

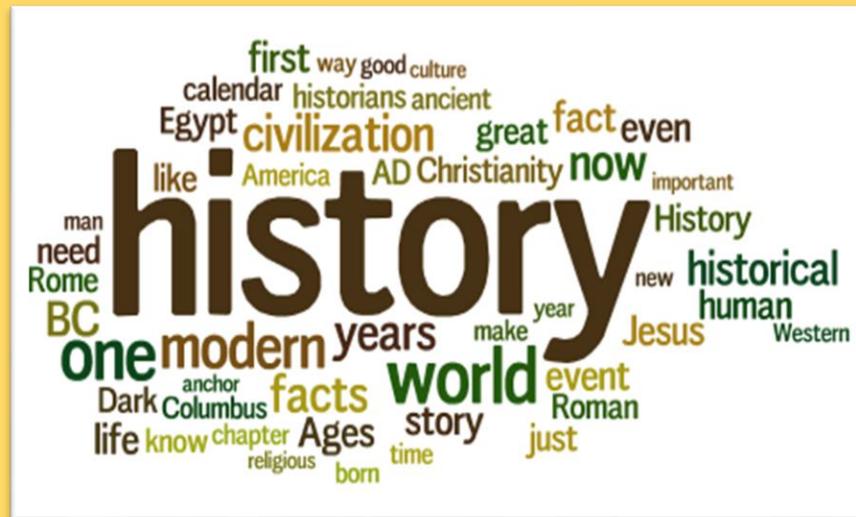
HISTORY AND POLITICS DEPARTMENT

RANELAGH SCHOOL

Curriculum Statement

The study of History is about *who* we are and *why* we are the way we are.

History is not just the past. History is the present.



Intention of the Ranelagh History Department

The intention of the Ranelagh History Curriculum is that all students receive an education in History that:

- *Fosters* students' passion for the subject and *inspires* students to acquire a life-long interest in History.
- *Embeds* a lifelong memory of key historical events within a broad and balanced curriculum.
- *Enables* all students to have a firm grounding in the study of the main political, economic, social, cultural and military events that have shaped our world through the study of History at KS3.
- *Develops* our students to have more of a global understanding of history with an emphasis on continuity and change and International Relations.
- *Provokes* debate to encourage students to enquire about key turning points in British, European and World History.
- *Teaches* the skills of analysis, evaluation, communication, interpretation and empathy. These skills are frequently revisited in order to embed them in students' long-term memories. These skills are fundamental to succeeding in the 21st century workplace.
- *Challenges* extremist views at a time when the world has become more fractious and arguably less tolerant.
- *Focuses* on promoting tolerance and respect for others, upholding SMSC values as its vision. The study of History ensures a rich cultural capital allowing students to develop life skills and an open, questioning and reflective view of the world.
- *Ensures* all students have a sense of chronology and context. The knowledge and skills learnt will benefit the students throughout their lives. Knowledge of different cultures, religions, countries, and their history, will enable students to foster skills of empathy, tolerance and understanding; skills which underpin the values of a democratic society.

A Curriculum for All

- *Includes, represents and challenges* all learners regardless of their ability (HPA, MPA, LPA), SEND requirements, Disability, Mental Health need or those students who may be Disadvantaged. These students will be supported through teacher and TA support, differentiated materials & IT support.
- *Enthuses* students to continue learning the subject at KS5 and beyond. A Level History prepares students for a wide range of careers including Law, Journalism, Media, Finance, Publishing, the Civil Service, Politics and the Security Services such as MI5. Alongside this, History can be directly related to archive work, Archaeology and Genealogy.
- *Facilitates* the study of history in the field through visits to Windsor Castle (Year 7), Auschwitz (Years 12 & 13), Berlin (Years 10 & 11), as well as giving students the opportunity to attend GCSE and A Level Revision Courses.
- *Assesses* students to help them learn life skills of resilience and independence. Assessment helps students to consolidate and implement their knowledge and practise their historical skills. Assessment takes the form of developing oracy and written communication. All end of year exams replicate the format of KS4 or KS5 question stems in order to build students' confidence at KS3, KS4 & KS5. These assessments focus on analysis and evaluation of sources, inferences, interpretations and extended writing.
- *Supports* the History staff team to develop and grow as professionals and individuals to improve their teaching practice through reflection and CPD. The Department is very keen to take up the opportunities afforded by the 'Wellington Learning Alliance' focused on subject pedagogy and career progression.
- *Embraces* the use of IT to support students' learning through MS Teams to enable students to follow the curriculum if they are learning remotely. This also facilitates the ability to set and assess assignments online, and to allow for 'live' teaching, if required.

