

Year 9 Curriculum Intent: History

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in History through the below:

By the end of Year 9 students at Dixons Cottingley studying will be exposed to the following:

- KS3 Continuation of Curriculum – World Study America 1920s
- GCSE OCR SHP B History, Unit of Work Living Through Nazi Germany 1933-1945

By the end of Year 9 students at Dixons Cottingley studying History will be taught the following skills:

- the skills of evaluation through the analysis and assessment of a wide variety of different historical evidence both contemporary and modern
- to develop an understanding of how historians study the past by asking relevant questions, forming ideas around first and second order concepts
- to develop well-argued and informed arguments which are balanced and well structured.
- to develop skills of critical thinking as they engage in historical enquiry and challenge interpretations of past events and individuals
- to develop the skills of, explanation, evaluation and analysis as they analyse why people, events and developments have been accorded historical significance and particularly focusing on change and continuity or diversity
- Students will deploy and develop the skills needed to understand, interpret, evaluate and compare a wide variety of historical sources focusing particularly on inference and utility, with greater confidence and constructive skills, so sources are interrogated with evermore sophisticated methods

In order to truly appreciate the subject and create deep schema, History has been sequenced with the following rationale:

- The History curriculum at KS3 to this point will have enabled students to have developed a deep understanding specified key events, periods and societies in local, British and wider European history, furthermore will take into account the wide diversity of human experience. They will have developed and built knowledge around key ideas such as Kingship, Empire, Reform, Revolution, Church & State. The level of rigour and challenge has been coherently planned and sequenced towards cumulative knowledge. This will in Year 9 be expanded to add greater breadth to the curriculum by incorporating a World Study, America in the 1920s. It will examine the diverse experiences of a society living through one of the strongest economic periods of its time and question or build enquires around the extent of equality and prosperity.
- The World Depth Study – Living Through Nazi Germany 1933-1939, seeks to examine how a nation willingly or was manipulated to participate or passively watch as some of the most destructive acts were committed in modern history. It seeks to challenge students to consider the political, social, economic, racial and cultural forces that can bring societies into internal and external conflict. Significantly this unit enables all students to fully engage with the Holocaust, challenging misconceptions and investigating the historical narrative of people traumatised by this event. By engaging with historical sources it builds students confidence with skills such as inference and utility and together with knowledge enables students to discuss and debate the significance of events leading to Hitler's monopoly of Germany.

The History curriculum at Cottingley has been influenced by:

- The KS3 curriculum has the National Curriculum and its core, underpinned by ideas of powerful knowledge. In History powerful knowledge is based on the ideas of first order concepts a student's needs to have a deep understanding of to make sense of the world in which we live. Such as religious change, through the reformation, the idea of kingship and its development over time, revolution and reform, political concepts such as Parliament and the beginnings of democracy.
- The OCR SHP History Specification B. Within the specification it is compulsory to have a Thematic Study, a Depth Study, Period Study & World Depth Study.
- As we progress through to the GCSE the Department has decided to study Peoples Health as a Thematic Study, Elizabethans 1580-1603 as the British Depth Study, The Making of America, 1789-1900 as a Period Study, Living Under Nazi Rule, 1933-1945 as the World Depth Study. The department strongly believes that these studies compliment and develop further the first order concepts we begin to introduce and explore at KS3, demonstrating a clear transition from their introduction to really grasping the fundamental or powerful knowledge needed to understand the world in which we live. Furthermore, the department strongly believes that the



knowledge, and second order concepts we can deliver through it will develop enquiring minds that will feel comfortable to challenge established rhetoric.

- This has been strongly influenced by the work of the SHP project, Christine Counsell and publications such as the Historical Association in engaging dialogue based on the place of History in schools and the way substantive knowledge or 'stuff' of History is accessed taught, understood, organised and debated.

