History GCSE Curriculum InspirED Pathways

History Curriculum Intent

Fundamentally we would like all History pupils across all stages and our different settings to enjoy and engage with their learning of history, to build their confidence and develop their skills of inference, analysis, critical thinking, empathy, oracy/communication, literacy and reading. We will identify and bridge any gaps in their learning in order for them to make progress and achieve qualifications appropriate to their ability/situation/individual needs. In order to effectively support our students, we will retain flexibility, personalisation and adaptive teaching in our approach to the curriculum so we can respond quickly to the changing needs of our individual pupils and cohorts.

We begin the GCSE History content at the start of year 10 but material is adapted to ensure accessibility for all students. History is an optional subject so pupils will have a choice as to whether they study it in year 10 and also whether they want to continue it into year 11. We always have students who join at the start of year 11. They will be supported to catch up with work covered in year 10 through intervention, study time and 1:1 support.

We also offer an OCR History entry level option for 1:1/ small group intervention students who enjoy history and would like to work towards an accredited qualification but might find the full GCSE History too academically challenging or their personal circumstance does not enable enough time to cover the content for the GCSE qualification.

Personal Development-

The history curriculum we study focuses significantly on fostering empathy and perspective taking. Being encouraged to step into the shoes of historical figures or ordinary people from diverse backgrounds & analysing sources from multiple viewpoints helps to build emotional intelligence & social awareness in our pupils. Developing critical thinking & developing moral reasoning prompts students to evaluate historical injustices, right & wrong behaviour & consequences of human choices which helps them form their own ethical compass. Empowering active citizenship by linking historical struggles to modern human rights and current affairs helps students to feel empowered themselves and socially responsible in our diverse modern society. When our history students articulate their arguments & listen to alternative interpretations respectfully they build self- confidence, articulation & interpersonal skills. Every year the department organises a history trip. Previous places visited include the Black Country Museum, The Police museum in Birmingham, The National Holocaust Centre and The National Justice Museum. These trips help pupils to connect with real life stories & provide them with an emotional link to past human experience. They also help to broaden their perspectives in engaging with at times sensitive topics which helps them to challenge assumptions and grow more tolerant, open minded & respectful of diverse viewpoints. Navigating new environments and overcoming travel challenges boosts self-esteem, fosters personal accomplishment, resilience and self-assurance. Analysing the historical sites we visit encourages our students to evaluate how past events shape modern society, politics and global issues.

Extra support in History lessons

Students requiring extra support may include all of/any combination of the following:

- More direct 1:1 help and support from the teacher
- 1:1 TA support
- Sentence starters, scaffolding, writing frames, prompts for extended answers which (Gradually taken away/reduced as confidence increases)
- Breaking down text into smaller, manageable amounts
- Text overlays and dyslexic font
- Words provided for ‘fill in the gaps’
- WAGOLL (what a good one looks like examples), modelling- ‘Whitmore way’- I do, we do, you do
- More visuals – extra visuals for key words
- Option to type/ use a scribe for longer written tasks
- More 1:1 support with reading

- Keyword definition teaching with visuals- pre teaching vocabulary
- Effective, tailored and supported questioning
- Previous content covered is consistently embedded through starter recall activities & games such as history bingo!
- Key stage 3 baseline assessment available if key stage 4 one is too challenging- sentence starters/ supported version of Key stage 4 baseline available if needed.
- Colour codes/match up activities as opposed to long written tasks

Further challenge in History lessons

- Independent answers to questions without teacher support/scaffolding
- Extra challenge tasks provided every lesson for those that work quicker. Questions are designed to challenge cognitive thought at a higher level- e.g more open- ended analytical enquiry questions/ more complex historiographical debate questions
- Challenging students to make more abstract thematic connections by asking them to draw connections across time periods, analysing economic or social shifts & evaluating the weight of different historical causation factors- also encouraged to make wider links to modern day current affairs.
- Less visuals if not needed
- More challenging sources to analyse.
- True or false activities- independently correct the false answers
- No words provided for fill in the gaps.
- Effective and tailored high level questioning
- Harder questions included on recall starter activities such as History bingo

Literacy links

- The history curriculum fully addresses and embeds a wide range of high- level literacy skills. History lessons include extensive reading, writing, communication, analysis of sources, evaluation and coming up with substantiated judgements.
- Teaching historical terms and academic language so students can think and write like historians.
- Composing historical recounts, persuasive arguments & writing to structure historical explanations
- Applying reading skills such as skimming, scanning, continuous reading and close reading to unpack challenging texts with complex structures

