings, and ancient theatre sites. They are also expected to know Homer's Odyssey and its cultural context. The new year 13 course includes the former as well as Virgil's Aeneid and a unit on Love and Relationships in the Ancient Greek world. In October 2019 we also running our first residential Classics trip to Athens for KS5.

### **Wider collaboration**

In refining our curriculum and vision we have worked with schools within the MAT and those outside the MAT. We sought advice from The Cedars Academy (MAT) as well as Welland Park Academy in Market Harborough. As an outstanding provider, catering traditionally for Key Stage 3 students, the lessons learned here were invaluable.

Prior to this, we had contact with feeder primary schools (of which, there are 20) and gauged where students were at with their historical skills and gained an understanding of what they had all previously studied. This has fed into our work on the 10 statements in year 7 and our starting point chronologically which is the Normans. This has allowed us to upskill our students and provide a cogent starting point for all students.

The department has plans work with other schools in the MAT to reflect and refine our Year 8 provision as we move forward. We have met history teachers from Martin High School to share best practice regarding KS4 assessment and to aid in their setting up of KS5 A-Level History. Members of the department are also involved in Leicester History Forum meetings and attend these all-encompassing sessions half-termly.