Our History curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of Historical knowledge. They will be supported through quality first teaching and intervention and support as required. Enrichment activities such as engaging with local history sites, as part of the History Around Us, unit will build on earlier schools trips offered to all students at KS3. We feel this allows students opportunities to visit places they may not usually engage with and help develop a 'sense of place' to support their learning in the class room.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of historical knowledge. This is supported through clearly differentiated teaching which will include access to further exam support by the way of resources or more tailored teaching based on a thorough understanding of the requirements of each exam paper.
- The History curriculum will expose students from socio-economic disadvantaged backgrounds to people from societies in the past very different from their own, with diverse religious beliefs, social and political expectations and people who have lived through very challenging periods of History. Students will be provided with the knowledge and skills to flourish both within their own community but also learn to appreciate their place or understand they have a role to play in global events.
- The History curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue.
- Disadvantaged students and those from identified underrepresented groups, receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on. For example, students have the opportunity to receive extra guidance and tutoring through additional support in class, the production of bespoke materials or out of class intervention and support sessions.

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory. This will be supported in year 11 by a common framework of learning and understanding for each of the units of History that are studied. Commitment to memory of this knowledge will be supported through the interspacing of knowledge, with regular reflection and opportunities to create a well written sustained argument which relies on utilising and applying this knowledge.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

1. Equipping students with substantive and powerful knowledge to understand first order concepts such as Democracy, Nationalism, Fascism, Reform, Slavery, Persecution, Capitalism, Religion, Empire, Kingship so that they are able to evaluate and analyse local, national and world events and take part in society as informed citizens who can have influence.
2. Developing confident individuals who can participate positively in society with its diverse religious, political and social views and challenge as informed citizens rhetoric which they may be exposed to.
3. The learning of the importance of values and responsibilities through understanding how political, economic, religious, social and geographical factors have shaped our past and continue to influence our present in order to help guide and develop citizens who make a positive contribution to society. This will be done through the development of a breadth and depth of historical understanding which will enable them to embrace the diversity of the society in which they live.
4. Giving students the opportunity to be reflective about their own place in our historical narrative, in Britain, Europe and the wider world, and challenge by embracing their moral and ethical responsibilities for seeking the truth, or even better to question interpretations of these truths for example, 'Why was it possible for Hitler to re-write German History to indoctrinate a nation to exclude an ethnic group' or contradictions within diverse society such as 'How can a significant number of people living in a democratic society and little or no political rights'
5. Being given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others when learning about British values and beliefs by comparing them to those of others in different parts of the world.



6. Exploring second order concepts such as change and continuity or diversity. Through this study, students are made aware of the similarities and differences they may have with other people of religious, ethnic, political or national backgrounds, from the present and past, in their school, community, nation and the wider world.

7. Supporting the learning in other curricular areas such as English, Geography and Religious Studies. For example, geography is supported through examining the geographical forces that have led to conflict or expansion shaping nations across time periods. Religious Studies is supported through the development of an understanding how religious differences or intolerance has caused conflict but also greater understanding and respect, and furthermore shaped our political ideas as the conflict between Church and State has unfolded.

- **History** tends to be well respected by employers as a challenging academic subject, and the analytical skills it develops could lead to a career in **a great number of excellent careers** as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.
- **History degrees** offer a good intellectual challenge and are well respected by employers.

Skills Employers look for that are used in History are;

- Good oral and written communication
- Ability to think and put together a logical argument
- Gathering, investigating and assessing material
- Using different types of sources to cross reference
- Organising material in a logical and coherent way
- Ability to spot a train of events
- Objectivity

A true love of History is developed by teaching beyond the domain of the GCSE specification. Examples of such content:

- The passion we have for History is more than just a love of the past, and the stories that can captivate us and inspire an emotive connection to those that may have lived sometimes 100s of years in the past. It is the knowledge that if we do not have an appreciation of the past we can not understand our present or visualise our future. Furthermore the unlocking of powerful knowledge enables us as global citizens to access and take part in discussion about who we are and where we are going, as Christine Counsell stated 2018, 'we must teach the established canon to give students the chance to reshape it, they can't become part of the argument, if they don't know what they are arguing against' When our students can become part of the discussion, at whatever level either through written or oral discourse, reflecting on and applying knowledge, we surely then know we have been successful.
- One of the key roles of History in schools is to support community cohesion and the development of SMSC and Fundamental British Values whilst appreciating the values of others. Lessons are delivered in order to develop the SMSC of all of our students. They will provide opportunities for thought and discussion in sensitive areas or in areas with there is often a degree of misconception.

Further Information can be found in:

- Long term plans
- Knowledge Navigators