Oracy links

- Students are offered the opportunity to read out loud every lesson
- Topics involve numerous opportunities for historical debate, discussion, communication and active and respectful listening
- In year 10 students produce an independent research oracy task on ‘worst punishments in the world’- they have the chance to present to their peers where oracy strengths and targets are peer evaluated
- Students are consistently asked their own views on topics and encouraged to support their views with substantiated evidence both orally and in written work.
- Pupils use structured talk to question primary and secondary sources, pose doubts and test the reliability of historical claims
- Students build arguments using historical evidence and learn to adapt or defend their conclusions when presented with new facts

Numeracy links

- History lessons offer natural opportunities to build and reinforce foundational and applied numeracy skills through real-world contexts.

- Students learn and need to apply understanding of chronology and the order that events happened- we embed this through ordering and sequencing activities in class and working with and personalising timelines for each topic. This skill is especially importance for the narrative account GCSE question on the cold war paper.
- Students will need to learn and recall key dates – we work with timelines, date match up activities and also include dates in starter recall activities and games.
- During early skills intervention students learn how to measure time and convert years to decades and centuries as well as how we measure centuries. They also learn ancient number systems such as Roman Numerals.
- Students analyse and interpret graphs and charts to understand concepts such as demographic shifts, census, statistics, population changes, casualty figures, profit or election results. In lessons we produce 'living tension graphs' so pupils are able to visualise and gain a better understanding such as high/low points of 'tension' e.g during the Cuban Missile crisis in the Cold War.

If a year 10/11 student is absent from their lessons for a prolonged period and would like to keep up and is well enough to work from home they are encouraged to visit the links below.

https://www.bbc.co.uk/bitesize/guides/z89hg82/revision/1 The Vietnam War - Additionally there is an excellent 5 episodes documentary on Netflix called 'Turning Point: The Vietnam War' (age rating 15)

https://www.bbc.co.uk/bitesize/topics/zttbr2p Civil Rights

https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1 The Cold War

https://www.bbc.co.uk/bitesize/guides/zk6k96f/revision/1 Crime and Punishment

https://www.bbc.co.uk/bitesize/guides/zrx94xs/revision/1 Whitechapel

https://www.bbc.co.uk/bitesize/guides/z8f4mnb/audio Anglo Saxons

Aspire 1 History Curriculum (Year 11) GCSE Edexcel/Pearson NB Content may be subject to date changes depending on attendance/coverage of current cohort

Autumn Term	Spring Term	Summer Term
Baseline assessment (sources/skills based) & skills gaps teaching for new pupils **Civil Rights in America 1954-70** • What were the causes and events of the Montgomery Bus Boycott? • Who was Martin Luther King? • What was the Civil Rights Act of 1957 & why was it important? • Who were the KKK and why did they oppose the Civil Rights movement? • Why was the murder of Emmet Till important in the civil rights movement? • What were White Citizens Councils and why were they set up? • What opposition to progress for black people was there in congress and who were the Dixiecrats? • Why was the Greensboro sit in so important for the Civil Rights movement? • Who were the Freedom Riders and what was the reaction of white people to them? • Why was the case of James Meredith important for Civil Rights? • What was the Albany Movement and why did it fail? • What was the Voter Education Project and was it a success? • What happened in Birmingham, Alabama and why did the President become so involved? • Why was the march on Washington so significant for the Civil Rights Movement? • What were the Mississippi murders and what impact did they have on the Civil Rights Movement? • What role did Kennedy play in the Civil Rights Movement? • What did the Civil Rights Act of 1964 achieve? • Why did the march on Selma take place and what did it achieve? • What was the Albany Movement and why did it fail? • What was the Voter Education Project and was it a success? • What happened in Birmingham, Alabama and why did the President become so involved?	**Complete any Cold War content outstanding from last term** **Anglo- Saxon & Norman England 1060-88** • What was Anglo-Saxon society like? • Why was there rivalry for the throne in 1066? • What was the main reason for the Norman victory at the Battle of Hastings? Debate- oracy task • How did William secure his control over England? • Why did rebellions break out and then fail? • What was it like to live in Norman society? • How should we remember William of Normandy? **Crime & Punishment Environment study- Whitechapel 1870-1900** • Why was Whitechapel a place with lots of criminal activity? • What sources can we examine to investigate crimes & law enforcement in Whitechapel? • How did the reputation of the Met Police change during the period? • What steps were being made to make Whitechapel a better place to live? • How was policing organised in Whitechapel? MARCH- MOCK EXAM 2 Additional assessment points- students will have numerous opportunities to undertake practice questions throughout the course which will be STAR marked in line with the whole school marking policy.	**Crime & Punishment Environment study- Whitechapel 1870-1900** • How did newspapers make it more difficult to catch the Ripper? • What were the aims of the Beat system? • Why weren't bloodhounds used in the Ripper investigation? • Was it the fault of the police that they did not catch Jack the Ripper- debate- oracy task • How did methods of identifying criminals and investigating crime improve during the period? • How well did the Metropolitan police co-operate with the City of London Police and the CID during the Ripper crisis? **Revision** **GCSE Examinations**

