**History Department**

Statement of aims

The History Department aims to ensure that all students leave St Joseph’s College with a broad understanding of how British and international history has influenced the world we live in today. We pride ourselves on fostering a genuine enthusiasm for the subject amongst young people and how History can contribute to their spiritual and moral development as young adults.

The curriculum

**Key Stage 3**

All Key Stage 3 students will study History at St Joseph’s College. Our curriculum is designed to cover such a broad range of history, starting with the Romans in Year 7 and going up to the 1960s in Year 9. Whilst no study of history can be exhaustive, we believe that this gives students a chronological grounding in both domestic and international history, as well as allowing students to develop an understanding of the key events that have shaped the world that we live in today.

All of our assessments in KS3 are in line with the changes made to the new GCSE curriculum. This will allow students to begin their GCSE in the subject with a well-developed skills base already in place.

**What do students study at Key Stage 3?**

The table below shows the key assessments that all Key Stage 3 students will complete. In all cases, there is a taught unit to accompany each assessment in order that students are prepared with the knowledge and skills required to complete the assessment.

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|  | **Year 7** | **Year 8** | **Year 9** |
| Autumn (1) | **Romans**  Write an account of how Rome changed under Emperor Augustus?  Write an account about the collapse of the Roman Empire. | **Tudors & Stuarts**  Write an account about the Closure of the monasteries | **Jack the Ripper & Victorian London**  Write an account about the living conditions revealed by the ‘Ripper’ murders.  **Titanic & Edwardian society** |
| Autumn (2) | **Medieval England**  Explain what was important about the feudal system in helping William to control England. | **Tudors & Stuarts**  How useful is the woodcut of Cranmer’s burning for a historian studying Queen Mary’s approach to religion? | **Exam**  **Conflict and Tension: 1918-1939** |
| Spring (1) | **Exam** | **Exam** | **20th Century Britain**  Write an account on the development of the ‘teenage culture.’ |
| Spring (2) | **Medieval England**  How useful is the *Luttrel Psalter* for learning about medieval life? | **Slavery**  Write an account about the Middle Passage.  **Industrial Revolution** | **Medicine through time**  How useful are Sources A and B to a historian studying the welfare state? |
| Summer (1) | **Medicine through time**  Explain the significance of the ideas of Hippocrates and Galen.  **Exam** | **Medicine through time**  How useful is the Punch cartoon on ‘Court Cholera’ for a historian studying living conditions?  **Exam** | **Exam**  **Holocaust** |

**How can I help my child make progress?**

All students will have a progress tracker in their exercise book that will allow them and you, their parents, to monitor their progress throughout the year and reflect on what they should to improve.

Websites such as BBC Bitesize, History on the Net and Spartacus schoolnet provide useful, easily accessible extra reading material for students that want to further their study. Likewise, local museums such as the Potteries Museum and Art Gallery, the Etruria Industrial Museum and the Gladstone Pottery Museum, whilst not covering the Key Stage 3 content, are nonetheless excellent ways of broadening your child’s wider historical understanding, particularly of local history.

**GCSE**

Students can opt as part of their GCSE selection to do a History GCSE. We study the AQA History B specification.

Throughout the course there are opportunities to study history from a variety of perspectives, including political, social, economic and cultural, thereby helping students to appreciate the diversity of the societies studied, and the experiences of the people in these societies. The course also provides students the opportunity to study the 20th Century in both breadth and depth.

**Scheme of assessment**

All students will complete two examination papers at the end of Year 11. Both are worth 50% of the overall GCSE. Marks for written communication are awarded to paper 2. The papers at GCSE are not tiered.

**What do students study at GCSE?**

Unit 1: Section A Period study **Germany 1890-1945**

Section B Wider world depth **Conflict & Tensions 1918-1939**

Unit 2: Section A Shaping the Nation **Britain: health and the people, C1000-the present day**

Section B British Depth study **Elizabethan England 1568-1603**

**A-level**

At A-level we offer a choice of two courses with AQA: an early modern (sixteenth century) and a modern (twentieth century) course. Both courses result in the same end qualification and both are examined in the same way. The difference between the two courses is the subject content that is studied.

The course is designed to promote an understanding of change and development over time. It also contains a substantial British history requirement. Students will sit 2 exams in year 13, both 2hours 20 minutes in length. Both exams are worth 40% of the A level. Students will also complete an independent historical enquiry of approximately 3500 words. This is worth 20% of the qualification.

**What do we study at A-level?**

**AQA**

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|  |  | **Early Modern (sixteenth century)** | **Modern (twentieth century)** |
| Year 12 | Unit 1 | **Spain in the age of discovery, 1469-1598** | **The quest for political stability: Germany, 1871–1991** |
| * The establishment of a ‘New Monarchy’, 1469-1556 | * Kaiserreich, 1871-1914 |
| * The forging of a new state, 1469-1516 * The drive to ‘Great Power’ status, 1516-1556 | * Empire to democracy, 1914-1929 |
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| Unit 2 | **Religious Conflict and the Church in England, 1529- 1570** | **The Making of Modern Britain, 1951-2007** |
| * The Church in 1529 * The break from Rome 1529-1536 * Change and reaction 1536-1547 | * The Post- War Consensus? 1951-1964 * The Affluent Society, 1951-1964 * The Sixties, 1964-1970 * The end of Post-War Consensus, 1970-79? |
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| Year 13 | Unit 1 | **Spain in the age of discovery, 1469-1598** | **The quest for political stability: Germany, 1871–1991** |
| * Philip II’s Spain, 1556-1596 * The ‘Golden Age’, 1556-1598 * The Great Power, 1556-1598 | * The impact of Nazism, war and division, 1929-1991 * The Nazi experiment, 1929-1949 * Division to unity: the Federal Republic of Germany, 1949-1991 |
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| Unit 2 | **Religious Conflict and the Church in England, 1529- 1570** | **The Making of Modern Britain, 1951–2007** |
|  | •The establishment of the Church of England, 1547-1570  • A more Protestant Nation, 1547-1553  •The restoration of Papal Authority, 1553-1558  •The establishment of the Church of England, 1558-1570 | •The ‘Thatcher Revolution’, 1975–1990 & the impact of Thatcherism.  •Towards a new Consensus, 1987-1997  •The era of New Labour, 1997-2007 |
| Unit 4 -  Historical Enquiry | Late 19th and 20th Century German history | Early Modern Spanish history **or** the development of the Florentine Renaissance |