The characteristics of the Ranelagh Student Learner Profile (RSLP)

RSLP Quality	Aims	Examples
Confidence	Students who are self-assured are more likely to take risks, see mistakes as learning opportunities and be open to new learning experiences. They have poise and self-belief; this means that even when learning is difficult, they will persist.	Class presentations on topics such as the Civil Rights Movement in the USA and the Home Front in Britain in WW2. The Department focuses on developing Oracy and confidence, particularly in public speaking.
Resilience	Students are able to keep learning even when they find work difficult. They show flexibility and stamina. When they need to work for long periods on challenging problems they persevere.	Extended writing at KS3, KS4 & KS5, alongside source analysis and evaluation.
Curiosity	Students who are keen to enquire will ask questions and have a genuine interest to learn more. They are inquisitive and work hard on further developing their skills and knowledge. This means they are more likely to understand their own abilities, interests and future aspirations.	Who was to blame for the growth of slavery from Africa to the Americas?
Creativity	Students use inventive, resourceful and original ways to learn. They produce learning outcomes that demonstrate their ingenuity and imagination.	Students building their own Motte & Bailey Castles and students creating their own reflections on the Holocaust
Empathy	Students can listen, understand and learn from others. They are well placed to work as part of a team. They show warmth, humour and positivity and collaborate effectively with others.	Slavery, persecution of minorities in Nazi Germany and Conscientious Objectors in WW1.
Independence	Students are self-motivated, they understand how they learn and can manage themselves. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh.	A Level coursework; research projects in Years 8 & 9 on the Industrial Revolution and research projects on the Home Front in Britain during WW2.

Key Stage 3 History Curriculum

Year	Autumn Term	Spring Term	Summer Term
7	<ul style="list-style-type: none"> • What is History? An introduction to historical research and skills. • The Normans 	<ul style="list-style-type: none"> • Medieval Realms - Life in Medieval England • Thematic Study – Crime and Punishment through Time 	<ul style="list-style-type: none"> • Tudors • Stuarts
8	<ul style="list-style-type: none"> • Black Peoples of the Americas 	<ul style="list-style-type: none"> • The Industrial Revolution • Life in Victorian and Edwardian Britain (to include case studies on Jack the Ripper and The Sinking of the Titanic) • Thematic Study – Transport through Time 	<ul style="list-style-type: none"> • First World War
9	<ul style="list-style-type: none"> • Treaty of Versailles • The Interwar Period (Democracy and Dictatorship) • Russia, 1917-53 (Russian Revolution to the death of Stalin) • America in the Inter-War Years, 1918-1939 • The Second World War in Britain 	<ul style="list-style-type: none"> • The Holocaust • GCSE (EDEXCEL) Thematic Study: Medicine in Britain c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches 	<ul style="list-style-type: none"> • GCSE(EDEXCEL)Thematic Study: Medicine in Britain c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

Key:

Denotes Thematic Study at KS3

Denotes Compulsory KS3 Course

Denotes GCSE KS4 course taught from February Half-Term of Year 9

Key Stage 3 and Key Stage 4 Marking Policy

Excellent	<ul style="list-style-type: none"> <input type="checkbox"/> Class participation is excellent – strong willingness to get involved in discussions/answer questions <input type="checkbox"/> Excellent use of SPaG & specialist terminology; formal language is used throughout <input type="checkbox"/> You are able to reflect thoughtfully on your work and you consistently ask for help if unsure <input type="checkbox"/> Excellent application of historical skills – such as PEEL/PECS and/or NOP <input type="checkbox"/> Excellent understanding of command words shown, for example, ‘explain why’, & ‘what can you infer’?
Good	<ul style="list-style-type: none"> <input type="checkbox"/> Generally good at participating in class discussions – general willingness to answer questions in class <input type="checkbox"/> Good use of SPaG & specialist terminology; formal language is used, but not consistently <input type="checkbox"/> Some attempts to check own work, and you will ask for help if unsure <input type="checkbox"/> Good application of historical skills – such as PEEL/PECS and/or NOP, but inconsistent <input type="checkbox"/> Good understanding of command words shown, for example, ‘explain why’, & ‘what can you infer’?
Satisfactory	<ul style="list-style-type: none"> <input type="checkbox"/> Class participation is inadequate – little willingness to get involved in discussions/answer questions <input type="checkbox"/> Inadequate use of SPaG & specialist terminology; formal language is rarely used <input type="checkbox"/> Little attempt to check own work for corrections – you need to ask for help if unclear <input type="checkbox"/> Some application of historical skills – such as PEEL/PECS and/or NOP, but very inconsistent <input type="checkbox"/> Some understanding of command words shown, for example, ‘explain why’, & ‘what can you infer’?
Unsatisfactory	<ul style="list-style-type: none"> <input type="checkbox"/> Class participation is poor – no willingness to get involved <input type="checkbox"/> Poor use of SPaG & no use of specialist terminology or formal language <input type="checkbox"/> No attempt to check for corrections <input type="checkbox"/> No application of PEEL/PECS or NOP <input type="checkbox"/> No understanding of command words, for example, ‘explain why’.

