

History at St Benet Biscop KS4 KS5



Coursework
Selection of topic
Reading
Historical debate/summarising arguments

Coursework: Historians interpretation
Selection of Historical arguments
Summarising of historians arguments

Coursework: First draft of first Historians debate

Coursework: First draft of second Historians debate

Witch craze: Matthew Hopkins and the East Anglian witch craze 1645-93
Economic and political context
Geography. Numbers, class and gender of victims
The ending of the craze

Witch craze: The wider intellectual context: the coming of age of science and reason: Making sense of the universe and it's impact 1580-1750. The changing approach to human understanding and knowledge 1580-1750

Witch craze: The North Berwick witches in Scotland 1590-91 and it's aftermath to 1597. The origins of persecution. The role of individuals. The reasons for the extent of persecution.

Witch craze: Changing attitudes to witchcraft in Britain: The existence and growth of fraudulent cases. The impact of sceptic publications

Witch craze: The Lancashire witches of 1604-13. The influence of the social, political and economic context
The origins of the case. The trial of 1612

Witch craze: The Great Hunt in Bamberg, Germany 1623-1632
The economic, political and religious context
Numbers and social groups affected
The reason for the ending of the craze

Russia in revolution:
Review: Key individuals, groups, winners and losers.

Russia in revolution: Defending the Bolshevik revolution. Consolidating Bolshevik power
Bolshevik economic policies
Defeat of domestic enemies
Foreign intervention

YEAR
13

Britain 1625-1701 Historical interpretations: How revolutionary in the years to 1701. Was the glorious revolution of 1688-89?

Britain 1625-1701: Economy, trade and empire 1625-88: Changes to agriculture. Changing trade patterns
The impact of imperial expansion

Britain 1625-1701: The political quest for stability 1625-88: The failure of monarchical government personally and politically
Republican rule 1660-60
Restoration to revolution 1660-88

Britain 1625-1701: Religion, conflict and descent 1625-88: The growth of religious non-conformity
The catholic question

Russia in revolution: The provisional government and it's opponents Feb-Oct 1917
Opposition to the provisional government
The second provisional government
The October revolution

Britain 1625-1701: Social and intellectual challenge, 1625-88: Reasons and impact of population growth
The changing structure of society
The ferment of ideas

Russia in revolution: The rule of Nicholas II 1894-1905: Nature of autocratic rule
Opposition to Tsarism
The 1905 Revolution

Paper 2 Depth study: Early Elizabethan England 1558-1588.
Social conditions in England.

Russia in revolution: The end of the Romanov rule 1906-1917: Change and continuity in government
Repression and reform
The impact of WW1
The February revolution

YEAR
12

Battlefields trip. A long weekend visiting places of significance from WW1, in Belgium and France.

Paper 1 Medicine: 1250-1800 Understanding the how the rise and fall of the church influenced the understanding of the cause, treatment and prevention of disease.

Paper 2 Depth study: Early Elizabethan England 1558-1588.
Review of the religious and economic challenges that Elizabeth faced.

Paper 1 Historic Environment. Medical treatment on the Western Front

YEAR
11



Paper 1 Medicine: 1800- present day. How the scientific revolution has improved the understanding of the cause, prevention and treatment of disease.

Paper 3 USA at home 1954 to 1974: Including the Freedom Rides, Greensboro Sit ins and the March on Washington. The rise of Peaceful protest and Martin Luther King, the impact of violent protest. Analysis of the effectiveness of the Voters rights Act and the Civil Rights Act

Paper 3 USA at home 1954 to 1974: The importance of Plessy V Ferguson for enforcing the Jim Crow Laws. Early challenges including the Bus Boycott and the desegregation of Education

Paper 3 USA abroad 1954-1974 USA involvement in Vietnam, reactions and reasons for decline.

