



# SAINT JOHN WALL CATHOLIC SCHOOL

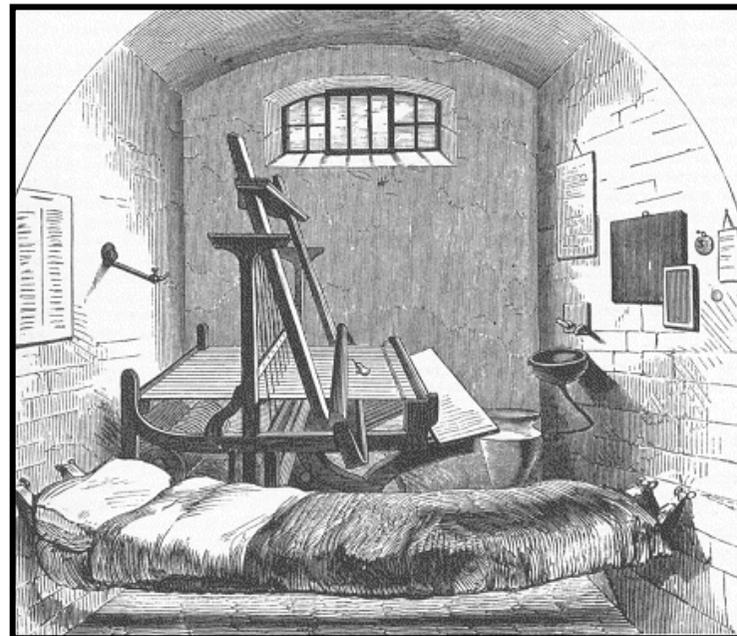
## *A Catholic School For All*



### Departmental Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### GCSE History: Year 9



# History Curriculum Intent

Mission Statement	School Curriculum Intent	History Curriculum Intent
<b>'To educate</b>	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>All our History teachers are specialists and several teachers are experienced examiners. In History we use the Rosenshine principles for teaching and learning. This ensures that we provide a high quality of education to our unique learners. Staff deliver the curriculum as per the scheme of work in chronological order at Key Stage 3 and based on skill development at Key Stage 4. The curriculum is sequenced to help pupils to learn and remember more.</i>
<b>each and every</b>	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our curriculum is inclusive and representative of the pupils in our school. It promotes diversity, inclusivity and equality; for example, we sensitively study slavery which opens up discussions about our Catholic values and tolerance and respect. We also consider the role of people from different backgrounds in history for example: the treatment of Black British people and the role they have played in the Civil Rights Movement in Britain, with a particular focus on the impact this had on the community in Handsworth.</i>
<b>unique child</b>	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>We adapt our curriculum to our unique intake of learners; for example, we study migration to Britain with a particular focus on the community in our local area. We also have local case studies embedded throughout our scheme of work, e.g. the actions of the Suffragettes in Birmingham.</i>
<b>in our care</b>	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>We have high expectations of pupils in History lessons promoting positive attitudes to learning through motivational and assertive teaching strategies.</i>
<b>to hear</b>	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>Our curriculum provides a range of opportunities for personal development, SMSCV and careers; for example, at GCSE History, pupils learn about the role and specialism of the police in modern day Britain. Our trip to the National Justice Museum develops greater understanding of the roles within a court and museum setting. We embed the SJW values throughout our curriculum and empower pupils to be active and curious citizens, while remaining compassionate and loving as they engage with the world around them.</i>

<p><b>and respond</b></p>	<p>We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.</p>	<p><i>History supports in the development of oracy, learning about how people interact and respond, as well as learning about societies and cultures and how that has an impact in today's world. We develop pupils' ability to utilise the skills of analysis, inference and interpretation through historical sources. We teach a range of knowledge, skills and concepts which enable pupils to gain a GCSE qualification at the end of year 11.</i></p>
<p><b>to what God calls them to be'</b></p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>Our ambition for our pupils is for them to find their calling. Our curriculum supports pupils with their next steps and beyond by helping them to become mature, responsible and active citizens. There have been a number of ex-pupils who have continued to use their GCSE History qualification at University or in their career. For example, former pupils now study Law. We encourage existing pupils to see the benefits of the subject in a number of career choices by promotion during National Careers Week and finding opportunities during lessons.</i></p> <p><i>Our high expectations ensure pupils develop life-long skills of resilience, curiosity and morality. Pupils who study History at St. John Wall typically receive excellent grades at GCSE, e.g. in the most recent external examination series in 2019, 80.4% of pupils achieved a grade 9-5, with a 2.16 SPI overall.</i></p> <p><i>This ensures that pupils can successfully go onto post-16 study with pupils increasingly opting to continue their History studies at A Level.</i></p>

