

Huntington School History curriculum

Overview of

GCSE History

We follow the **OCR B (Schools History Project)** qualification, and have chosen to study the following units:

- History Around Us: Fountains Abbey
- The People's Health, 1250-present
- The Norman Conquest, 1060-1087
- Living under Nazi Rule, 1933-1945
- The Making of America, 1789-1900

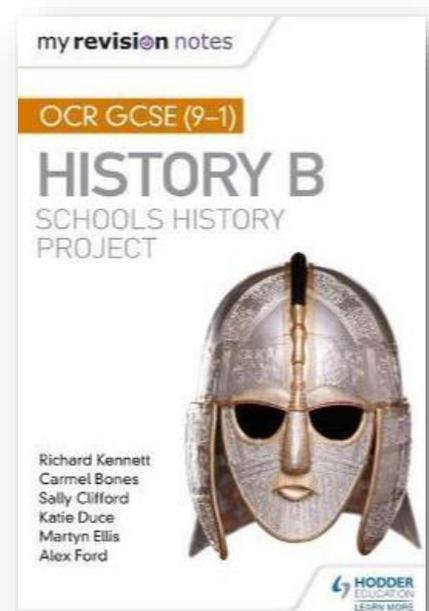
Important note: due to timetabling, students will study these at a different rate over the two years, but normally with study them in this sequence.

As outlined in our **feedback policy**, teachers will provide a range of whole-class and verbal feedback throughout the year as and when appropriate, on classwork, extended learning and practice exam questions, even when no separate assessment is identified.

This is flexible and adaptive to the needs of individual students and is in addition to feedback and directed improvement time on the major assessments.

You can **support your GCSE historian** in their day-to-day learning by

- Asking them about what they are learning and support them with homework tasks,
- Each unit has a **Core Content Document** and an **Exam Guide** printed on coloured paper – this should be a key focus of revision.
- This revision guide also covers all our units except Fountains Abbey.
- Use the **extend and develop** sections below to find opportunities for students to further their knowledge and understanding.