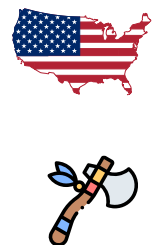


Paper 2 Depth study: American West 1835-1895 Settlement on the Plains and the movement West.

Paper 3 USA at home 1954-1974: Protest, progress and reform. Different types of protest, their effectiveness and the success of the movement by 1968.

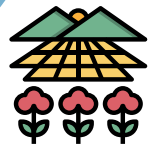
Paper 3 USA at home 1954 to 1974: The development of the Civil Rights movement. The position of African Americans and early progress.

YEAR
10



Paper 2 Depth study: American West 1835-1895 The development of Cattle ranching and the conflict that this created.

Paper 2 Depth study: American West 1835-1895 The demise of the Plains Indians.



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 M e d i c i n e

History curriculum vision

The History curriculum has been designed to contribute to students becoming the 'St Benet Biscop' student. The content has been designed to give a broad understanding of the rich History of Britain and a sense of its place in the world. Students will also study a local history topic to ensure that they appreciate the contribution of their community and its significance in History.

The curriculum has been organised thematically, this facilitates the use of second order concepts and allows for clear progression across the Key stages. The curriculum allows for rich contextual knowledge, but also aids the identification of broader links which students need to be effective historians.

The curriculum helps students to understand the chronology of each theme, these are the building blocks of History upon which other skills are developed. By taking a thematic approach students will foster skills and understanding which allows them to describe and explain key events, their causes and consequences.

The skills and knowledge that we wish students to cultivate have been developed through key themes and gradually increase in difficulty across the curriculum, culminating in our pupils becoming well rounded *St Benet Biscop Historians*. In lessons students are expected to be analytical of issues and come to clear *opinions* and judgements with sound rationale/ justification. To *analyse* sources/interpretations and information.

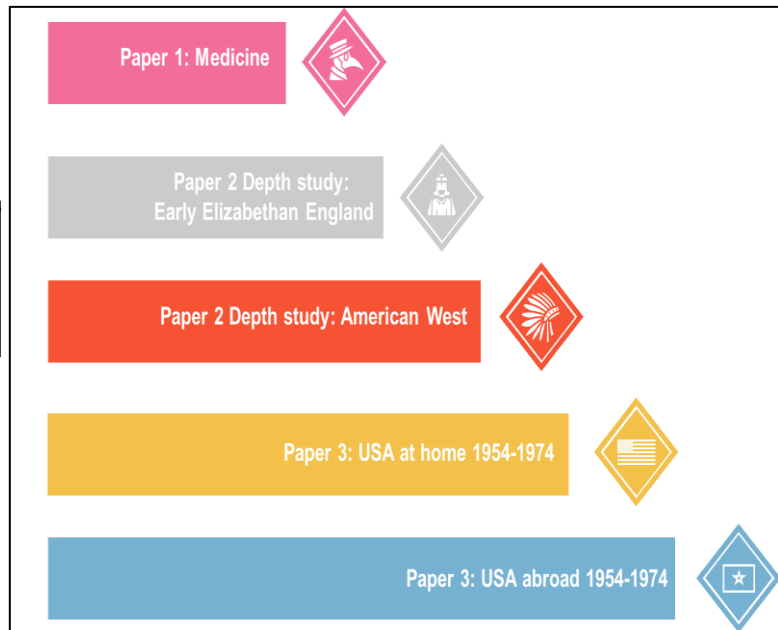
The *St Benet Biscop Historian* should also develop skills that transcend the classroom making them employable. Through content and enquiry students are encouraged to have empathy with others, experience history beyond the classroom and have a clear understanding how they 'fit' into what we have studied by engaging with the History curriculum.

What will the History Curriculum 'look like'?

