

### The History Curriculum at AJK

#### **Why should all students learn your subject? (If relevant, why at AJK?)**

The study of History gives students the opportunity to develop an understanding of the past and the way it has shaped the world we live in today. By studying History, students are introduced to a range of skills and knowledge that helps them be successful in later life. In History at AJK, we teach about a wide range of societies, both in terms of geography and time and this helps diversify our students' worldviews. This study of a diverse range of civilisations gives students an understanding of how modern Britain has developed, as well as other countries around the world. By studying people from different time periods, students develop an understanding of the complexity of humanity as well as its shared characteristics over time. Equally, many of the skills that historians develop such as source evaluation and understanding historical interpretations equip students to navigate modern life. In the age of social media, fake news and the 24-hour news cycle, it has arguably never been more important for students to understand how interpretations of history have been created in the past. Furthermore, core skills of the historian such as reading, writing and debating equip students to be successful in whatever path they choose.

Pupils are also given the chance to grapple with real, historically rigorous concepts and debates, in order to stretch their thinking and prepare them for future study. Pupils should therefore learn History in order to receive a highly academic, stimulating and challenging learning experience which develops their cultural literacy, curiosity and critical thinking of the world around them. The curriculum is chronologically ordered, with a focus on depth over breadth. This will give students a developed sense of period and allow them to engage fully with key academic questions in each unit of study. Pupils should leave our academy with a strong sense of time and place and have the knowledge, skills and over-arching historical narrative to successfully study any topic at university.

#### **What is the core knowledge in your subject?**

- **Chronology**

Pupils must have a sense of when periods happened in relation to each other, as well as how they impacted each other

  - Chronology is arranging events in time order
  - We organise events into time order so that we can understand how they link together
- **Ancient History**
  - The Ancient World saw people settle down into civilisations for the first time
  - The foundation of these civilisations was agriculture
  - In the Ancient World, key developments were made in farming, writing, and trade
  - Some Ancient societies became very powerful and were able to build Empires
  - An important element of this power came from military force
  - Some examples of Ancient societies are Ancient Mesopotamia, Ancient Egypt, Ancient Greece and Ancient Rome.
- **Medieval History**
  - Life in Medieval Europe was dominated by religion – especially Christianity and Islam.
  - There was a strict societal hierarchy, with most people taking the role of peasant farmers.
  - Most medieval societies were dominated by an autocratic monarch or emperor.
  - The medieval period saw some developments that would slowly weaken its power structures, such as:
    - Peasants' rebellions, notably the Peasants' Revolt
    - The invention of the printing press
- **Modern History**
  - The modern world saw the growth of huge Empires, notably that of Britain and France
  - Much of these Empires' strength came from their industrialisation
  - Business and the search for profits was at the heart of the desire for Empire
  - The Industrial Revolution fuelled the growth of this search, and saw British society change from being predominantly agrarian to industrial
  - Growing globalisation led to competition that sparked World War One
  - The end of World War One and Treaty of Versailles laid the foundations for further turbulence and instability across Europe, particularly in Germany

- The Nazis took power in Germany through a gradual process of manipulation and exploitation
- The Holocaust involved a systematic programme of execution of Jews, homosexuals, disabled people and political opponents of the Nazis
- It developed slowly and gradually; affected all individuals differently; and relied upon the tacit support of millions of citizens
- British History – the national curriculum states that pupils at KS3 should ‘know and understand the history of these islands as a coherent, chronological narrative’
- The work of the historian
  - Historical sources
    - A source is an object from the past, that we use to learn about what happened
    - That we must consider sources’ relevance, provenance, and cross-reference them against our knowledge, in order to consider how useful they are
  - Historians’ writing & how to present an argument
    - A strong essay structure involves an introduction, conclusion and around three paragraphs
    - ‘PEE’ is a useful structure to use for our paragraphs, followed by a ‘return to the question’ sentence
  - How to use other historians’ work
    - An interpretation is an extract from a historian’s work
    - Historians put together their interpretations based on both sources and other historians’ work

#### Conceptual knowledge:

- Power – what is power? How does one gain power? How does one keep power?
  - Revolution – what is a revolution? Why might one occur? What are the challenges involved?
  - Empire – what is an Empire? Why might a leader want an Empire? How does having power over an Empire differ from having power over a smaller region/group?
- Similarity and difference – how to judge similarity and difference, between different people’s experiences, within the same period and between periods
- Change over time – knowing how to recognise how things have changed, and to situate ideas/events/artefacts within particular periods
- Significance – what makes something more significant than something else? How can you argue this? Why must historians attempt to determine relative significance?
- Interpretations – how are interpretations created and how can they differ?
- Use of Historical sources – what can be used as a historical source? How does the historian use them? How can historians judge the utility of sources?
- Causation – How do different factors interact to cause events?