Huntington School History

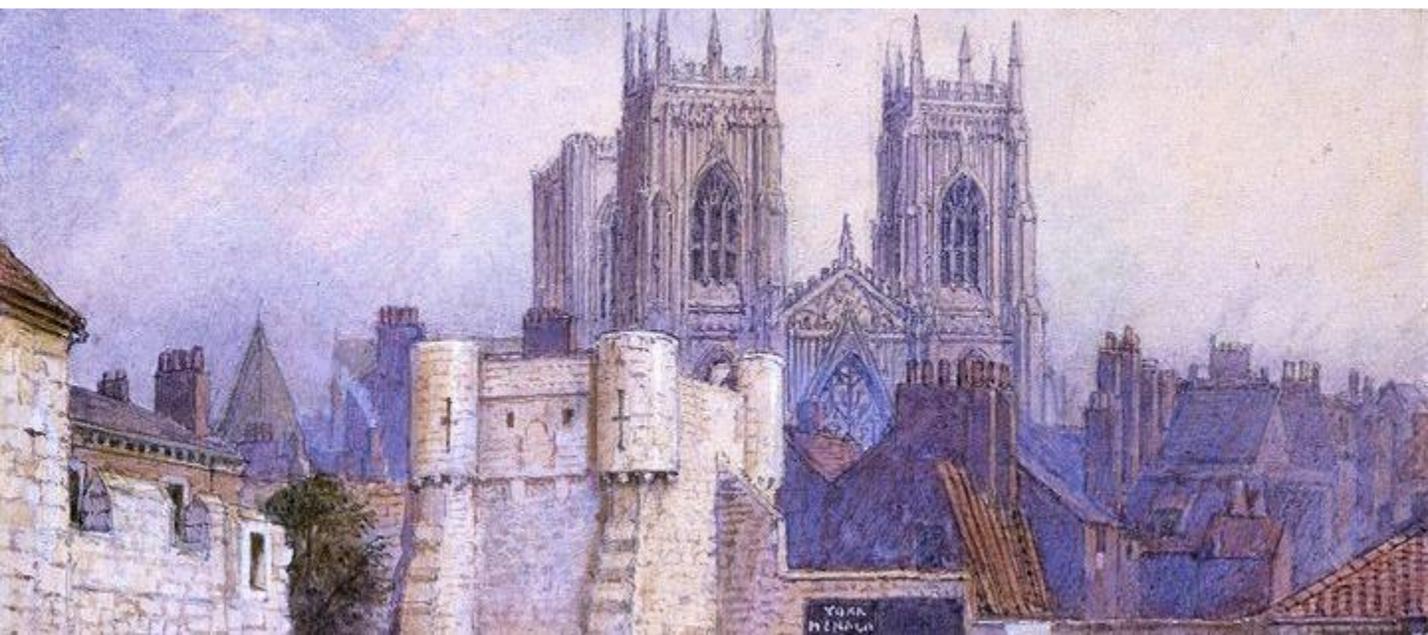
Our vision for our curriculum

The Huntington History curriculum helps to explain the world as it is by exploring the world as it was, in an intriguing and ambitious way. Understanding is developed around a spine of British History. Enquiries explore global, continental or local scales, emphasising the complexity of the past and the constructed, contested nature of History. To this end, pupils develop their disciplinary thinking, exploring the past from multiple perspectives and viewpoints. We strive to make our curriculum representative of the past's inhabitants, aiming to understand the broadest possible picture and the details that illuminate it. These threads are combined and sequenced to craft a rich, broad and structured understanding of the past for every pupil.

Perhaps most importantly, our curriculum aims to produce 'citizen historians' by helping change how our young people understand themselves, the world around them and their own place within it.

Undoubtedly, increasing pupils' historical knowledge, curiosity, critical thinking and communication skills are all key functions of our curriculum. Increased knowledge of the past helps inform the identity of our young people; this curriculum will both give them confidence to build strong arguments of their own and flexibility to incorporate new perspectives into their thinking. The Huntington History curriculum will help pupils question and influence the people and communities around them.

Our History curriculum exists, within the wider Huntington curriculum, to change the pupil and to give the pupil new power. We want it to help all our students clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.



History Around Us: Fountains Abbey

Approximately 25 lessons plus one-day site visit.

Summary

The showpiece of this Site Study unit is a visit to the spectacular ruins of Fountains Abbey. The site study allows us to explore a rich seam of Yorkshire history – the great monasteries of the medieval county – and take in a broad sweep of 900 years of history as the site evolves and is re-invented over time. It is a fantastic way to kick off Year 10.

We investigate what the ruins can and can't still tell us about how the site has changed over time, how and when it was significant, and used by different groups of people, from medieval monks to 21st century TV producers and artists.

Where it fits in

Layers up on: KS3 knowledge of the medieval beliefs, religion and church, as well as the Y7 Tudor religion unit and the site study work on New Earswick and the York Cold War Bunker. It also picks up key threads about the use of evidence in history.

Links to: It also has clear connections with the Normans and People's Health GCSE units, particularly building a richer picture of the medieval world and helping students gain a clearer sense of distinct periods changing over time.