- The curriculum provision focuses on 5 key elements that provide the building blocks for Historical success: These are a **Historical knowledge**, **Shaping knowledge using second order concepts**, **Historical skills and enquiry**, **Historical vocabulary** and the **St Benet Biscop Historian**

Historical Knowledge	Shaping knowledge using second order concepts.	Historical skills and Enquiry	Historical vocabulary	The St Benet Biscop Historian
Detailed chronological knowledge of the key features and characteristics of a period.	Detailed understanding of historical events; characteristics, similarities, differences and reasons for changes. Detailed evidence of understanding of key factors and their influence which can lead to change. Detailed understanding of links between events and time periods.	Demonstrates detailed understanding of how to conduct an enquiry using historical questions, skill, sources of information and interpretations. Structures and discusses opinions with specific detail, whilst acknowledging reasons for differing points of view.	Consistent accuracy of spelling, punctuation and grammar. Using a wide range of Historical words appropriately	Celebrates the uniqueness of each individual. Respects the environments we share. Promotes our school positively in the local, regional and international community. Have empathy and understanding for others.

GCSE History



GCSE History

The KS4 provision focuses on the Edexcel History GCSE syllabus. Topics of study include medicine through time, with an enquiry on the Historical environment of WW1, Early Elizabethan England 1558- 88, The American West 1835-1863 and the USA, 1954-1975 conflict at home and abroad. Students are also encouraged to formulate and justify their own opinion about continuity and changes to society, by considering different viewpoints, values and attitudes. All of our pupils having studied the KS3 curriculum will already have a foundation of these concepts of which to build upon through the GCSE course.

The subject content is split into four units:

11. Medicine in Britain 1250-1present day and the British sector of the Western Front 1914—18: injuries, treatments and trenches

This breadth study unit is concerned with understanding how the key features in the development of medicine were linked with the key features of society in Britain at each point studied. As the study progresses students will develop an understanding of the nature and process of change analyzing patterns, turning points and the influence of the factors.

B4 Early Elizabethan England 1558-88

This depth study focuses on the complexity of Elizabethan society, the problems that Elizabeth faced on ascension to the throne and requires students to evaluate the successfulness of the solutions which she implemented. Students will be expected to analyse the impact of factors (religious, social, economic and political) which caused problems that gripped England in this time period. Students will identify key features of the time and apply second order concepts such as continuity, change, consequence, similarity, difference and significance) to analyse the impact of events.

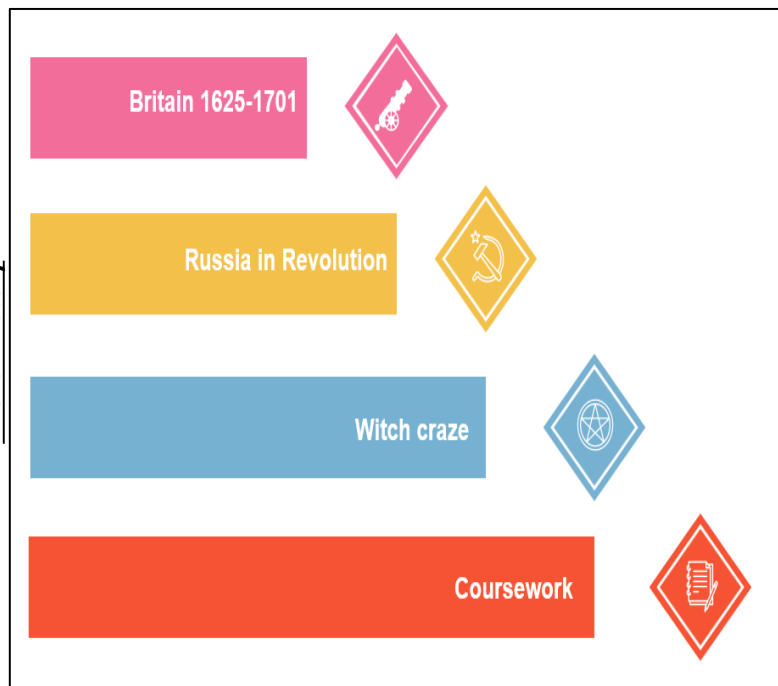
24/25. American West 1835-88

This depth period study focuses on the unfolding narrative of the key developments and issues associated with the American desire to fulfil their 'manifest destiny'. The course will develop strong chronological understanding of the period studied and will facilitate narrative connections across the period.

