



## PLUME ACADEMY - LEARNING OVERVIEW

|   |  |
|---|--|
| Years                                   | 11   |
| Course                                  | GCSE History   |
| Specification Number/Exam Board         | OCR History B  |
| End of course assessment and weightings | 5 Examination papers, each 1 hour in length and each constitutes 20% of GCSE History. Thus the final linear examination in the Summer of Year 11 100% of the GCSE. |

### Prior Learning

The Year 10 and 11 History curriculum builds on prior learning from Years 7 to 9. History is a *cumulative* subject discipline, and as such knowledge learnt in one year is layered upon previous years, *for example knowledge learnt in Year 7 about Medieval trade across Europe, Asia and Africa combined with knowledge of growing world trade and British colonialism in Years 8 and 9 supports explanations for the Migration unit in Year 10 and then furthermore the Making of America unit in Year 11.* Thus, prior learning in previous years forms an integral support for the learning in GCSE History.

### Curriculum Intent – What are the curriculum aims?

#### 4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both *learn* History and *do* History.

#### Apprentice Historians learn best when:



##### Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a 'bigger' wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

##### Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events, recalled/narrated with ease so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General 'sense of period'* that helps students avoid anachronism and a *specific 'sense of period'* that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual*; *Appropriate period resonances attached to substantive concepts* such as 'Parliament', 'Church', 'federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).



##### Exploring the particular.

In answering historical enquiry questions students must use *specific* accurate relevant knowledge - dates, statistics, proper names and technical vocab. This is acquired through a *focus in lessons on the particular* - what is specific to that moment then, the *small-scale human story*, the *specific 'sense of period'*, or the *period resonance of a substantive concept*. *E.g. The story of Leslie Kiehlman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.*



##### Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).



#### Making Progress as a Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn and do* history. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

#### What Do Good Historians Do?



##### 1 Good Historians Explain Why Things Happen

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



##### 2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



##### 3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



##### 4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



##### 5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



##### 6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.



##### 7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.



## Curriculum Overview

|                           | Content Overview   | Assessment Overview   |                                |
|---------------------------|--|---|--------------------------------|
| Year 10<br>Autumn<br>Term | <b>Thematic Study</b><br>Migrants to Britain, c.1250 to present<br> | <b>Component Group 1</b><br>British History<br>Thematic study<br>and<br>Depth study<br><br>40 marks each<br>(80 marks total)<br>1 hour 45 minute<br>paper | <b>20%</b><br>of total<br>GCSE |
| Year 10<br>Spring<br>Term | <b>British Depth Study</b><br>The Norman Conquest, 1065–1087<br>    | <b>Component Group 2</b><br>History Around Us<br><br>40 marks +<br>10 marks SPaG*<br>1 hour paper   | <b>20%</b><br>of total<br>GCSE |
| Year 10<br>Summer<br>Term | <b>History Around Us</b><br>                                       | <b>Component Group 3</b><br>World History<br>Period study<br>and<br>Depth study<br><br>40 marks each<br>(80 marks total)<br>1 hour 45 minute<br>paper     | <b>20%</b><br>of total<br>GCSE |
| Year 11<br>Autumn<br>Term | <b>Period Study</b><br>The Making of America, 1789–1900<br>       | <b>20%</b><br>of total<br>GCSE  |                                |
| Year 11<br>Spring<br>Term | <b>World Depth Study</b><br>Living under Nazi Rule, 1933–1945<br> | <b>20%</b><br>of total<br>GCSE  |                                |



## Curriculum Implementation – What will my child be learning? And Curriculum Impact – How will progress be assessed as I learn?