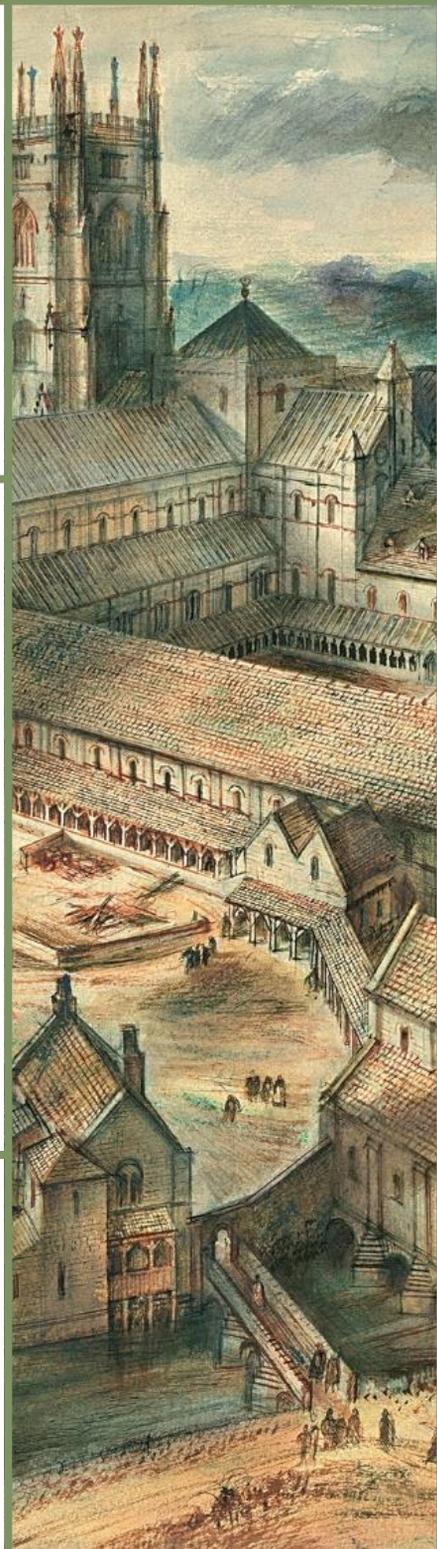
Leads to: Additionally, the Tudor A-level unit explores, the Reformation and Dissolution, so this depth study comes in handy! The work done on change and continuity over time is helpful for analyzing Civil Rights in the USA, 1865-1992.

End of course assessment

A separate paper of 1 hour.

Students write two essays from a choice of three, deploying a wide range of site evidence and broader knowledge to support the claims they make in each paragraph.

There are an additional 5 marks on each question for spelling, punctuation, grammar and technical vocabulary.



End of Unit Assessment

Format

At the end of the unit we do a full past paper for this unit - two essay questions in one hour. It also features on the end of Year 10 exam.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

The People's Health, 1250-present

Approximately 25 lessons

Summary

The thematic study we have chosen looks for patterns, changes and continuities in people's health since 1250. We begin in the late middle ages and encourage learners to think about the relationship between past and present by following the theme through to the present day.

We explore living conditions like diet, water availability, waste disposal and housing to explain the impact they have on people's health over time. We also look at how authorities and individuals responded to pandemics and epidemics over time, and how the government and others have taken steps to improve health.

Where this fits in

Layers up on: This unit draws on students contextual knowledge from time periods taught across KS3: medieval, early modern, industrial, and 20th century. It will also continue the KS3 conceptual themes of social diversity, government, technological development, empire, urbanisation, industrialisation, suffrage, and democracy.

Links to: It is really helpful for students to contextualise the monks of Fountains Abbey within the wider medieval world, as well as lay groundwork for understanding the industrial revolution in later 19th Century America, which they will return to in the final unit of the GCSE.

Leads to: In terms preparing for A-level, the exploration of progression, regression and stagnation in this development study is built upon in the A-level Civil Rights course, which examines change over time in a similar way.

Assessment

The assessment the first half of Paper 2. Students have about 50 minutes for this unit.

It is a combination of 3 short-answer knowledge questions, followed by a summary question and an explanation question. The assessment finishes with a judgement essay.



End of Unit Assessment

Format	Feedback and improvement
A full past paper for this unit. A mixture of short answer questions, a summary question, an explanation question and a judgement essay.	Personalised written and verbal whole-class feedback, leading to DIRT tasks. Future teaching and revision will build on the areas identified for improvement.