Key Stage 3 - Implementation

1. All lessons are taught in mixed ability groups for three one-hour periods a fortnight. All teachers are subject specialists.
2. At KS3, students consider the most important turning points in History, whether that be British, European or World History. The topics selected include the Genocide of the Holocaust and its legacy, alongside topics which particularly 'enthuse' students such as the sinking of the Titanic, and important turning points in Religious and Social History such as the Reformation, the Civil Rights Movement in America and Migration to Britain.
3. The curriculum is broadly chronological in approach and follows the National Curriculum. However, the curriculum is complemented through 'Meanwhile, Elsewhere,' projects which look at global events during the period 1000-1900, to juxtapose the topics studied in the National Curriculum which tend to lend themselves towards 'British-centric' History. This broadens the students' understanding, allowing them to make connections with different cultures. The principles of the KS3 History curriculum continue to broaden the students' understanding of History developed at KS2. As such, KS3 builds upon the traditional experience of Rulers and their people, whilst introducing students to 'thematic' history, so the subject is not taught in isolation and has chronological breadth.
4. The KS3 Curriculum provides the opportunity for all students to develop their historical skills. KS3 History fosters skills of Oracy, to debate and support an opinion, whilst teaching the important historical skills of analysis, evaluation and interpretation. There is a very important skills-based course – taught at the start of Year 7 – called 'What is History?' These skills build on those developed at KS2, and the *interpretation* of evidence is introduced for the first time.
5. In Year 8 and Year 9, students continue to further hone their historical skills, alongside their acquisition of knowledge. Opportunities for evidence-based source enquiry are further developed through the study of the Titanic and Jack the Ripper in Year 8, and through the study of Britain in WW2 in Year 9. Source-enquiry work also provides the foundations for the evidence skills required at KS4, so the transition from KS3 to KS4 is as seamless as possible. All KS3 written examinations follow the format of questions set at KS4 so the KS3 curriculum provides excellent preparation for KS4.
6. The curriculum is designed to meet the needs of all learners. Differentiated resources are used to support students with SEN, and HPA students are encouraged to develop their second order skills and concepts through extended writing and challenging questioning.
7. The importance of 'thematic' history is highlighted in both Year 7 and Year 8 through the 'Crime and Punishment' and 'History of Transport' respectively. These case studies allow the students to broaden their chronological understanding, whilst deepening their knowledge of how leisure opportunities have developed over time – to supplement their understanding of cultural change – whereas the 'History of Transport' builds upon the students' work on the Industrial Revolution, showcasing the achievements of the 19th Century and highlighting how Britain was at the forefront of technological change.
8. Finally, the second-half of the Spring Term witnesses the students begin the GCSE KS4 History course. This provides the opportunity to fully explore the KS4 course over the next 2.5 years for those choosing GCSE History as an option, whilst allowing those students who will not continue with their historical studies an appreciation of the History of Medicine from 1215 to the present day. This enhances students' scientific knowledge and understanding; it allows them to study key individuals such as Edward Jenner, the 'father' of Vaccination, and Louis Pasteur, the Scientist who discovered the importance of the Germ Theory. The study of warfare and the development of the NHS also provides opportunities to make links between advances in Medicine and the role of Government, determining medical policy from the 'centre'.

YEAR 7

Year 7	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> What is History? The Normans 	<ul style="list-style-type: none"> The Middle Ages 	<ul style="list-style-type: none"> The Tudors
Knowledge and Skills	<ul style="list-style-type: none"> To develop skills in historical analysis, evaluation and interpretation 	<ul style="list-style-type: none"> To develop students' knowledge and understanding of social, economic, political and cultural life in the Middle Ages 	<ul style="list-style-type: none"> To develop students' knowledge and understanding of the Tudor Dynasty and how this evolved from the Medieval period to an Early Modern period. The impact of these changes on religion, society, the economy and politics.
SMCS	<ul style="list-style-type: none"> Power, obedience and control 	<ul style="list-style-type: none"> The impact of War Hope versus Despair: The Black Death Religion, Folklore & Healing: why did some people live, whilst others died? 	<ul style="list-style-type: none"> Religion & Secularism
Assessment	<ul style="list-style-type: none"> Historical skills baseline Assessment Explain why William won the Battle of Hastings. Explain how William gained control over England. Castle building Project 	<ul style="list-style-type: none"> Crime and Punishment project 	<ul style="list-style-type: none"> Religious change under the Tudors. End of Year exam
Curriculum Intent	<ul style="list-style-type: none"> To gain knowledge and understanding of Power and Control during the Norman invasion and the importance of Norman control in changing how England was ruled. 	<ul style="list-style-type: none"> To gain knowledge and understanding of the Middle Ages; the impact of the Black Death on society and Crime and Punishment through the Ages. 	<ul style="list-style-type: none"> To gain knowledge and understanding of the Tudor dynasty; the impact of the Reformation on Religion & Society.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> To secure a grounding in the key historical skills of source analysis, evaluation, inference and interpretation as students enter KS3. 	<ul style="list-style-type: none"> To build upon the changes brought about by the Norman conquest and understand how Crime and Punishment in the Middle Ages was impacted by Norman rule. 	<ul style="list-style-type: none"> To compare and contrast Tudor rule with the Middle Ages to understand the impact of the Reformation in helping to transform England into a Protestant country and how this helped to secure Britain's place in Europe and the world.