|  | Autumn 1 [17]  | Autumn 2 [17]   | Spring 1 [15]   | Spring 2 [15]  | Summer 1 [12]                               |
|--|--|---|---|--|---|
| Year 11  | <p><u>Living under Nazi Rule, 1933-45</u></p> <p>How did the Nazis take control of Germany so quickly?</p> <ul style="list-style-type: none"> <li>How strong were the Nazi leaders in 1933? [1]</li> <li>How strong was Nazi ideology in 1933? [1]</li> <li>What were the key factors that enabled a successful Nazi revolution? [1]</li> <li>Why was the Night of the Long Knives an important step to power? [1]</li> <li>"Hitler's establishment of a dictatorship between January 1933 and July 1934, was achieved by legal means". How far do you agree with this view? [1]</li> </ul> <p>What made it so hard to oppose the Nazis?</p> <ul style="list-style-type: none"> <li>Why was the Nazi machinery of terror so effective? [1]</li> <li>How did the Nazis win the hearts and minds of the German people? [1]</li> <li>Was opposition a serious threat 1933 to 1939? [1]</li> <li>Who was the 'man with the iron heart'? [1]</li> <li>Chaos &amp; Consent? [1]</li> <li>How useful are Interpretations B and C and Source D for a historian studying the work of the Gestapo between 1933 and 1939? [1]</li> </ul> <p>How did the lives of the German people change, 1933-39?</p> <ul style="list-style-type: none"> <li>Is the Kahlenberger Family an accurate portrayal of family life in Germany, 1933 to 1939? [2]</li> <li>Why did the Nazis spend so much time and effort to control young people? [2]</li> <li>What were the Nazi ideas about race? [1]</li> <li>How did Jewish persecution change from 1933 to 1939? [1]</li> <li>'The German people benefited from Nazi rule'. How far do you agree with this view of the years 1933 to 1939? [1]</li> </ul> | <p>What was the impact of the Second World War on Germany?</p> <ul style="list-style-type: none"> <li>What was the impact of the early war years on the German people? [1]</li> <li>Why might war make opposition to the Nazi regime grow? [1]</li> <li>How did the turning points of WWII impact the lives of people under German rule? [1]</li> <li>How did Germany descend into an 'end with horror' in the later war years? [1]</li> </ul> <p>What did Nazi rule mean for the people of Europe 1939-45?</p> <ul style="list-style-type: none"> <li>How did occupation differ in eastern and western Europe? [2]</li> <li>Who were the victims of the Holocaust? [1]</li> <li>When and where did the Holocaust take place? [1]</li> <li>What happened at the Nazi extermination camps? [1]</li> </ul> <p><u>Making of America, 1789-1900</u></p> <p>What tensions arose as the USA grew, 1789-1838?</p> <ul style="list-style-type: none"> <li>What tensions were there in the beginning, 1789? [1]</li> <li>Why did the USA expand so rapidly 1789-1838? [2]</li> <li>Why did the USA expand into new lands, 1789-1838? [2]</li> <li>Why did slavery expand so rapidly, 1789-1838? [2]</li> <li>Why were the Indians forced onto a 'Trail of Tears'? [1]</li> </ul> | <p>Visions: How did different groups see the West, 1838-1860?</p> <ul style="list-style-type: none"> <li>How did the Plains Indians see the 'Great American Desert'? [2]</li> <li>How did the Early Migrants see the West? [1]</li> <li>How did the Mormons view the West? [1]</li> <li>How similar were the gold rushes of California (1848-9) and Pike's Peak (1858-9)? [2]</li> <li>Visions: How did different groups see the West, 1838-1860? [1]</li> </ul> <p>How far did the Civil War transform the lives of African Americans?</p> <ul style="list-style-type: none"> <li>'Slavery was the root cause of the American Civil War' How far do you agree? [2]</li> <li>'During the Civil War the Daily lives of African Americans carried on much as before' To what extent do you agree? [2]</li> <li>Did life get better or worse for African Americans during Reconstruction? [3]</li> </ul> | <p>Why did the settlers gain, and the Native Americans loose, control of the Plains?</p> <ul style="list-style-type: none"> <li>How did the railroads and ranches change the Plains? [2]</li> <li>How did the Homesteaders survive and thrive on the Plains? [2]</li> <li>Why was there so much bloodshed on the Plains, 1861-77? [4]</li> </ul> <p>'We the people' How did the lives of Americans change, 1877-1900?</p> <ul style="list-style-type: none"> <li>What destroyed the Native American way of life, 1877-1900? [2]</li> <li>How far did African American lives change between 1877 and 1900? [2]</li> <li>'Mass migration transformed America by 1900' How far do you agree? [2]</li> </ul> | <p><i>Consolidating the Curriculum.</i></p> |
| Curriculum Intent (Focus):                           | Causation, Similarity & Difference, Change & Continuity  | Causation, Similarity & Difference, Change & Continuity   | Causation, Similarity & Difference, Significance, Change & Continuity   | Causation, Similarity & Difference, Significance, Change & Continuity  |   |
| Curriculum Impact:<br>How will progress be assessed? | <p><i>Formal:</i></p> <ol style="list-style-type: none"> <li><b>Open Book Essay (causation):</b> "Hitler's establishment of a dictatorship between January 1933 and July 1934, was achieved by legal means". How far do you agree with this view?</li> <li><b>Open Book Short-Answer (interpretation):</b> How useful are Interpretations B and C and Source D for a historian studying the work of the Gestapo between 1933 and 1939?</li> <li><b>Creative (Significance):</b> exhibition exhibit on Nazi Youth</li> <li><b>Linear Examination with Essay (change &amp; continuity):</b> 'The German people benefited from Nazi rule'. How far do you agree with this view of the years 1933 to 1939?</li> </ol> <p><i>Health Checks:</i> classroom and online quizzes, timelines, narratives; exercise book checks</p>   | <p><i>Formal:</i></p> <ol style="list-style-type: none"> <li><b>Open Book Short-Answer (significance):</b> What can Source A tell us about Nazi policies in the later war years, 1943 to 1945? Use the source and your own knowledge to support your answer.</li> <li><b>Open Book Short-Answer (significance):</b> How useful is this source to a historian studying the Nazi extermination camps?</li> <li><b>Linear Examination Narrative:</b> Write a clear and organized summary analysing the expansion of the United States between 1789 and 1838.</li> </ol> <p><i>Health Checks:</i> classroom and online quizzes, timelines, narratives; exercise book checks</p>   | <p><i>Formal:</i></p> <ol style="list-style-type: none"> <li><b>Creative (Significance):</b> Vision of the West.</li> <li><b>Linear Examination with Essay (similarity &amp; difference):</b> The civil war improved the lives of African Americans' How far do you agree?</li> </ol> <p><i>Health Checks:</i> classroom and online quizzes, timelines, narratives; exercise book checks</p>  | <p><i>Formal:</i></p> <ol style="list-style-type: none"> <li><b>Open Book Essay (causation):</b> The US Army gained control of the Plains' How far do you agree?</li> <li><b>Linear Examination with Essay (causation):</b> 'Mass migration transformed America by 1900' How far do you agree? [2]</li> </ol> <p><i>Health Checks:</i> classroom and online quizzes, timelines, narratives; exercise book checks</p>   |   |



