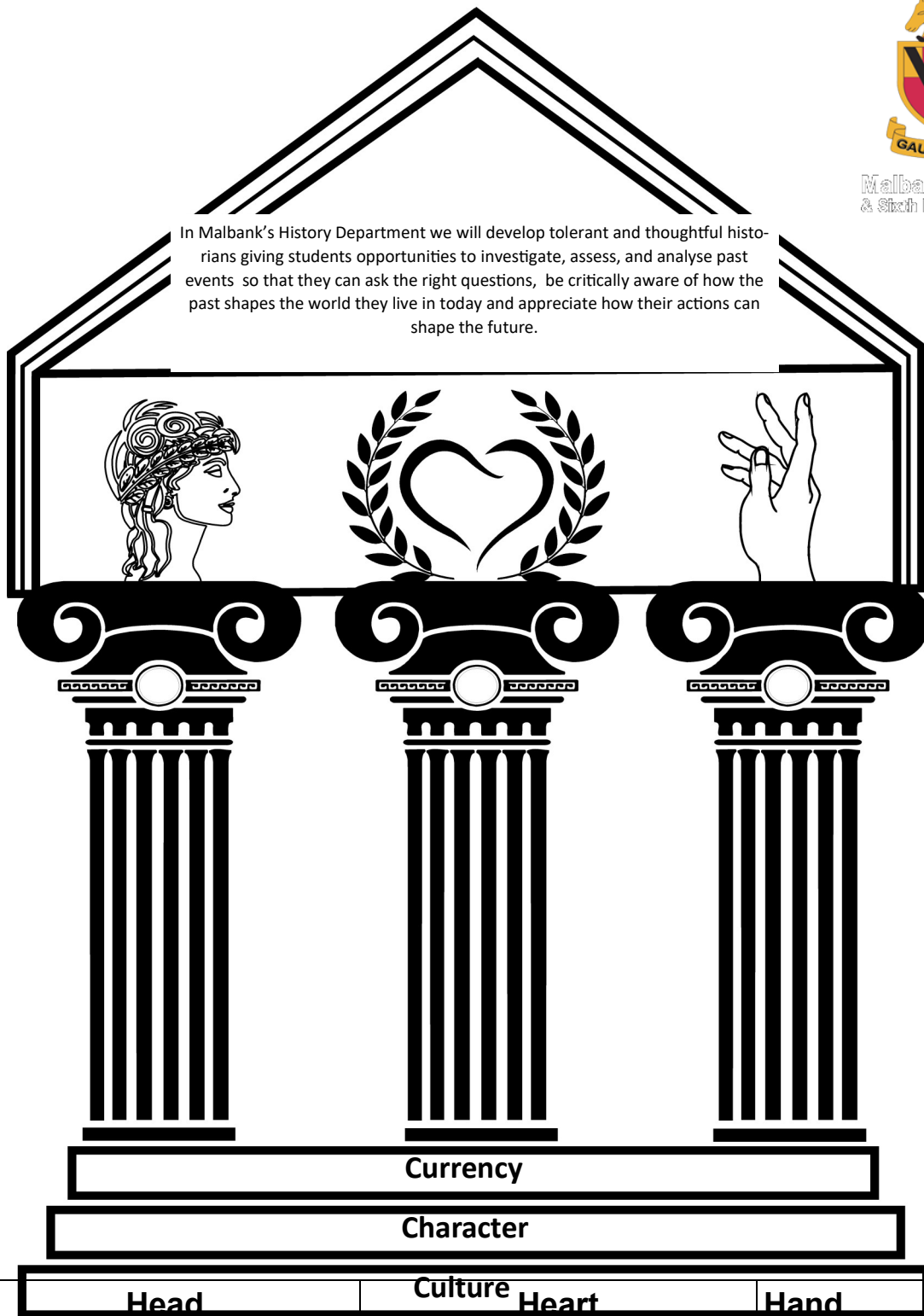


Malbank School History Department



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 9**, *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 9 curriculum provides a study of the history of the making of the modern world from 1750 onwards. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. The year starts with a focus on the Industrial Revolution. We begin by looking at the event through the lives of individuals. Political, social and economic impact of change is considered. We then continue with a study of the twentieth century, investigating the turmoil and the changing nature of warfare. The students undertake a study of persecution and the Holocaust.