Assessment in History – Key Stage 3 Assessment Flightpath: Year 7

Grade	Knowledge and Understanding	Skills
9	Students demonstrate extensive knowledge and understanding within appropriate historical contexts	<ul style="list-style-type: none"> • SOURCES: Students can explain why a source is reliable/unreliable. • ANALYSIS: Can reach a supported judgement and explain links between different factors.
7-8	Students demonstrate very good knowledge and understanding , and can support arguments with a wide range of evidence	<ul style="list-style-type: none"> • SOURCES: Students are able to use sources to support an argument. • ANALYSIS: Students can explain individual factors and they may start to identify links between these factors.
5-6	Students demonstrate good knowledge and understanding and can support arguments with a range of evidence, some of which is specific.	<ul style="list-style-type: none"> • SOURCES: Students will begin to make inferences from sources. • ANALYSIS: Students show some explanation of factors, but this is primarily narrative.
3-4	Students demonstrate some knowledge and understanding of the topic and select appropriate evidence to support their points	<ul style="list-style-type: none"> • SOURCES: Students will be able to read a source for meaning and draw some conclusions. • ANALYSIS: Students can describe relevant factors related to the question.
1-2	Students demonstrate limited knowledge of the topic	<ul style="list-style-type: none"> • SOURCES: Students will be able to paraphrase a source. • ANALYSIS: Students can describe factors relevant to the time period, but they lack focus on the question.

YEAR 8

Year 8	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> Black Peoples of the Americas: Slavery Black Peoples of the Americas: Civil Rights Migration to the UK 	<ul style="list-style-type: none"> The Industrial Revolution British Society before 1900: Jack the Ripper Titanic 	<ul style="list-style-type: none"> World War One
Knowledge and Skills	<ul style="list-style-type: none"> To develop skills in empathy and a knowledge of the rise and fall of the British Empire To understand how a multicultural 'Modern Britain' has emerged since the 1950s and the position of Britain in the world in the 21st Century 	<ul style="list-style-type: none"> To develop students' knowledge and understanding of the impact of the Industrial Revolution on the British economy, politics and society. To continue to build on the skills of empathy, source analysis, evaluation and interpretation. 	<ul style="list-style-type: none"> To develop students' knowledge and understanding of WWI: its causes, its events and its impact on the 20th century world. To develop students' extended writing skills.
SMCS	<ul style="list-style-type: none"> 'Who was to blame for the growth of slavery from Africa to the Americas?' 'Forgiveness' – Martin Luther King & Nelson Mandela. British Empire, Decolonialisation, Immigration and Emigration 	<ul style="list-style-type: none"> Who was to blame for the sinking of the Titanic? Child Labour in 19th century Britain 	<ul style="list-style-type: none"> 'How do you explain why the British and German soldiers put aside their differences for the Christmas 'truce' and football match?' Reflections on WW1 – Love, Understanding and Peace.
Assessment	<ul style="list-style-type: none"> Explain why slavery was abolished in the British Empire in 1807. Group Presentations on the Civil Rights Movement. 	<ul style="list-style-type: none"> Individual Project: Life during the Industrial Revolution Titanic Debate: 'Who was to blame for the sinking of the Titanic?' 	<ul style="list-style-type: none"> 'Explain why WWI broke out in August, 1914'. WW1 Memorial Project End of Year Exam.
Curriculum Intent	<ul style="list-style-type: none"> To gain a knowledge and understanding of the role of the British Empire in the world; its rise, decline and legacy for the 21st Century. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the Industrial Revolution and Britain as the 'workshop of the world'. To enhance the skills of empathy, source analysis, evaluation and interpretation. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the causes, events and impact of WW1 on Britain, Europe and the World and how it influenced the events of the mid Twentieth Century.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> To secure a grounding in the history of minority groups, such as people of colour, the LGBT+ community and the disabled and to understand how Britain has evolved from the start of the Middle Ages to the modern day. 	<ul style="list-style-type: none"> To build upon the changes brought about by the increased importance of Britain in the world: from Empire to Trade and Industry. 	<ul style="list-style-type: none"> To understand how the Industrial Revolution led Britain to evolve towards a technological Revolution and the impact of this on War and its weaponry.