## Super-Curricular Opportunities – Support and Extending Learning

| Useful supporting resources:   | If a student is really passionate about this subject, they could:  | As a parent/carer, I can assist my child in this subject by:   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• There is a 5R independent Learning Sheets for each sub-unit of each of the five units set out above to support your child with home-learning and revision throughout the two year course. These are packed with alternative ideas (See SMWK)</li> <li>• <a href="#">Please visit FrogOS and the History GCSE pages for activities and resources.</a></li> </ul> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan (historian)</li> <li>• <i>Bloody Foreigners</i>, by Robert Windor (popular history)</li> <li>• <i>The Norman Conquest</i>, by Mark Morris (historian)</li> <li>• <i>The Last English King</i>, by Julian Rathbone (fiction)</li> <li>• <i>The Book Thief</i>, by Marcus Zukas (fiction)</li> <li>• <i>After the War</i>, by Tom Palmer (fiction)</li> <li>• <i>The Third Reich in Power</i>, by Richard Evans (historian)</li> <li>• <i>Buffalo Soldier</i>, by Tanya Landman</li> <li>• <i>The flag never touched the ground</i>, by Kekla Magoon.</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Any of the documentaries on our Microsoft Streams GCSE History channels – one for each unit.</li> <li>• Netflix, The American Civil War, documentary series by Ken Burns.</li> </ul> <p><b>Surf:</b> <a href="#">Please visit FrogOS and the History GCSE page for activities and resources.</a></p> <p><b>Visit:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Colchester Castle</a></li> <li>• <a href="#">Museum of London Docklands</a></li> <li>• <a href="#">Imperial War Museum London</a></li> <li>• <a href="#">Thomas Plume Library</a></li> <li>• Any historical sites of interest – including local Medieval churches!</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Talking to your child about what they have been learning in History</b>, ask them further questions and get them to explain ‘stuff’ to you.</li> <li>• <b>Read this book with your child:</b> <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan</li> <li>• <b>Watch historical documentaries together</b></li> <li>• <b>Visit local or national sites of historical interest.</b></li> </ul> |