The Norman Conquest, 1060-1087

Approximately 25 lessons

Summary

Our British Depth Study is of the Norman Conquest of England, possibly the most significant event in the country's history. In this unit we unpick the process of taking control and how the Normans secured their new kingdom, often exploring the myths that have been built around the facts.

As well as exploring England on the eve of the conquest, and the dramatic events of 1066, we look at how William set about taking control of the country and dealing with rebellions. Finally, we take a close look at the ways the Normans did – and didn't – change England.

This knowledge is used to investigate interpretations of the Conquest that range from children's comic books to academic scholarship.

Where this fits in

Layers up on: KS3 understanding of the medieval world and the Norman Conquest unit especially. The focus on interpretations builds on KS3 work on varying interpretations of the past. Significant KS3 concepts such as monarchy, colonialism, conquest, medieval societies and economies, slavery, organised religion all get drawn upon in this unit.

Links to: the Norman Conquest themes of invasion and colonisation resurface in the Nazi Germany and America units, as do the issues of rebellions, resistance and responses to them. The Nazi Germany unit also returns to the issue of interpretation.

Leads to: Similar types of concepts and issues in the Tudor course at A-level. Thinking about comparing interpretations, the process of their construction, intended audiences and purposes is all helpful groundwork for the Civil Rights A-level course and the Personal Study. The same is true of thematic approaches to change and continuity, as the A-level courses regularly use analytical categories such as political, social, religious and economic.

Assessment

The assessment the second half of Paper 2. Students have about 50 mins for this unit.

It is a combination of two short answer questions about one interpretation, followed by a question comparing two interpretations of an element of the Conquest. The assessment finishes with a judgement essay.



End of Unit assessment

Format

A full past paper for this unit. A mix of short and longer answer questions about interpretations. Students then choose one of two judgement essay questions.

Feedback and improvement

Personalised written and verbal whole-class feedback, leading to DIRT tasks. Future teaching and revision will build on the areas identified for improvement.

Living under Nazi Rule, 1933-1945

Approximately 25 lessons

Summary

The world depth study focuses on a historical situation involving the interaction of different societies and cultures. In this case we consider the rise of the Nazis to power, how they controlled Germany and Occupied Europe and how people across the time period resisted their rule.

This unit gives students sufficiently detailed knowledge to investigate contemporary sources and judge what evidence can be effectively inferred from them. It also uses interpretations from after the Nazi era. From this, important differences emerge, but so too do the distinct benefits of using both sources and interpretations in historical study.

Where this fits in

layers up on: The Year 9 study of the Russian Revolution, the rise of fascism, the World Wars and the Holocaust. On top of these substantive links, students will use their understanding of concepts including fascism, nationalism, democracy, resistance, colonialism, occupation, propaganda and migration.

Links to: the Nazi Germany course builds on other GCSE themes of conflict, invasion, control and resistance that appear in the Normans and America units. It also contrasts with People's Health in terms of the nature and different possible roles of the state. It connects to the interpretations skills developed in the Normans unit.

Leads to: This study of modern totalitarianism is useful for those students continuing to study the Cold War in Asia at A-level, a unit which also draws on the themes of genocide, ideology that the Nazi course encompasses. Additionally, handling of sources and interpretations in combination is helpful foundational work for the A-level Personal Study as well as the Tudors unit in Year 12.

Assessment

This is the second half of Paper 3, and the questions take students about 50 minutes.

The first question asks students to make inferences from a single source on a given topic and the second builds on this by introducing a mixture of three sources and interpretations. The final question is a choice of two judgement essays.



End of Unit Assessment:

Format	Feedback and improvement
Full past paper for this unit. A mixture of source and interpretation questions followed by writing one of two possible judgement essay questions.	Personalised written and verbal whole-class feedback, leading to DIRT tasks. Future teaching and revision will build on the areas identified for improvement.

