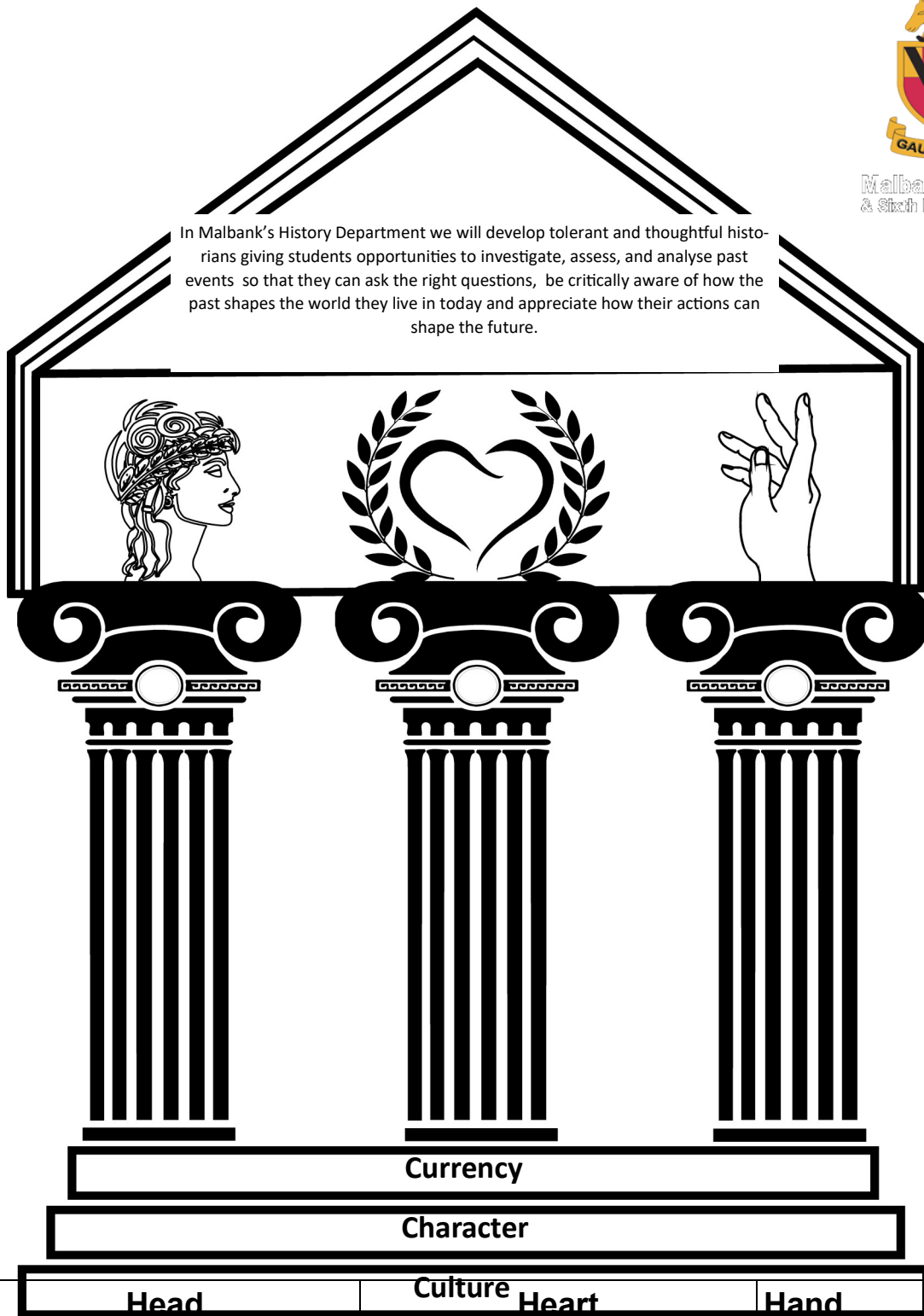


Malbank School History Department



Malbank School
& Sixth Form College

In Malbank's History Department we will develop tolerant and thoughtful historians giving students opportunities to investigate, assess, and analyse past events so that they can ask the right questions, be critically aware of how the past shapes the world they live in today and appreciate how their actions can shape the future.



