

Curriculum rationale Faculty: History & Politics Lead: PW History/Politics

Our vision for our curriculum can be summed up as follows: Accessible and academic History which gives students a secure sense of their place in time.

What is your curriculum statement for each key stage? How does learning develop through each key stage? What impact does your curriculum have on the learners at Archbishop Blanch?

At KS3 students develop the same skills and second-order concepts that they will need to succeed at the KS4 course. The KS3 course also gives some preparation for the substantive knowledge and first-order concepts needed for KS4. It also provides a sense of place and time for all students and explores the core British values. The course mirrors the layout of the KS4 specification so that students will encounter a depth study, breadth study and period study.

At KS4 the OCR B specification is accessible enough for students not taking A Level History to progress in their knowledge and understanding whilst providing the right level of challenge to support students accessing the KS5 curriculum. The depth, breadth and period studies are more rigorous than those at KS3, providing more challenge in terms of content and assessment requirements.

At KS5 students are challenged to produce work similar to an undergraduate level. They are required to develop skills of independent learning and wider reading. The content for the A level History course picks up on two of the five topics studied at KS4 without directly overlapping. The A level Politics course with a Y13 element of comparative study of the modern USA complements both the A level history course and also the GCSE course. The Politics course promotes a thorough understanding of British democratic processes and debates. In both KS5 History and Politics students consolidate and enhance their essay writing skills and by the end of the course have substantially improved their synoptic understanding of each subject.

What principles guide your decision making? What is distinctive about your curriculum?

We chose our KS3 topics to give students an inspiring, engaging and challenging curriculum. There is a diverse range of content which is not just Henry VIII's wives and Nazis. Students are encouraged to think about the big picture of religious change, political change, demographic change and human experience. They also have an understanding of the changing nature and meaning of first-order concepts such as 'democracy' and 'parliament' over time. We don't blindly follow "whatever's next in the text book". Our curriculum is bespoke and designed by a team of History specialists, guided by principles of outstanding History.

We chose OCR B because it was both academically rigorous and accessible and interesting enough to engage all learners. The second-order concepts which underpin OCR History promote "good history" as opposed to rote learning and "hoop jumping".

We chose our A Level courses as they followed on from the GCSE topics whilst not repeating topics. The USA course follows from the Making of the USA unit and the Tudor unit follows the Elizabethans unit at KS4. The skills assessed at KS5 also progress from the KS4 units.

We chose our A level Government & Politics course because it provides a broad range of intellectual challenge , provided by an exam board who have consistently delivered a rigorous and fair assessment system that will enable us to deliver a course that is based on strong academic standards and also accessible to all our students taking the course. It also complements the History course without replicating it.

Curriculum rationale Faculty: History & Politics Lead: PW How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Whilst a core set of resources are available it is up to each teacher to adapt those resources to meet the needs of their learners. There is no one style of teaching expected but there is an agreed set of principles which should guide staff: challenge, engagement, focus on second-order concepts, developing mastery of first-order concepts, formal/informal assessment. We have a culture of ongoing collaborative reflection on our lessons, and collaborative adaptation and evolution of both individual lessons and “big picture” units of work. As an example of the latter, we are reshaping our delivery of the new A Level Government & Politics course in 2018-9. We will be shifting from three parallel strands running across both years, to a model where the comparative USA unit is taught entirely in Y13. This change has been introduced to support lower ability students by introducing the different streams of study more incrementally, and to support higher ability students by allowing them to achieve mastery of UK politics before moving on to study that of the USA

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

There is a range of resources and teaching styles relevant to the topics and content studied. The collaborative approach to planning inspires creativity and supports the continuous professional dialogue around learning. It also ensures the constant evolution of our resources and schemes of work. Wider reading is encouraged by staff to support super-curricular study. We are currently developing the way we enhance our curriculum. For example, we hope to undertake more field work in relation to the GCSE History “Around Us” unit.

What are your assessments for this academic year?