#### **What are the key ways students practice in your subject?**

Extended reading and writing are regularly undertaken in order to practise these key skills, which pupils will need for any further study of History.

- We read extensively in every lesson, using reading sheets written by our teachers at KS3 and KS4, and a range of sources at KS5.
- The pupils regularly (almost every lesson) practise extended writing of the following question types (escalating in order of complexity – note, not all are introduced to every year group – see skills map [here](#)):
  - ‘Describe key features of...’ - involves identifying the most notable aspects of an event or concept
  - ‘Explain why/how...’ - explaining causal relationships, similarities and differences, and significance
  - ‘How far do you agree that...’ - making and explaining judgments around causal relationships, similarities and differences, and significance
  - ‘What can you infer from this source about...’ - interpreting a source within the context of its time, to make reasoned points to answer a historical question
  - ‘How useful is this source for...’ - making a judgment about the relevance and reliability of a source, for answering a given question

- ‘What is the difference between these interpretations?’ - summarising a historian’s view in their own words, as well as identifying key differences of view
- ‘How far do you agree with this interpretation?’ - making and explaining judgments around causal relationships, similarities and differences, and significance, and linking these to a historical interpretation

History Curriculum Content Overview (N.B: Only Year 7 will, by this point, have transitioned to the new Ark Curriculum Framework)						
	Autumn		Spring		Summer	
Year 7	World views in c1000: Islamic civilisations and the Western Christian world	Contested power, contested land: The Normans	Contested power, contested land: the First Crusade & challenges to the English monarchy	Empires: 13th century expansion and collapse	Stability/instability in the 14th & 15th centuries	Religious revolution & resistance in the 16th century
Year 8	The Norman Conquest	The Islamic Empire	Medieval England	Medieval England	Renaissance and Reformation	Renaissance and Reformation
Year 9	The French Revolution	The Industrial Revolution	The British Empire	The British Empire	World War One	The rise of Hitler in Germany
Year 10 (Edexcel GCSE)	Medicine Through Time	Medicine Through Time	Weimar and Nazi Germany	Weimar and Nazi Germany	Superpower Relations and the Cold War	Superpower Relations and the Cold War
Year 11 (Edexcel GCSE)	Anglo-Saxon and Norman England	Anglo-Saxon and Norman England	Revision	Revision		
Year 12 (Edexcel A-Level)	<b>India, 1914-48:</b> Topic 1 – WW1 and its impact on British India, 1914-20  <b>America, 1918-96:</b> Theme 1 – The changing political environment, 1917-80	<b>India, 1914-48:</b> Topic 2 – Changing political relationships, 1920-30  <b>America, 1918-96:</b> Theme 2 – The quest for civil rights, 1917-80	<b>India, 1914-48:</b> Topic 3 – Consultation and confrontation, 1930-42  <b>America, 1918-96:</b> Theme 3 – Society and culture in change, 1917-80	<b>India, 1914-48:</b> Topic 3 – Consultation and confrontation, 1930-42  <b>America, 1918-96:</b> Theme 3 – Society and culture in change, 1917-80	<b>India, 1914-48:</b> Topic 4 – The road to independence, 1942-48  <b>America, 1918-96:</b> Theme 4 – The changing quality of life, 1917-80	<b>Coursework:</b> Initial ideas  <b>America, 1918-96:</b> Historical interpretations – What impact did the Reagan presidency (‘81-’89) have on the USA in the years 1981-86?
Year 13 (Edexcel A-Level)	<b>Lancastrians and Yorkists:</b> Topic 1 – Richard II and Henry IV  <b>Coursework:</b> Finalising	<b>Lancastrians and Yorkists:</b> Topics 2 and 3 – Henry V and VI  <b>Coursework:</b> Essay planning	<b>Lancastrians and Yorkists:</b> Topics 4 and 5 – Edward IV, Richard III and Henry VII	<b>Lancastrians and Yorkists:</b> Aspects in breadth  <b>Revision</b>		

	questions and initial reading		<b>Coursework:</b> Essay writing			
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