33. The USA, 1954-1975 conflict at home and abroad

The unit is a depth study which focuses on 21 years of American History. Students are required to understand the social, political, economic, cultural and military aspects at play during this time period. Through the analysis of sources and interpretations using their own knowledge students should be able to appreciate the reasons for different opinions of the events that unfolded and reach their own substantiated judgments about them.

A level History



A level History- how does it link to previous learning?

The A level provision at St Benet Biscop focuses on the Edexcel History syllabus and throughout the course aims to build upon the themes and concepts developed as part of the Ks3 and 4 History Curriculum at St Benet Biscop. The History curriculum enables our A level Historians to:

Develop their knowledge of key events in depth, place these events in the wider contextual landscape and evaluate links between events using factors to facilitate identification of continuity and change.

Develop their analytical skills to evaluate cause, consequence, extent and significance of key events, individuals, organisations and beliefs.

Recognise and be able to *analyse* the complexity of different identities within society, and appreciate how these underpin *understanding* of some of the key issues facing the world at the time of study and their relevance to today and the *St Benet Biscop* wider community .

Develop a more nuanced *understanding of the skills* such as significance, evaluating the weight of evidence when drawing conclusions.

Develop an *understanding of the nature* of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional.

Develop *source and interpretation skills* that were introduced at KS3 and 4, looking at wider criteria for analysis such as the tone and limitations of a piece of evidence.

Apply historical knowledge, understanding, skills and approaches in a rigorous way to a range of historical questions and issues recognising both the *contributions and limitations of history* and reach their own conclusions.

Develop as *critical* and *reflective St Benet Biscop Historians*, with curious and enquiring minds who able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

Develop *independence* by posing their own relevant questions about the past and research them to reach a substantiated judgment.

A level History what topics do I study?

The A level provision at St Benet Biscop focuses on the Edexcel specification



Britain 1625-1701

The Tudor dynasty ended with the death of the childless Elizabeth I in 1603. She was succeeded by James Stuart, another of Henry VII's descendants who believed firmly in the religious dimension of monarchy, but tempered his views by ruling through Parliament. His successors were less skillful, with Charles I constantly arguing with Parliament, and even going so far as to rule without Parliament for 11 years. Division between the monarch and parliament ran so deep that the only solution was civil war and resulted in the execution of the king. Between 1649-1660 Britain experimented with Republican forms of government influenced by radical protestant beliefs, before the Stuart restoration of 1660. Charles II and his brother James II proved unable to rule with Parliament, and so a further solution was attempted in 1688-89. William of Orange and his Stuart Queen Mary were invited to rule with Parliament, and this limited monarchy finally established a stable system of government.



Russia in Revolution

Nineteenth century Russia stood outside the mainstream of European nations. Immense in its size, the country was as much Asiatic in its character as it was European, and this was reflected in its society and government. Russia was overwhelmingly agricultural, with 80% of the population working the land, with limited pockets of industrialisation resulting in a small middle class. The population was essentially divided between a large multi-national peasantry and smaller, but very powerful nobility. The enlightenment and modern political ideas had all passed Russia by: it remained an absolute monarchy with the Orthodox church playing a central role. The autocratic Romanov dynasty began to break down under Nicholas II and the Industrialisation that took place under his finance ministers. Nicholas failed to understand the reasons for growing unrest but was forced to make some compromises following the Revolution of 1905. These concessions appeased some opposition in the short term, but faced with Russia's disastrous involvement in WW1 merely postponed the collapse of Tsarism and the creation of a Republic. Political fighting continued and the Bolsheviks, guided by the firm leadership of Lenin and Trotsky consolidated their rule over Russia.