Assessment in History – Key Stage 3 Assessment Flightpath: Year 8

Grade	Knowledge and Understanding	Skills
9	Students demonstrate extensive knowledge and understanding within appropriate historical contexts	<ul style="list-style-type: none"> • SOURCES: Students will confidently evaluate sources and may start to show understanding of provenance. • ANALYSIS: Can consistently demonstrate that they can arrive at substantiated judgements. • INTERPRETATIONS: Students can understand the purpose of historical writing and that historians arrive at different judgments from the same evidence.
7-8	Students demonstrate very good knowledge and understanding, and can support arguments with a wide range of evidence	<ul style="list-style-type: none"> • SOURCES: Students will begin to evaluate sources to reach a judgement. • ANALYSIS: Can reach a supported judgement and explain links between different factors. • INTERPRETATION: Students understand that interpretations are different, and they begin to explain the reasons why.
5-6	Students demonstrate good knowledge and understanding and can support arguments with a range of evidence, some of which is specific.	<ul style="list-style-type: none"> • SOURCES: Students will begin to consider aspects of the source to determine its reliability. • ANALYSIS: Students show inconsistent explanation of factors and are beginning to identify links between factors. • INTERPRETATIONS: Students can understand the differences between interpretations.
3-4	Students demonstrate some knowledge and understanding of the topic and select appropriate evidence to support their points	<ul style="list-style-type: none"> • SOURCES: Students will be able to make valid inferences from a range of sources. • ANALYSIS: Students can describe relevant factors related to the question and arrive at an unsupported judgement. • INTERPRETATIONS: Students can identify a difference between interpretations in history.
1-2	Students demonstrate limited knowledge of the topic	<ul style="list-style-type: none"> • SOURCES: Students will be able to understand the partial meaning of a source. • ANALYSIS: Students can describe factors that are mostly relevant to the time period, but they lack focus on the question. • INTERPRETATIONS: Students can understand that evidence can be interpreted in different ways.

YEAR 9

Year 9	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> The Impact and Aftermath of WWI on Europe (Treaty of Versailles) Dictatorship and Democracy (the USSR and the USA in the inter-war years). Britain in WW2. 	<ul style="list-style-type: none"> The Holocaust GCSE History: Medicine since 1215 - The Medieval Period (Edexcel) 	<ul style="list-style-type: none"> GCSE History: Medicine since 1215 – The Renaissance (Edexcel)
Knowledge and Skills	<ul style="list-style-type: none"> To develop skills in the evaluation, analysis and interpretation of evidence, alongside extended writing skills. To understand how WWI impacted Europe and allowed for the 20th century to become the century of ‘total’ war. To gain a knowledge of political ideologies and how these have shaped the modern world. 	<ul style="list-style-type: none"> To develop students’ knowledge and understanding of the impact of the Holocaust and its impact on the Jews. To understand how the Holocaust impacted on the lives of the LGB community, the disabled, Roma and Sinti people and political opponents of the Nazis. To continue to build on the theme of Genocide to consider the Genocide in Rwanda and the Balkan states in the 1990s. To begin the study of GCSE History; to acquire the knowledge of Medieval medicine and to implement the skills of source analysis, evaluation, interpretation and extended writing. 	<ul style="list-style-type: none"> To begin the study of GCSE History; to acquire the knowledge of Renaissance medicine and to implement the skills of source analysis, evaluation, interpretation and extended writing.
SMCS	<p>Moral Questions:</p> <ul style="list-style-type: none"> ‘Winners and Losers’ in War Dictatorship versus Democracy (Year 9) · Pacifism and Conscientious Objectors (Year 9 – WW1) 	<ul style="list-style-type: none"> Holocaust survival - the role of ‘chance’ in History. ‘Lessons from Auschwitz’ project ‘Surviving at what cost in Nazi Germany?’ Moral Questions. 	<ul style="list-style-type: none"> Control of the populace by the Church until the Renaissance

	<ul style="list-style-type: none"> The impact of Nuclear weapons on the world – the human, economic and environmental cost. Debate: Can war ever be justified? 	<ul style="list-style-type: none"> 'Collaborators, informers, opponents, murderers' – ordinary Germans' role in the Holocaust Religion v Humanism 	
Assessment	<ul style="list-style-type: none"> Treaty of Versailles Assessment Assessment on the Home Front in WW2 	<ul style="list-style-type: none"> Holocaust Memorial Project GCSE exam practice questions on Medicine 	<ul style="list-style-type: none"> End of Year Exam – Medieval and Renaissance Medicine.
Curriculum Intent	<ul style="list-style-type: none"> To gain a knowledge and understanding of the pivotal events of the 20th century which witnessed the rise and fall of Communism and Fascism. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the Holocaust and persecution of minority groups. To continue to build on the skills of empathy, source analysis, evaluation and interpretation. To begin the study of GCSE History to ensure depth and breadth of GCSE Specification. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of Medieval and Renaissance Medicine; the causes of disease, ideas for treatment and prevention of disease.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> To secure a grounding in the history of 20th century Britain and Europe as an 'Age of Extremes' which shaped the turn of the 21st century, To gain an understanding of political ideologies prior to GCSE study. 	<ul style="list-style-type: none"> To study the Holocaust and the persecution of minority groups following the end of WW1 and the rise of Hitler. To begin the study of GCSE History to enable all students to study a 'thematic' element of history from 1215 to the modern day. 	<ul style="list-style-type: none"> To begin the study of GCSE History to enable all students to study a 'thematic' element of history from 1215 to the modern day to recognise the importance of change and continuity.

