

## History

### Curriculum Intent

At Carnforth High School we see our students as 'trainee historians'. The purpose of our ambitious and challenging curriculum is to develop our trainees into 'exceptional historians' who leave the school as 'lifelong historians' with a lasting enthusiasm for history.

To achieve this, we have set ourselves four key objectives:

- To give students secure substantive knowledge of the breadth of British history and other significant world events.
- To give students secure disciplinary knowledge and understanding of how historical study works and the key concepts, developing the key skills of an historian.
- To empower students to construct their own interpretations of the past through study of evidence and making inferences.
- To encourage the development of students' ethics and morality, helping them to understand modern society through the study of the past.

Our lessons take the form of challenging historical investigations with students developing skills to allow them to interpret the past for themselves. From KS3, our purpose is therefore to develop in our trainees the key skills required of historians; analysis of sources, critical thinking about different interpretations of history and the ability to draw one's own conclusions about the causes, facts and consequences of key moments in the past. We develop skills of analysis, research, argument and critical thinking that are useful not only during the student's time at Carnforth, but also for their lives as young adults and beyond. These skills are interwoven throughout our ambitious curriculum and revisited in ever increasing complexity in order to develop strong historical skills that students feel confident using independently.

In Year 7 and 8, our trainee historians will examine the last two thousand years of British history, from the Romans to World War Two, in order to give our them a firm grasp of the chronology of our nation and a solid understanding of how our society has developed over those years. Throughout, they will look at how key events have impacted our local area.

In Year 9, our students turn their skills to the history of the wider world with studies of the USA, Russia and Germany, comparing and contrasting these three nations and how they impacted world history in the twentieth century. This is also our 'mastery' year, where are students apply all of the skills they have accumulated to complex areas of history.

At KS4, we then apply these skills to prepare for success at GCSE examining Norman England, the American West, the Cold War, Civil Rights in America, the Vietnam War and Crime and Punishment through time.

**Year 7** In year 7, students will establish the key skills and knowledge associated with the study of history.

**What is History** begins our historians' training, covering the key concepts of studying history, how historians investigate the past and how historical interpretations can differ.

**Roman Britain (c.43 to 410)** begins our trainees' journey through British History, examine what the Roman Empire was, why they sought to incorporate Britain into it, resistance and ultimately the fall of the empire. Students will practice key skills of inference and explain multi-causal events.

**Anglo-Saxon Britain (c.410 to 1065)** allows our trainees to assess change and continuity as one civilisation gave way to another as the Anglo-Saxons developed the kingdom of England.

**Church and State in Medieval England (1066 to 1485)** begins with the Norman conquest looking at the consequences of the Norman invasion and William I's consolidation of power. The trainees will then look at the development of Church and State in this period as King's seek to control the Church and citizens of England seek to control their monarchs. Students will examine the significance of key events and varied interpretations throughout this topic, aiming to reach their own conclusions based on source material.

**Changing beliefs in Tudor England (1485 to 1603)** enables trainees to examine a period of history that changed our nation, from Henry VII securing his throne, to the religious changes of Henry VIII and his children, finally to the Golden Age of Elizabeth I. The focus of our trainees will be on the huge changes of this period and the consequences for England and its' people.

**Crown and Parliament in Stuart England (1603 to 1688)** focusses our trainees on the push for greater democracy over an absolutist monarch, and how the country split itself in the ensuing war that would have a long lasting legacy. Students will focus not only the causes of this conflict, but its long-lasting consequences in the Interregnum, Restoration and Glorious Revolution.

**Year 8** In year 8, students will develop the key skills and knowledge associated with the study of history.

**Britain's role in the Transatlantic Slave Trade (c.1492 to c.1900)** gets our trainees to examine current global issues of racism through an historical investigation. The focus is for students to build up historical narratives using source material in order to understand the development of this evil trade whilst also looking to understand, as best we can, the experiences of those men, women and children who suffered so much. We also examine abolition and the legacy of racism that the slave trade left behind.