Head	Culture Heart	Hand
<p>Head:</p> <p>Knowledge:</p> <p>History examines human affairs; no other subject does it in such a complete way. Hence it contributes to students' understanding and knowledge of both their own and other cultures. Through its unique perspective of time, it helps each individual to be aware of his or her place in time and in this way plays a fundamental role in the transmission of "heritage" from one generation to the next.</p> <p><i>"Not to know what happened before you were born is to remain forever a child" (Cicero)</i></p>	<p>Heart:</p> <p>The Department also seeks to promote a diverse approach to History: we want our pupils and students to understand different outlooks that different people will have of perspective.</p> <p>History encourages understanding of other peoples' situations. Insofar as it is concerned with human actions, history inevitably involves making judgements on those actions. Hence it is drawn into the area of morality, albeit differently perceived and interpreted in different times and societies. It encourages toleration of a wide range of options as well as focusing on the importance of supporting opinion with relevant evidence</p>	<p>Hand:</p> <p>An historical background provides key skills such as the ability to analyse, to reason critically, to debate and argue, to communicate effectively, as well as providing the historical perspective needed to make balanced and informed judgments.</p>

Malbank School History Curriculum—the path to mastery



The study of History is not only an opportunity to understand the past, but is also valuable training in the skills of research, assimilation, comprehension and analysis of a wide range of material. It develops the ability to communicate clear and coherent judgements, and enables students to formulate reasoned interpretations. In **year 8**, *students will continue with their studies that allow them to develop and ultimately demonstrate a mastery of the discipline of History.* This mastery model is based on the core concepts which underpin historical study and enquiry. They will develop their understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They will also continue to develop the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They will build on the historical skills they began to develop in Year 7 – in evidence, interpretation, causation and communicating about the past. They will use these skills alongside developing a chronological understanding of the past. The year starts with a focus on the early modern period. We begin by looking at religious change. And the relationship between Church and state. We then continue with a study of the reign of Elizabeth before investigating the turmoil of the seventeenth century. A breadth study complements the students' investigations. The year ends with a study of Empire as a force of change—both positive and negative.

LO1) Causation LO2) Historical Evidence LO3) Historical World Views LO4) Change & Continuity LO5) Historical Interpretations

LO6) knowledge and communication

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Enquiry question 1: Religious change in the sixteenth century

This depth study gives students the opportunity to examine the causes, events and consequences of the English Reformation.

Students consider:

the nature of the English Church and religious practice before the Reformation

- the pressures for religious change
- the methods by which religious change was brought about
- the reaction of the population to religious change

the impact of the Reformation in religious, economic, social and psychological terms

Students will learn about the religious changes and their impact that occurred across Europe and in England. They will understand the development of 'Protestant' ideas; role of Martin Luther; criticisms of Catholicism; similarities and differences with Catholicism.

Explaining causation (why did Henry establish the Church of England?) □ Source Analysis (analysing the message, purpose, reliability and utility of Tudor propaganda) □ Explaining change and continuity (the Reformation - what changed, when, why and how far?) □ Analysing interpretations (did Mary deserve the name Bloody Mary?)

Students will **organise** their work in the form of an extended answer. Students with **initiative** will undertake additional research.

Students will apply skills such as

- Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills • Exam skills/end of module tests • AFL skills

Core skills: Discussing and evaluating sources
Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills • Exam skills/end of module tests • AFL skills

LO2) Historical Evidence

LO4) Change & Continuity

LO5) Historical Interpretations

LO6) knowledge and communication

HEAD

HAND

Enquiry question 2: Gloriana—Was Elizabethan England a Golden Age?

HEART

Students investigate the reign of Elizabeth I and weigh up the validity of the assertion that her reign was 'golden'. They explore her battles for the crown with Mary Queen of Scots and the Spanish Armada as well as responses to challenges from English society; namely pressures on her to choose a suitable spouse and the problem of poverty.

Opportunity to examine political and religious history
How political power was wielded in the Tudor England
Links to European Reformation

Questions encourage the scenario of 'what would you do' in the situation relating to various events throughout History and encouraging students to co-operate and resolve conflict. Team work supports social development for example advising Elizabeth on the best option to deal with Mary, Queen of Scots.

Students will **organise** their work in the form of an extended answer. Students with **initiative** will undertake additional research.