Assessment in History – Key Stage 3 Assessment Flightpath: Year 9

Grade	Knowledge and Understanding	Skills
9	Students demonstrate extensive knowledge and understanding within appropriate historical contexts	<ul style="list-style-type: none"> SOURCES: Critically evaluate the content and provenance of a wide range of sources to reach supported judgements.

		<ul style="list-style-type: none"> • ANALYSIS: Can consistently demonstrate that they can arrive at substantiated judgements. They demonstrate independence of thought in their analysis. • INTERPRETATIONS: Students can construct convincing and substantiated judgements and can acknowledge other historical views.
7-8	Students demonstrate very good knowledge and understanding , and can support arguments with a wide range of evidence	<ul style="list-style-type: none"> • SOURCES: Students will be able to evaluate sources to reach a judgement. They are beginning to consider both the content and provenance of the source. • ANALYSIS: Students are able to arrive at a supported judgment. • INTERPRETATION: Students analyse and explain different historical arguments and arrive at their own conclusions.
5-6	Students demonstrate good knowledge and understanding and can support arguments with a range of evidence, some of which is specific.	<ul style="list-style-type: none"> • SOURCES: Students will be able to evaluate sources to begin to make a judgement. They are likely to consider either the content of the source or its provenance. • ANALYSIS: Can explain links between different factors and begin to arrive at a supported judgement. • INTERPRETATIONS: Students can understand the differences between interpretations and can begin to suggest why they might be different.
3-4	Students demonstrate some knowledge and understanding of the topic and select appropriate evidence to support their points	<ul style="list-style-type: none"> • SOURCES: Students will be able to make valid, supported inferences from a range of sources. • ANALYSIS: Students show inconsistent explanation of factors and are beginning to identify links between factors. • INTERPRETATIONS: Students can identify the differences between interpretations in history and understand that the past is represented in different ways.
1-2	Students demonstrate limited knowledge of the topic	<ul style="list-style-type: none"> • SOURCES: Students will be able to understand the meaning of a source. • ANALYSIS: Students can describe relevant factors related to the question and arrive at an unsupported judgement.

		<ul style="list-style-type: none">• INTERPRETATIONS: Students can understand that evidence can be interpreted in different ways. They can select material from the interpretations which demonstrates how interpretations are different.
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Key Stage 4 Curriculum Plan

Year	Autumn Term	Spring Term	Summer Term
10	<ul style="list-style-type: none"> GCSE (EDEXCEL): Weimar and Nazi Germany, 1918-1939 (30%) 	<ul style="list-style-type: none"> GCSE (EDEXCEL): Weimar and Nazi Germany, 1918-1939 (30%) GCSE (EDEXCEL) Superpower Relations and The Cold War, 1941-1991 (20%) 	<ul style="list-style-type: none"> GCSE (EDEXCEL) Superpower Relations and The Cold War, 1941-1991 (20%)
11	<ul style="list-style-type: none"> GCSE (EDEXCEL) Early Elizabethan England, 1558-1588 (20%) 	<ul style="list-style-type: none"> GCSE (EDEXCEL) Early Elizabethan England, 1558-1588 (20%) 	<ul style="list-style-type: none"> Exam Preparation All Papers examined at the end of Year 11

Key Stage 4 - Implementation

1. All students are taught in mixed ability groups at KS4. Curriculum time is five hours per fortnight, and all staff are subject specialists.
2. The Curriculum is structured in response to the demands of the Edexcel GCSE History Specification. Paper 1: Medicine in Britain since 1215-present day (30%) is taught in Year 9 as it builds upon students' understanding of WW1 and WW2 from Year 8 and Year 9. Paper 3: Weimar and Nazi Germany, 1918-1939 (30%) is taught in the first half of Year 10 as the paper demands the assessment of four skills: source analysis, source evaluation, interpretations and extended writing. These skills have been developed more fully by Year 10.
3. Paper 2: Superpower Relations and the Cold War, 1941-1991 (20%) and Early Elizabethan England (20%) are taught during the latter half of Year 10 and the start of Year 11. These papers are sat, consecutively, on the same day and it is important that students build up their examination stamina to sit these together in 1 hour and 45 minutes. It is also beneficial to study the Cold War after Weimar and Nazi Germany in terms of contextual understanding. The Early Elizabethan England Paper only assesses extended writing – there are no source analysis or interpretation questions. Arguably, however, it is the most challenging as students have to enter an 'Early Modern' mindset having answered questions on the Modern Period with the Cold War.
4. The students sit four examination papers at the end of Year 11: Paper 1: Medicine in Britain since 1215-present day (30%) 1 hour, 15 minutes; Paper 2: Superpower Relations and the Cold War, 1941-1991 (20%) 55 minutes, and Early Elizabethan England (20%) 55 minutes. Finally, Paper 3: Weimar and Nazi Germany, 1918-39 (30%) 1 hour, 20 minutes.