**The impact of change during the Industrial Revolution (c.1750 to c.1900)** demonstrates to our trainees, the foundations of our modern society. The development of agriculture and industry are examined through the perspectives of those people who lived through this period of immense change. Trainees will seek to compare the similarities and differences of the experiences of people working in the fields, mills and mines during the Industrial Revolution. Students will begin to critically assess sources based on their nature, origin and purpose. Are all sources useful? Why do we have to think carefully about where information comes from?

**Experiences of the British Empire (c.1700 to 1945)** brings to the attention of our trainees Britain's colonisation of various parts of the globe, in an attempt to understand how a windswept archipelago dominated the seas and a quarter of the globe. Our trainees are encouraged to form their own interpretations of the Empire, its positives and negatives, from the personal perspectives of people who lived under its control.

**World War One** poses a challenge to our trainees as they are posed with conflicting interpretations and an introduction to the complex historiography of this period. From the causation of the conflict itself,

to the assessment of 'lions led by donkeys', to the consequences of the peace settlement at the Treaty of Versailles. Trainees will be encouraged to now look at a variety of concepts and forming their own opinions.

**World War Two** ends our trainee's journey through the history of Britain, examining how Britain came the closest it had to being successfully invaded in 1000 years. Students will apply all of the skills they have learnt this year to examine the most significant aspects of the conflict.

**Year 9** Students will master their historical skills with international studies focussed on:

**The American West (c.1840 to c.1900)** and the changes and consequences that the westward migration of white settlers had upon the native peoples of North America. We look at the lives of Native Americans today, in order to assess the long term consequences of the past. The course also examines the problems of lawlessness and the development of the cattle industry as significant aspects of US history.

**The Russian Revolution and development of the Soviet Union (1900 to 1945)** examines the causes of the 1917 Russian Revolution and the establishment of communist ideology under the Soviet Union. The course looks at the development of the Stalinist dictatorship which helps students better understand the later course on the Cold War.

**The USA in the 1920s, prohibition, organised crime and the Great Depression** examines the 'roaring twenties' in direct comparison to the USSR at this time, and again allowing students to better understand the Cold War. Students will examine the positive and negative aspects of life in the USA.

**The rise of Nazi Germany and the Holocaust (1919 to 1945)** examines the rise of Hitler and Nazism. Students will investigate post-War Germany and its economy in an effort to understand the election of Hitler as Chancellor. Students will then look at Nazi eugenic policies and the impact that they had upon the people of Europe.

**Year 10** Students then commence their GCSE studies with:

**Superpower Relations and the Cold War (1942 to 1991)** examines the complex relationship between the USA and USSR, from allies during WW2 to the brink of nuclear war at times like the Cuban Missile Crisis. Students investigate significant moments during the Cold War to assess the impact that they had upon the relationship between the USA and USSR.

**USA, conflict at home and abroad, the Civil Rights movement, (1955 to 1973)** examining the racial attitudes in post-war USA and the work of individuals and groups to make a positive change in American society. We look at the work and tactics of groups like the NAACP, SNCC and Black Panthers. We examine the influence of individuals like Martin Luther King, Malcolm X and Stokely Carmichael. In addition, we look at how some groups; the KKK, White Citizens Councils and Dixiecrats fought to prevent change.

**USA, conflict at home and abroad, the Vietnam War, (1945 to 1975)** examines not only the war but the prelude to it. We look at the growth of Communism under French colonial rule, at the struggle for independence in the wake of brutal dictators. Our investigation then looks at the causes of US military involvement and their controversial tactics before examine the ingenuity of the Vietcong which led to their ultimate victory.

**Year 11 Anglo-Saxon and Norman England (c.1060 to 1088)** examines society before and after the Norman conquest and the change that it brought. Students will be expected to examine how William I was able to successfully conquer England and then the steps that he took to consolidate his control of the country.

