



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 11



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 11 History Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Weimar and Nazi Germany</p> <p>Autumn term 2: Weimar and Nazi Germany</p> <p>Spring term 1: Weimar and Nazi Germany</p>	<p>Spring term 2: Revision based on areas of weakness and DDTA action points</p> <p>Summer term 1: Year 11 collapsed timetable- revision</p> <p>Summer term 2: N/A</p>
Calendared assessments	<p>Mock 1: Autumn Term 2 (Paper 2)</p> <p>Mock 2: Spring Term 2 (Paper 1 and Paper 2) **Paper 3 will be assessed in class**</p>	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>British Values-</p> <p>Democracy and Rule of Law: (What were the strengths and weaknesses of the Weimar Constitution? How was Hitler able to turn a democracy into a dictatorship?) This also links to moral development.</p> <p>Individual Liberty, Mutual Respect and Tolerance: (How did the treatment of Jewish people change 1933-1939, the Nuremberg Laws). This also links to moral development.</p> <p>SJW Values-</p> <p>Faith-filled and hopeful: we need to live in such a way that will stop atrocities such as the Holocaust from happening again.</p> <p>Compassionate and loving: we need to be compassionate towards those in the past whose lives were affected by actions of those in the past such as those affected by the Holocaust.</p>	
Progression model	<p style="text-align: center;">What knowledge will pupils develop? <i>(Including key terminology)</i> (For more detail please see GCSE Edexcel History specification)</p>	<p style="text-align: center;">What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p>
	<p>The Weimar Republic 1918-29: why it was set up, strengths and weaknesses, challenges and problems faced, reasons for the recovery of the republic, changes in society 1924-29. <u>Key terminology includes:</u> Kaiser, armistice, “Stab in the Back”, November Criminals, putsch, hyperinflation, golden age, reparations.</p> <p>Hitler’s rise to power 1919-33: Hitler’s early career, setting up of the Nazi Party, early growth and features, reasons for, events and consequences of the Munich Putsch, reasons for limited support for the Nazi Party 1924-29, reasons for growth in support 1929-1933, reasons why Hitler became the chancellor in 1933. <u>Key terminology includes:</u> SA, Twenty-Five Point Programme, Mein Kampf, Bamberg Conference, propaganda.</p> <p>Nazi control and dictatorship 1933-39: Democracy to dictatorship, the police state, controlling and influencing attitudes, opposition, resistance and conformity. <u>Key terminology includes:</u> Gestapo, SD, SS, Concordat, Reich Church, Night of the Long Knives, Enabling Act, Edelweiss Pirates.</p> <p>Life in Nazi Germany 1933-39: Nazi policies towards the family and women, towards the young, employment and living standards, the persecution of minorities. <u>Key terminology includes:</u> rearmament, invisible unemployment, Nuremberg Laws and Kristallnacht.</p>	<ol style="list-style-type: none"> 1. Making inferences from sources. 2. Describing the past and explaining why. 3. Explaining the usefulness of different types of sources. 4. Explaining how interpretations are different in what they say about the past. 5. Explaining why interpretations give different views about the past. 6. Justifying an opinion about how far you agree with an interpretation about the past (use of evidence from sources and interpretations, understanding biasness and detailed knowledge about the past.
Development homework	<p>An example: Google “World War Two places to visit in Berlin”. List and describe the different places that you can travel to and visit in Berlin that are associated with Nazi Germany.</p>	