## Year 9 History Scheme of Work Overview

<b>Sequencing of topics</b>	<p><b>Autumn term 1:</b> Crime and Punishment</p> <p><b>Autumn term 2:</b> Crime and Punishment</p> <p><b>Spring term 1:</b> Crime and Punishment</p>	<p><b>Spring term 2:</b> Crime and Punishment</p> <p><b>Summer term 1:</b> Crime and Punishment/ Whitechapel</p> <p><b>Summer term 2:</b> Crime and Punishment/ Whitechapel</p>
<b>Calendared assessments</b>	<p><b>Assessment week 1:</b> Autumn Term 2</p> <p><b>Assessment week 2:</b> Summer Term 2</p>	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><b>British Values-</b></p> <p><b>Tolerance of those of different faiths and beliefs:</b> how were heretics treated in Early Modern England.</p> <p><b>Rule of law:</b> Why were punishments in some time periods so harsh? Why was the death penalty abolished? Pupils learn about how changes in the law led to improvements in rights for a range of groups including women, the disabled and those from different cultures.</p> <p><b>Democracy:</b> The introduction of the Bloody Code (rich lawmakers feared for their property and they were the ones who made the laws).</p> <p><b>SMSCV-</b></p> <p><b>Moral development-</b> Why was the death penalty abolished? Why did prisons need change in the 18<sup>th</sup> century?</p> <p><b>Vocational development-</b> pupils learn about the work of the police and the justice system.</p> <p><b>SJW Values-</b></p> <p><b>Attentive and Discerning-</b> pupils are taught to understand the reasons behind laws that are made to govern and protect us, the responsibilities that this involves and the consequences when we break them.</p> <p><b>Active and curious-</b> trip to the National Justice Museum to consolidate knowledge and understanding about Crime and Punishment. The trip includes a tour of the museum and a mock trial in a real court room. This visit also links to pupils developing their <b>cultural capital</b>.</p> <p><b>Learned and wise-</b> Pupils learn about how miscarriages of justice led to the abolition of the death penalty.</p>	
<b>Progression model</b>	<p>What <b>knowledge</b> will pupils develop? <i>(Including key terminology)</i></p> <p>(For more detail please see GCSE Edexcel History specification)</p>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i></p>
	<p>Crime and punishment in medieval England (c1000-c1500) including the influence of the church on crime and punishment.</p> <p>Crime and punishment in early modern England (c1500-c1700) including the significance of the Gunpowder Plotters and Matthew Hopkins.</p> <p>Crime and punishment in eighteenth and nineteenth century Britain (c1700-c1900) including the importance of Pentonville Prison and Robert Peel.</p> <p>Crime and punishment in modern Britain (c1900-present) including the treatment of CO's in both world wars and the Derek Bentley case.</p> <p>Crime, policing and the inner city in Whitechapel (c1870-c1900) including the problem of overcrowding and attempts to improve this, tensions caused by immigration, the link between poverty and crime, the organisation of policing, investigative policing and problems of policing. Knowledge of local and national sources relevant to the period, and the strengths and weaknesses of different types of sources.</p>	<ol style="list-style-type: none"> <li>1. Describing key features of the past.</li> <li>2. Explaining the usefulness of different types of sources.</li> <li>3. Following up sources about the past and framing historical questions.</li> <li>4. Explaining similarities and differences across different time periods.</li> <li>5. Describing the past and explaining why.</li> <li>6. Writing a balanced argument and being able to evaluate the relative importance of a range of different factors.</li> </ol>
<b>Development homework</b>	<p><b>Examples include:</b></p> <ol style="list-style-type: none"> <li>1. Watch <a href="http://www.bbc.co.uk/education/clips/z6qb87h">http://www.bbc.co.uk/education/clips/z6qb87h</a> and use it to write a speech explaining why Elizabeth Fry's work makes her worthy of remaining on the £5 note.</li> <li>2. Rudyard Kipling wrote a famous poem about smuggling called "A Smuggler's Song". Create your own poem, rap, or song to describe why the authorities found it difficult to deal with social crimes such as smuggling and poaching.</li> </ol> <p><b>To develop cultural capital pupils and their families can visit:</b> Birmingham Police Museum at Steelhouse Lane to learn more about the work of the police.</p>	