YEAR 10

YEAR 10	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> GCSE History: Medicine since 1215 -From the Industrial Period to the 20th century & WW1 case study (Edexcel) 30% 	<ul style="list-style-type: none"> GCSE History: Weimar and Nazi Germany, 1918-39 (Edexcel) 30% 	<ul style="list-style-type: none"> GCSE History: Weimar and Nazi Germany, 1918-39 (Edexcel). The topic is continued.
Knowledge and Skills	<ul style="list-style-type: none"> To continue the study of Medicine in Britain since 1215; to acquire the knowledge of medicine in the Industrial and Modern period and to implement the skills of source analysis, evaluation, interpretation and extended writing. 	<ul style="list-style-type: none"> To continue the study of GCSE History; to acquire the knowledge of Weimar and Nazi Germany and to implement the skills of source analysis, evaluation, interpretation and extended writing. 	<ul style="list-style-type: none"> To continue the study of GCSE History; to acquire the knowledge of Weimar and Nazi Germany and to implement the skills of source analysis, evaluation, interpretation and extended writing.
SMCS	<ul style="list-style-type: none"> Moral and ethical questions surrounding Medicine. The impact of technology and war on human suffering. Religion versus Science. 	<ul style="list-style-type: none"> Winners and losers in war. Democracy and Dictatorship. 	<ul style="list-style-type: none"> Surviving at what cost in Nazi Germany? Moral Questions. 'Collaborators, informers, opponents, murderers' – ordinary Germans' role in the persecution of the Jews and other minority groups
Assessment	<ul style="list-style-type: none"> GCSE exam practice questions 	<ul style="list-style-type: none"> GCSE exam practice questions 	<ul style="list-style-type: none"> End of Year 10 Exam – GCSE past paper
Curriculum Intent	<ul style="list-style-type: none"> To gain a knowledge and understanding of change and continuity in Medicine from 1215 to the present day. To undertake a thematic study, focused on factors such as Government, Religion, Science and Technology and the role of the individual in the development of medical knowledge and understanding. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the rise and fall of Fascism in the 20th century. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the rise and fall of Fascism in the 20th century.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> To continue the study of GCSE History to enable all students to study a 'thematic' element of history from 1215 to the modern day. 	<ul style="list-style-type: none"> To secure a grounding in 20th century history of Britain and Europe as an 'Age of Extremes' which shaped the turn of the 21st Century. To gain an understanding of political ideologies and to understand how evil can emerge if a country is destabilised. 	<ul style="list-style-type: none"> To secure a grounding in 20th century history of Britain and Europe as an 'Age of Extremes' which shaped the turn of the 21st century. To gain an understanding of political ideologies and to understand how evil can emerge if a country is destabilised.

YEAR 11

Year 11	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> GCSE History: Superpower Relations and the Cold War, 1941-91 (Edexcel) 20% 	<ul style="list-style-type: none"> GCSE History: Early Elizabethan England, 1558-1588 (Edexcel) 20% 	<ul style="list-style-type: none"> GCSE REVISION
Knowledge and Skills	<ul style="list-style-type: none"> To acquire knowledge and understanding of the Cold War; its origins, flashpoints and ideological differences. To develop the skills of extended writing. 	<ul style="list-style-type: none"> To acquire knowledge and understanding of Early Elizabethan England; the problems facing Elizabeth I on her succession, religious problems, problems with Foreign Policy, and the success of her Domestic Policy. 	<ul style="list-style-type: none"> To review and consolidate the four examination papers in terms of knowledge and skills.
SMCS	<ul style="list-style-type: none"> Moral and ethical questions – the dropping of the Atomic Bomb Freedom versus control 	<ul style="list-style-type: none"> The importance of religion in Tudor society 	<ul style="list-style-type: none"> Revision with peers
Assessment	<ul style="list-style-type: none"> GCSE exam practice questions 	<ul style="list-style-type: none"> GCSE exam practice questions 	<ul style="list-style-type: none"> The assessment of four examination papers in May and June.
Curriculum Intent	<ul style="list-style-type: none"> To gain a knowledge and understanding of the difference between Capitalism and Communism and Democracy and Dictatorship. To analyse and explain why Communism failed. 	<ul style="list-style-type: none"> To gain a knowledge and understanding of the social, political, religious and economic problems in Tudor England. 	<ul style="list-style-type: none"> To review the students' knowledge and understanding.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> The Cold War leads on from the defeat of Nazi Germany in 1945 and explains why the USSR filled the vacuum of tyrannical rule after Hitler committed suicide. 	<ul style="list-style-type: none"> To secure a grounding in the social, political, religious and economic problems in Tudor England in order to juxtapose Early Modern England with the 20th century world. 	<ul style="list-style-type: none"> To ensure all students are prepared for the examinations in May/June.

