

# History – Year 10

|  | Year 10 Block A – Part 1  | Year 10 Block A – Part 2   | Year 10 Block B – Part 1  | Year 10 Block B – Part 2  |
|--|---|--|---|---|
| <b>What do we teach?</b>                           | Specification: OCR B History  |  |   |   |
|  | <ul style="list-style-type: none"> <li>The Viking Expansion 750-1050</li> </ul>   | <ul style="list-style-type: none"> <li>The Norman Conquest 1065-1087</li> </ul>  | <ul style="list-style-type: none"> <li>Migrants to Britain c.1200-today</li> </ul>  | <ul style="list-style-type: none"> <li>History Around us Study – Osterley Park through time</li> </ul>  |
| <b>How does this meet the National Curriculum?</b> | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>   | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  |
| <b>Why does this knowledge matter?</b>             | With the interest around the Vikings cultivated by numerous recent TV and film series, this is a unit that will really capture our students. As great travellers and traders, teaching the Vikings also helps build a picture of the early medieval world from Greenland, through northern Europe to Baghdad.   | The Norman Conquest is one of the most seismic moments in British history. A period in which everything was changed, the Normans, as historian Simon Schama famously claimed, brought with them a 'truckload of trouble' changing the course of history in the British-Isles forever.  | Successive migrations from all over the world have changed the course and direction of our island story. We add more depth and nuance to the complicated picture of migration in Britain covered at KS3. Understanding how migration has shaped our country enables our students to navigate more Britain as they leave us in year 11 as Bolder citizens. | We utilise Osterley Park, a heritage site, located very close to the Academy for our history around us study. We take students on a journey from Gresham's party house, to the 18 <sup>th</sup> Century remodeling (paid for with funds procured in India) right up to National Trust ownership today.  |
| <b>Why do we teach in this sequence?</b>           | Viking expansion is the natural place to start chronologically as it is our earliest study. However, it also links seamlessly to later units. Culturally the Vikings shared much with the Saxons, resident in England when the Normans arrived. As such, many words or concepts covered here are encountered again in part B.   | The next step in our chronological sequence focused on early medieval England, the Normans link well with our previous unit. Looking forwards, both the Vikings and Normans are stories of migration, albeit via raids and invasions. Again, we can build vocabulary and conceptual knowledge here which prepares students for Teaching Block 2. | Looking backwards this unit continues the theme of migration already encountered by students in Teaching Block 1. In addition, chronologically this thematic unit means we're continuing to build and secure a 'golden thread' for students to 'hang' knowledge. We also link back to Empire here, a 'golden thread' in our KS3 curriculum.               | As essentially a second thematic unit, this unit both relies on, and reinforces much of the 'golden thread' of British chronology which we've been able to cultivate so far. Thus it has the dual purpose of securing knowledge, and building deeper understanding. This unit also links back to the Empire, a 'golden thread' in our KS3 curriculum. |
| <b>What career links are made?</b>                 | Careers: Studying history can support students interested in journalism. Students regularly complete pieces of extended writing, both in assessments and lessons. History can also support students interested in a career in politics, business consultancy or accountancy. These are careers where students have to conduct extensive research before compiling information they've gathered, and drawing meaningful conclusions from it. |  |   |   |

# History – Year 11

|  | Year 11 Block A – Part 1  | Year 11 Block A – Part 1 and Year 11 Block B – Part 1   | Year 11 Block A – Part 2  |
|--|---|---|---|
| <b>What do we teach?</b>                           | Specification: OCR B History  |   |   |
|  | <ul style="list-style-type: none"> <li>Continuation of History Around us study – Osterley Park through time</li> </ul>  | <ul style="list-style-type: none"> <li>Living in Nazi Germany 1933-1945</li> </ul>  | <ul style="list-style-type: none"> <li>Revision and preparation for exams</li> </ul>  |
| <b>How does this meet the National Curriculum?</b> | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and understand Britain's island story and significant aspects of history of the wider world.</li> <li>Understanding historical concepts</li> <li>Understanding methods of historical enquiry.</li> </ul>  |
| <b>Why does this knowledge matter?</b>             | We utilise Osterley Park, a heritage site, located very close to the Academy for our history around us study. We take students on a journey from Gresham's party house, to the 18 <sup>th</sup> century remodeling (paid for with funds procured in India) right up to National Trust ownership today.  | As Professor Ian Kershaw has claimed, the Nazis are a 'warning from history'. It's integral, especially in a world in which intolerance is seemingly on the rise in Europe and beyond, that we teach our students about the nightmare which unfolded in Germany in the mid-20 <sup>th</sup> century. As we prepare our students to leave the academy as Bolder Citizens, this is a crucial story to tell. | We will aim to re-cover elements of all five units and teach students exam technique. There are three examinations with units being grouped together in two of these exams:<br>1. Viking Expansion and the Living Under Nazi Rule<br>2. Migrants to Britain and the Norman Conquest<br>3. History Around us (Osterley Park) |
| <b>Why do we teach in this sequence?</b>           | This unit is a continuation from the work students started in Year 10. It continues the 'golden thread' of British chronology which we've been able to cultivate so far. This unit also links back to the Empire, a 'golden thread' in our KS3 curriculum.  | Chronologically, this is our latest study, as such it makes most sense to place this unit here as we look to incrementally build student's chronological understanding. Moreover, this is a unit which evokes great controversy and requires deep thought and reflection. As the most mature learners in the school, students are, in our experience, able to take more from this unit at this point.     | Students have covered all five units (Viking Expansion, The Norman Conquest, Migrants to Britain, Local Area Study, Living Under Nazi Rule). As such, we begin recapping and re-teaching where necessary as reparation for the summer examinations.   |
| <b>What career links are made?</b>                 | Careers: Studying history can support students interested in the law, especially those interested in training as solicitors or barristers. History is argument and interpretation. We teach students to form written arguments regularly. In order to prepare for writing, students also regularly rehearse these arguments verbally. In addition, History involves discerning between vast amounts of information to determine the most useful or applicable to answering a question (forming an argument). This is a skill crucial for those looking to work in the law. Numerous politicians or local leaders have also studied for degrees in History and point towards the skills gleaned from their studies which have supported them in their careers. As such, History is a good option for students interested into entering politics. |   |   |