- Why was the march on Washington so significant for the Civil Rights Movement?
- What were the Mississippi murders and what impact did they have on the Civil Rights Movement?
- What role did Kennedy play in the Civil Rights Movement?
- What did the Civil Rights Act of 1964 achieve?
- Why did the march on Selma take place and what did it achieve?
- Overall how much progress was there in Civil Rights? Links to modern day- debate/oracy task

NOVEMBER- MOCK EXAM 1

Superpower Relations and the Cold War 1941-91

- What was the Cold War and why did it happen?
- What are the different beliefs of communism and capitalism and how did this lead to tension between America & Russia?
- Oracy task/ debate- which political belief is right and why?
- What happened at each conference between leaders of America, Britain and Russia and how did this impact tension?
- How did the relationship between the Soviet Union & America became more tense after the conferences?
- How did the Soviet union expand its control after 1945 and what was the US reaction to this?
- What was the iron curtain speech?
- What was the Truman Doctrine & Marshall Plan and how did the Soviet Union react to this? (Cominform and Comecon)
- What were the causes & consequences of the Berlin Crisis/ Blockade?
- How did the Cold War intensify after Berlin?
- What were the causes, events and consequences of the Hungarian Uprising?
- Why there was increased tension over Berlin 1958-61 & how did this led to the construction of the Berlin Wall?
- What were the origins of the Cuban Missile Crisis?
- What impact did the Bay of Pigs invasion have and how did tension grow over Cuba?
- What were the US options for dealing with the missiles on Cuba?

SKILLS PROGRESSION

- Being able to demonstrate skills of 'inference' in terms of what we can learn about a topic from using a source & produce independent response on 4 mark exam style question, using direct and relevant quotations to support when a written source.
- Being able to explain causation- i.e explaining why an event or change happened. Being able to produce independent response on 12 mark exam style question
- Being able to demonstrate they can increasingly 'write at length' & increase time and stamina for 'writing at length'.
- To analyse and evaluate a range of unseen contemporary sources with increasing confidence & independence
- To be able to demonstrate independence of thought in answering questions and reaching judgements supported by relevant evidence
- All skills and questions will test knowledge & understanding of key content and recall of the course studied which should strengthen throughout the course
- Being able to identify and explain the utility/ judging how useful a source is by exploring source content, nature, origin, purpose and answer independent 8 mark question.
- Being able to explain the difference between two interpretations and why there are different as well as judging how far they agree with an interpretation
- Students will be aware that interpretations are based on evidence from their period of study and they should understand a range of reasons why interpretations may differ and

• What were the consequences of the Cuban Missile Crisis? • Why was there was increased tension over Czechoslovakia? • What were the consequences of the Soviet invasion of Czechoslovakia? • What was détente and what led to reduced tension between East and West? • Why did the Soviet Union invade Afghanistan? What impact did the invasion have on the Cold War? • What were the features of the 'Second Cold War'? • Who was Gorbachev and what did he believe in? • How and why did Soviet Control of Eastern Europe collapse?	should be aware that differences in view, based on conclusions drawn from evidence, are legitimate and can be explained. • Students will explore any content common misconceptions which will be addressed directly in lessons • Being able to produce responses to questions on consequences of an event of the Cold War. (i.e the result of an event or change) • Being able to produce a narrative account of an event. (this means explaining the cause, event & consequence of a key development) • Being able to explain the importance of a key event • Being able to recall content and explain features • Being able to confidently compare changes and continuities of different time periods & explain why those changes/continuities have occurred	