Term Autumn Term 1 Autumn Term 2 Spring Term 1 Spring Term 2 Summer Term 1
Summer Term 2

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Why have people moved to the UK?

How far did the Normans change Britain?

How bad was King John?

How far and why did religion change from 1529-1603?

Who rules? The changing nature of political power 1215-1688

Assess

Messy timeline

KU test

How far did life change under the Normans?

KU test

Bad King John? Source assessment

KU test

How far do you agree that the most significant changes in religion took place during the reign of Elizabeth I?

KU test

20 mark extended writing task - How and why did political power in England change between 1215 and 1688?

KU test

End of year test (summative test based on cumulative KU tests)

8

Why did Britain change so much from 1750 to 1900?

Should we be proud of the British Empire?

Were the suffragettes or the chartists the real heroes of democracy?

Did everyone have the same experience of World War One?

Can the actions of the Allies during WW2 be justified?

Why did non-Jewish Germans fail to stop the Holocaust?

Assess

Should we be proud of the British Empire?

KU test

Should we be proud of the British Empire?

KU test

Emily Davidson source comparison

KU test

WW1 source assessment

KU test

Can the actions of the Allies during WW2 be justified?

KU test

End of year test (summative test based on cumulative KU tests)

9

Overview and introduction to GCSE History

GCSE: Elizabethans 1580-1603

Assess

KU test; 3 and 5 mark source questions

KU test

KU test; adventurers 20mk essay

KU test

12 mk source comparison

KU test

10

Making of the USA Making of the USA Albert Dock Albert Dock Life Under Nazi Rule Life Under Nazi Rule

Assess

10 mark questions x 2

KU test

18 mark Plains Indians essay question

KU test

25 mark Paper 2 Q

KU test

25 mark Paper 2 Q

KU test

7 mark source question

KU test

15 mark source question

KU test

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11

Making of the USA Albert Dock Life Under Nazi Rule Life Under Nazi Rule Revision

Assess

10 mark question & 18 mark question

KU test

25 mark Paper 2 Q

KU test

7 mark source question

KU test

15 mark source question

KU test

Mock paper

12 USA

Introductory unit Truman Eisenhower Eisenhower JFK JFK

Assess

Concepts test Source test Source test 25 mk essay 25mk essay

Source essay and 25 mk essay

12 Tudor

Henry VII (govt and foreign policy)

Henry VII (consolidation of power, society) and intro to Henry VIII

Henry VIII 1509-1529 Henry VIII 1529-1547

Mid-Tudor Crisis?

Intro to coursework

Mid-Tudor Crisis?

Intro to coursework

Assess

25 mark essay

KU test

30 mark source essay

KU test

25 mark essay

KU test

30 mark source essay

KU test

30 mark source essay / mock exam

12 Gov Pol1

Democracy and participation

Political parties Electoral systems

Voting behaviour and the media

Liberalism Socialism

Assess

30 mk essay

KU test

12Gov Pol 2

The constitution Parliament

Prime Minister and executive

Relationships between the branches.

Conservatism No-core ideologies

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Assess

30 mk essay

KU test

2x 12 mk essays

KU test

30 mk essay

KU test

13 USA

LBJ LBJ Nixon Nixon Ford and Carter

Assess

Source question

KU test

25mk essay

KU test

25mk essay

KU test

25mk essay.

KU test

25mk essay.

KU test

13 Tudor

Mid-Tudor Crisis?

Elizabeth: Parliament and Privy Council

Elizabeth: Catholic threat, Puritan threat, religious changes

Elizabeth: Foreign policy, later years, ministers

Revision

Assess

MTC essay

KU test

Parliament essay

KU test

Religious changes essay

KU test

30 mk source question

KU test

13 Coursework

[independent work] [independent work] [independent work] [independent work]

Assess

Draft Draft Draft

Final coursework submission

13 Gov Pol

Racial Politics/ President

President / Democracy Democracy/Congress Political ideas Comparative theory

Assess

30 mk essay

KU test

2x