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

LO6) knowledge and communication

LORIC

HEAD

HEART

HAND

Enquiry question 1: Stories of the Industrial Revolution

This depth study gives students the opportunity to understand the long-term significance of the IR

Allows students to study the importance of studying locality and individuals to help students understand what it was like to live during this immense change

To give students the opportunity to study named individuals – how their lives were changing and whether these changes created more opportunities than problems

Begin to empathise with the stories of people of the past – why did they move

Develop a sense of why some people were not happy with the changes that came about at this time (Peterloo: could be said about BOTH sides)

construct substantiated analyses about historical change and continuity, diversity and causation – compare different periods or places to support a series of arguments

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: From Hot war to Cold War

HEART

In this study students learn about the main conflicts of the twentieth century by identifying key ideas and themes and making links and connections, particularly between the First World War, the Second World War and the Cold War.

This first study focuses on the First world War through the examination of specific events, the personal experiences of individuals and a wide range of visual and written sources.



Students will investigate what it was like to fight in twentieth century conflict. The curriculum teaches students not to believe everything they hear or read until they have carefully considered the issue. Students will consider the moral and ethical decisions made during wars e.g the atom bomb debate 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 C21st values.



Students will demonstrate an outline knowledge of the war; analyse the conflict; relate events, changes and the experiences of individuals to the wider picture; use a range of sources for information, analysis, organisation and communication; describe and begin to analyse why there are different interpretations of events; select, organise and use relevant information to provide structured work, making appropriate use of dates and terms

Enquiry question: Who was responsible for the *persecution and death of over 6 million Jews?*

Head: Know how the Nazis persecuted and then sought to exterminate the Jews of Europe

- In this depth study, the students will investigate the factors that led to Hitler's rise to power before focusing on the impact of the key anti semitic policies that were introduced.
- They will compare the experiences of Jews in the ghettos to their experiences earlier
- Analyse and explain the origins of the 'Final Solution' using evidence.
- Consider the short and long-term impact of the experiences of those who were in the death camps



Heart:

To understand shows how state institutions can be turned against a segment of society. This emphasizes the need for all, especially those in leadership positions, to reinforce humanistic values that protect and preserve free and just societies.

Highlights aspects of human behaviour that affect all societies, such as the susceptibility to scapegoating and the desire for simple answers to complex problems; the potential for extreme violence and the abuse of power; and the roles that fear, peer pressure, indifference, greed and resentment can play in social and political relations. Demonstrates the dangers of prejudice, discrimination and dehumanization, be it the antisemitism that fueled the Holocaust or other forms of racism and intolerance.



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 4: *Did the Roaring '20s roar for everyone?*

This depth study gives students the study America in the 1920s and consider its significance both at the time and still today.

Students start by examining the causes of the 'boom' in the US economy and whether this had a positive impact on all Americans.

Students can also look at the immigration policy of this time ('Open Door' to 'Closed Door') Students will also look into the rise and fall of Al Capone and the gangsters. T

hey will also look at the significance of the 'Monkey Trial' and religious fundamentalism. In particular they will assess the impact of this era on the roles of women.

HEART

See the lives of the minorities of the 1920s - think about whether they enjoyed the 'boom' of this era. students are then given the opportunity to investigate some of the key cultural features of this time. They will be encouraged to see how these in some ways prefigure modern celebrity culture.

Construct substantiated analyses about historical change and continuity, diversity and causation – compare different periods or places to support a series of arguments

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

ore 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