Witch craze

Exploration of the ways in which beliefs in magic and sorcery led to the cruel hounding of thousands of both women and men on the charge of witchcraft in this period. Many areas in Europe and North America were afflicted. The belief in witches goes back into the very distant past but in the so called 'Dark Ages' when Christianity was taking hold throughout Europe, the church was dismissive of witch persecutions, associating it with paganism. In the fourteenth and fifteenth centuries the church became more concerned with witchcraft as a particularly pernicious form of heresy and in 1484, the then pope, issued an order for the extermination of witches. Two years later two Dominican Friars published the infamous treatise, Malleus Maleficarum, often known as the 'Hammer of the Witches'. It was reprinted many times. The invention of printing enabled the more rapid spread of ideas and also the development of the stereotype of what a witch was. The persecution of witches only slowly gathered pace with odd outbreaks in various places in Europe but between around 1580 and approximately 1660 there was a massive spike in persecutions and killings. By the late seventeenth century persecution became less common and much more intermittent. The breadth study has a focus on the opponents of the witch craze who had always existed but only slowly came to dominate the debate. Part of the explanation of their triumph — and possibly a great part — lies in the evolution of new ways of thinking about the natural world.



Coursework

The coursework option gives students the opportunity to select an area of study of interest to them and generate their own question within a topical debate. Students must identify the Historians' interpretations and evaluate their contribution to the wider topical debate. Using detailed contextual knowledge to illuminate and analyse the Historians' arguments and formulate and explain their own conclusion on the topical debate.

A level History-

The A level provision at St Benet Biscop focuses on the Edexcel specification and is assessed through both examinations and coursework. The teaching of the papers will comprise of both chronological and thematic teaching depending upon the paper being covered. Paper 1C Britain, 1625-1701: Conflict, revolution and settlement is taught thematically and assessed via a final exam which equates to 30% of the overall weighting of the qualification. Students will be required to analyse cause, consequence, key features and change, making comparisons over and within the time period. Students will also be assessed in the examination of their analysis of two historical interpretations within the context historical debate. Paper 2C.2 Russia in revolution, 1894-1924 is a study in depth of the causes, course and consolidation of the Russian Revolution and is consequently taught chronologically. Students will also be required to place documentary extracts in their historical context and is assessed via a final exam which equates to 20% of the overall weighting of the qualification. Paper 3,33 The Witch craze in Britain, Europe and North America, c1580-1750 comprises of two parts, the aspects in breadth which focuses on the long term changes and contextualise the aspects In depth which focus in detail on key episodes. The aspects in Breadth are taught thematically whilst the aspects in depth are taught chronologically. Students are expected to analyse and evaluate source material as part of the final exam which equates to 30% of the overall weighting of this paper. The remaining 20% is assessed via student determined coursework.



Extra curricular opportunities:

In Key stage four students are given the opportunity to participate in the battlefields tour. The trip visits a number of key locations relevant to the Historical Enquiry element of Paper one in both Belgium and France. Led by an official guide, students explore locations such as Ypres, Passchendaele, Newfoundland and the Somme which were the location of significant battles during WW1. Students also visit a number of cemeteries such as Thiepval and Langemark as well as participating in the last post at Menin Gate. This is a deeply moving opportunity for students to consider human impact of events studied.

At Key stage five students are given the opportunity to participate in the lessons from Auschwitz programme. Students are invited to apply for a place on this national scheme designed to raise awareness of the events of the Holocaust. Successful students are invited to attend Lectures where they will be prepared for the trip, and will be given the opportunity to meet and hear the story of a Holocaust survivor. Students are flown to Poland, free of charge, and collectively visit Auschwitz. Here they explore the history of the camp and participate in a candle lit memorial for the victims of the Holocaust. Students selected for this trip are expected to organize a project which will have a lasting legacy.