The Making of America, 1789-1900

Approximately 30 lessons

Summary

This unit explores the events leading to the control of the United States spreading from the original Thirteen Colonies to eventually span the continent. It investigates the causes and effects of the process of settler colonialism, including the often brutal treatment of a wide range of nations and peoples at the hands of the United States.

It also includes an investigation into the issue of slavery and the problems it caused, including the American Civil War. This course explores the issues of cause and consequence thoroughly, as well as engaging thoughtfully with issues of diversity, similarity and difference.

Where this fits in

Layers up on: The KS3 threads of empire, colonialism, industry, slavery, persecution, capitalism, democracy, nations, nationality and migration will all be picked up on in this course. The Year 8 study of the British Empire in America and the subsequent revolution, as well as transatlantic slavery, provides essential background learning. As does the work done in years 7-9 to build students' ability to write historical explanations.

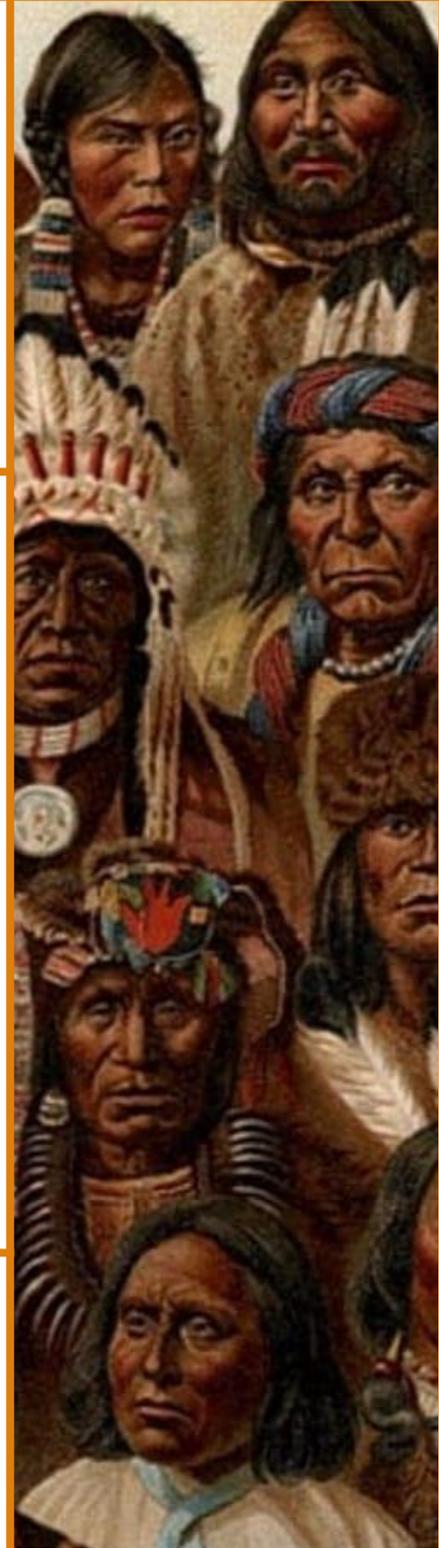
Links to: The themes of colonisation and conflict are present in the Norman Conquest course, as well as the Nazi Germany one, and this unit has different aspects to contrast to those two examples. The story, in the later sections, of capitalism and industrialization connects to the People's Health unit.

Leads to: The course as a whole provides superbly helpful foundations for the A-level Civil Rights in the USA course, which picks up the American story in 1865 and continues it until 1992. It is also useful context for the A-level Politics American units. The focus on causes and consequences is a huge element of the A-level across all units.

Assessment

The assessment the first half of Paper 3. Students have about 50 minutes for this unit.

It is a combination of 3 short-answer knowledge questions, followed by a summary question and an explanation question. The assessment finishes with a judgement essay.



End of Unit Assessment:

Format	Feedback and improvement
Full past paper for this unit - two essay questions in one hour.	Personalised written and verbal whole-class feedback, leading to DIRT tasks. Future teaching and revision will build on the areas identified for improvement.