



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 10



History Curriculum Intent

Mission Statement	School Curriculum Intent	History Curriculum Intent
'To educate	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>
each and every	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>
unique child	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>
in our care	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>
to hear	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>and respond</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>to what God calls them to be'</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 10 Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Early Elizabethan England</p> <p>Autumn term 2: Early Elizabethan England</p> <p>Spring term 1: Superpower Relations and the Cold War</p>	<p>Spring term 2: Superpower Relations and the Cold War</p> <p>Summer term 1: Superpower Relations and the Cold War</p> <p>Summer term 2: Superpower Relations and the Cold War</p>
Calendared assessments	<p>Autumn term 1: Crime, Punishment and Whitechapel and Early Elizabethan England. Spring term 1: Crime, Punishment and Whitechapel and Early Elizabethan England.</p> <p>Summer term 2: Early Elizabethan England and Superpower Relations.</p>	
Links (Cross curricular, SJW Values, SMSCV, cultural capital)	<p>SMSCV-</p> <p>Moral development: is it moral to execute a monarch? (Execution of MQOS) Is it moral to persecute people for their religious beliefs? (Elizabeth's increasing persecution of Catholics and Catholic Priests), is it ever justifiable to use nuclear weapons?</p> <p>British Values-</p> <p>Individual Liberty, Mutual Respect and Tolerance: Why did Elizabeth persecute people due to their religious beliefs? Why did priests have to hide? Should world leaders try to impose their political system on other countries?</p> <p>Rule of law: Is it fair to impose a religious settlement on a country? Is it acceptable to rebel against the government if you disagree (Soviet satellite states)?</p> <p>Links to SJW Values-</p> <p>Active and curious: pupils can visit Kenilworth Castle with their families for free to develop a wider knowledge of the life of Queen Elizabeth. Pupils can visit Harvington Hall with their families to develop a wider knowledge of life in Tudor England and the use of priest holes in Elizabethan England. Pupils can visit RAF Cosford with their families for free to develop their understanding of the Cold War. These visits also link to pupils developing their Cultural Capital.</p> <p>Faith filled and hopeful: we need to live in such a way that will stop religious persecution and remain hopeful that countries never use nuclear weapons.</p> <p>Learned and Wise: Learn how rivalry between countries nearly led to a nuclear war and be wise in ensuring this does not happen in the future.</p>	
Progression model	<p>What knowledge will pupils develop? (For more detail please see GCSE Edexcel History specification)</p>	<p>What skills will pupils develop?</p>
	<p>Early Elizabethan England</p> <p>Queen, government and religion (1558-69): how was society and government organised, problems Elizabeth faced in 1558, the importance of religion- religious divisions in 1558 and the religious settlement (1559), challenges to the religious settlement. Challenges to Elizabeth at home and abroad (1569-88): revolts against Elizabeth, the importance of Walsingham, the problem of MQOS and reasons for her execution, causes of war with Spain, Armada invasion plans, the reasons for and consequences of the English victory.</p> <p>Elizabethan society and the age of exploration (1558-88): Education, leisure activities, the reasons for increases in poverty, changes in attitudes towards the poor, reasons for exploration, reasons for and significance of Drake's circumnavigation of the globe, the significance of Raleigh and the attempted colonisation of Virginia, reasons for the failure of Virginia.</p> <p>Superpower Relations and the Cold War</p> <p>The origins of the Cold War (1941-58): The Grand Alliance, conference outcomes and ideological differences. The impact on US-Soviet relations of the atomic bomb, telegrams, creation of satellite states, Truman Doctrine and Marshall Plan. Cominform, Comecon, NATO, the Berlin Crisis, arms race and Hungarian Uprising.</p> <p>Cold War crises (1958-70): Berlin refugee problem, Cuba, Prague Spring, Berlin Wall, Brezhnev Doctrine and Soviet control in Czechoslovakia.</p> <p>The end of the Cold War (1970-91): Détente, Reagan and Gorbachev's changing attitude, flashpoints in détente, the collapse of Soviet control of Eastern Europe.</p>	<p>Early Elizabethan England</p> <ol style="list-style-type: none"> 1. Describing key features 2. Describing the past in detail and explaining why 3. Writing a balanced argument and being able to evaluate the relative importance of a range of different factors. <p>Superpower Relations and the Cold War</p> <ol style="list-style-type: none"> 1. Explaining consequences 2. Writing a narrative account (describing events in chronological order with meaningful links) 3. Explaining importance
Development homework	<p>Early Elizabethan England example: Watch the film 'Elizabeth the Golden Age'. Is this film an accurate representation of life during Elizabeth's reign?</p> <p>Superpower Relations and the Cold War example: Ask parents or grandparents for memories of the Cold War. What can they remember? How did it make them feel? How much do they know?</p>	