Students will apply skills such as
Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills • Exam skills/end of module tests • AFL skills

Key focus

LO5) Historical Interpretations

LO6) knowledge and communication

Enquiry question 3: Why was the world turned upside down in the seventeenth century

The English Civil War was bloody and brought about many changes that can still be seen today - especially in our parliamentary system and the way the army is trained. Students will study the unpopular decisions made by Charles and the different explanations of why the war started (religious, political, economic and social factors) as they consider the causes and consequences of the English Civil War.

The idea that causes of events can be structured thematically [e.g. political, financial and religious causes] or be structured into long term and short term causes.

Students will investigate what it was like to fight as a Parliamentarian or a Royalist. They will offer balanced arguments in the case of Prince Rupert as hero or villain. Sources to evaluate Prince Rupert as a hero or villain. The curriculum teaches students not to believe everything they hear or read until they have carefully considered the issue. Students will study significant figures from the past such as, King Charles, Oliver Cromwell and Prince Rupert. Students will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them. Students will have the chance to evaluate these actions both in a historical context and with our 21st values.

Explaining causation (explaining why the Civil War broke out) □ Explaining change and continuity (What changed across the period of time - with regard to power, society and religion?). □ Source analysis (explaining how two contemporary sources give such contrasting opinions of Oliver Cromwell). □ Interpretation (use evidence to formulate an interpretation of Cromwell) Through investigating and using a range of historical sources, students develop their ability to critically assess sources of evidence for accuracy and reliability. For example, students will study and assess a number of sources

Key skills:

LO2) Historical Evidence

LO3) Historical World Views

LO4) Change & Continuity

LO5) Historical Interpretations

LO6) knowledge and communication

HEAD

HEART

HAND

Enquiry question 3: What is the best way to bring about change?

The revolt of Hereward the Wake; the rebellion of Owain Glyndwr; The Gunpowder Plot; Robespierre and the Terror; The Suffragettes; The Fenians. What do all these groups and movements have in common? They have all been branded 'terrorist'. Yet they have all also been branded 'freedom fighter'. So, where does the truth lie? Is one person's freedom fighter another person's terrorist? Or is it more complicated than that?

This study gives students an opportunity to define the terms 'terrorist' and 'freedom fighter', and allow them to investigate examples of 'terrorist' activity.

To begin to understand why people became/become terrorists

The skills focus of this unit is interpretation. Literacy is also a key aspect of this unit, particularly at the start when pupils begin to define key terms.

Enquiry question 4: An empire to be proud of?

Students will focus on British imperialism and Britain's involvement in the slave trade. The key concept of causation will be given particular attention to and the possible link between them. Significance will also be explored in this module when assessing the role of different individuals. This unit is being taught to develop pupils' understanding of Britain's position and standing within the world, then and now.

Students will be encouraged to think about why and how Britain was motivated to build an empire as well as giving moral and cultural consideration to the effect of imperialism. This unit allows students to develop an understanding of Britain's legacy and influence and how it is still evident within society today e.g. food, sports etc. A case study on India and slavery allows pupils to study an otherwise huge topic to depth.

Encouraging understanding of human feelings and emotions by placing them in their shoes through various tasks. Students to watch the journeys slaves had to undertake. This will increase their empathy for people in similar situations e.g. immigrants. Students will also weigh up the advantages and disadvantages of British imperialism.

This unit lends itself to investigations, debates and a consideration of different viewpoints for example consideration is given to the idea of slavery and its moral implications. Consider the winners and losers of the British Empire and use evidence to justify such reasoning. Use historical accounts to understand the positive and negative experiences of peoples of the empire.

Students will apply skills such as

Team work • Paired work • Verbal skills • Communication skills • Evaluation skills • Social skills •

Key skills:

LO2) Historical Evidence

LO3) Historical World Views

LO4) Change & Continuity

LO5) Historical Interpretations

LO6) knowledge and communication

HEAD

HEART

HAND

Enquiry question 5: Invaders, settlers and the development of British identity from Stone Age

Students know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world



Discussion and debate over who and what British people are • Exploration of immigration over time and how it shaped modern Britain •



To be able to:

Assess significance Understand the causes and consequences of events Carry

Enquiry question 4: Sick to death of it" Why was Medieval England plagued by ill-health?

out a historical enquiry Interpret

evidence