**Crime and Punishment through time (c.1000 to present)** examines the ever changing attitudes towards crime, punishment and law enforcement in the United Kingdom. We look at how the attitudes of society and historical events have shaped beliefs about right and wrong in this country and the various methods, some rather unpleasant, that our society has attempted to use in order to uphold law and order.

**Whitechapel environment study (1888)** requires us to examine a specific place, at a specific time in history. To link to our crime and punishment topic we focus on Whitechapel in London, looking at conditions, crime and policing there in the late Victorian Age, with a specific focus on the crimes of Jack the Ripper.

**Recap, consolidation and exam preparation** are then the key focus in the lead up to the final examinations. Students receive bespoke revision packs that we then utilise to practice different revision methods as well as practicing examine technique through modelling of effective answers and practice papers.

## Impact

### Assessment

Our students will be assessed at regular intervals throughout their training using key knowledge tests, and ‘writing historically’ tasks’. Students are given regular and detailed feedback both ‘live’ and post lesson in order to allow them to reflect on their strengths and the steps they need to take in order progress further. In the exam series the students will be assessed as outlined below. KS4 students are assessed through knowledge test and the practice of exam skills using materials from the exam board.

#### KS4

<b>Component Title</b>	Crime and punishment in Britain, c1000–present <b>and</b> Whitechapel, c1870–c1900: crime, policing and the inner city.	<b>Component Type</b>	Examination (Linear)		
<b>Structure</b>	<b>Key Topic 1:</b> c. 1000-1500: Crime and Punishment in Medieval England <b>Key Topic 2:</b> c. 1500-1700: Crime and Punishment in Early Modern England <b>Key Topic 3:</b> c. 1700-1900: Crime and Punishment in 18 <sup>th</sup> and 19 <sup>th</sup> century Britain <b>Key Topic 4:</b> c. 1900 – present: Crime and Punishment in Modern Britain <b>The historic environment.</b> Whitechapel, c.1870-1900 crime policing and the inner city.				
<b>Content</b>	Changing attitudes towards crime, punishment and law enforcement.				
<b>Value (%)</b>	30%	<b>Length</b>	1 hr 15 mins	<b>Date</b>	TBC

<b>Component Title</b>	Anglo-Saxon and Norman England, c1060–88 <b>and</b> Superpower relations and the Cold War, 1941–91	<b>Component Type</b>	Examination (Linear)		
<b>Structure</b>	<b>Key Topic 1:</b> Anglo Saxon England and the Norman conquest 1060-66. <b>Key Topic 2:</b> William I in power: securing the kingdom, 1066-87 <b>Key Topic 3:</b> William I in power: securing the kingdom, 1066-87 <b>Key Topic 4:</b> Norman England, 1066-88  <b>Key Topic 1:</b> The Origins of the Cold War <b>Key Topic 2:</b> Cold War crisis, 1958-70 <b>Key Topic 3:</b> Cold War crisis, 1958-70 <b>Key Topic 4:</b> the end of the Cold War, 1970-91				
<b>Content</b>	Change and continuity between Anglo-Saxon and Norman England and the consequences of key moments in the Cold War for the relationship[ of the USA / USSR.				
<b>Value (%)</b>	40%	<b>Length</b>	1 hr 45 mins	<b>Date</b>	TBC

<b>Component Title</b>	The USA, 1954–75: conflict at home and abroad.	<b>Component Type</b>	Examination (Linear)		
<b>Structure</b>	<b>Key Topic 1:</b> The development of the Civil Rights Movement 1954-60 <b>Key Topic 2:</b> Protest, Progress and radicalism, 1960-75 <b>Key Topic 3:</b> US involvement in the Vietnam War, 1954-75 <b>Key Topic 4:</b> Reactions to, and the end of, US involvement in Vietnam 1964-75				
<b>Content</b>	Examination of the racial attitudes towards African Americans in 1950s America and the work done by key groups and individuals to promote change. Then a study of the causes, key events and outcomes of the Vietnam War.				
<b>Value (%)</b>	30%	<b>Length</b>	1 hr 20 mins	<b>Date</b>	TBC

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