Key Stage 5 Curriculum Plan

Year	Autumn Term	Spring Term	Summer Term
12	<p>A LEVEL (EDEXCEL)</p> <ul style="list-style-type: none"> • Paper 1H: Britain Transformed, 1918–97 (30%) • Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) • Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) 	<p>A LEVEL (EDEXCEL)</p> <ul style="list-style-type: none"> • Paper 1H: Britain Transformed, 1918–97 (30%) • Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) • Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) 	<p>A LEVEL (EDEXCEL)</p> <ul style="list-style-type: none"> • Paper 1H: Britain Transformed, 1918–97 (30%) • Paper 2H.1: The USA, c1920–55: boom, bust and recovery (20%) • Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%)
13	<p>A LEVEL (EDEXCEL)</p> <ul style="list-style-type: none"> • Paper 1H: Britain Transformed, 1918–97 (30%) • Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) • Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) • Coursework: The Holocaust (20%) 	<p>A LEVEL (EDEXCEL)</p> <ul style="list-style-type: none"> • Paper 1H: Britain Transformed, 1918–97 (30%) • Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) • Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) • Coursework: The Holocaust (20%) 	<ul style="list-style-type: none"> • Exam Preparation • All papers examined at the end of Year 13

Key Stage 5 - Implementation

1. All students are taught in mixed ability groups at KS5. Curriculum time is five hours per fortnight, and all staff are subject specialists.
2. A Level History (Edexcel) is examined at the end of Year 13 through three Examination Papers and Coursework on the Holocaust (20%).
3. The teaching is delivered over two years for Paper 1 Britain Transformed, 1918-97 (30%), Paper 2, the USA, c1920-55, Boom, Bust and Recovery (20%) and Paper 3, the Witch craze in Britain, Europe and North America, c1580-c1750 (30%).
4. The study of Britain and the USA in the 20th Century allows the comparison of Modern-day Democracies in Change through the turbulent years of the Great Depression and World War 2. It allows for both a study in Breadth (Britain) alongside the thematic elements of Politics, Economy and Society, and the study of a country's changing history in depth (the USA). Paper 1 also assesses students' understanding of historical interpretations through the section on the impact of Margaret Thatcher on Britain.
5. Paper 3 allows us to study the Early Modern Period across Britain, Europe and the World with specific case studies on the Witch-craze and the growth of science and scepticism at the expense of superstition and 'magic'. This allows us to adhere to the '200 year' rule, to ensure we cover more than 200 years of World History, and it develops students' understanding of the Early Modern Period which is essential for those students who wish to continue the subject at University.

YEAR 12 & YEAR 13

Year 12 & Year 13	Autumn Term (12 weeks)	Spring Term (12 weeks)	Summer Term (12 weeks)
Unit of Study	<ul style="list-style-type: none"> Paper 1H: Britain Transformed, 1918–97 (30%) Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) Coursework: The Holocaust (20%) 	<ul style="list-style-type: none"> Paper 1H: Britain Transformed, 1918–97 (30%) Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) Coursework: The Holocaust (20%) 	<ul style="list-style-type: none"> Paper 1H: Britain Transformed, 1918–97 (30%) Paper 2H.1: The USA, c1920–55: Boom, Bust and Recovery (20%) Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30%) Coursework: The Holocaust (20%)
Knowledge and Skills	<ul style="list-style-type: none"> To acquire a knowledge and understanding of Britain, 1918-97, and the USA, 1920- 1955; the economic, social & political changes and their impact on both countries. Witch craze in Britain, Europe and North America c1580-c1750; with a focus on the causes, events and impact of this moral panic, with a complementary study of the Scientific Revolution and how this brought a decline in Witchcraft. 	<ul style="list-style-type: none"> To acquire a knowledge and understanding of Britain, 1918-97, and the USA, 1920- 1955; the economic, social & political changes and their impact on both countries. Witch craze in Britain, Europe and North America c1580-c1750; with a focus on the causes, events and impact of this moral panic, with a complementary study of the Scientific Revolution and how this brought a decline in Witchcraft. 	<ul style="list-style-type: none"> To acquire a knowledge and understanding of Britain, 1918-97, and the USA, 1920- 1955; the economic, social & political changes and their impact on both countries. Witch craze in Britain, Europe and North America c1580-c1750; with a focus on the causes, events and impact of this moral panic, with a complementary study of the Scientific Revolution and how this brought a decline in Witchcraft.
SMCS	<ul style="list-style-type: none"> The role of Government in society (Britain & USA) Racial discrimination (The USA) Persecution of Minorities (The Holocaust) Religion versus Science (Witch craze) Conformity and Community (Witch craze) War and Peace (Britain and the USA) 	<ul style="list-style-type: none"> The role of Government in society (Britain & USA) Racial discrimination (The USA) Persecution of Minorities (The Holocaust) Religion versus Science (Witch craze) Conformity and Community (Witch craze) War and Peace (Britain and the USA) 	<ul style="list-style-type: none"> The role of Government in society (Britain & USA) Racial discrimination (The USA) Persecution of Minorities (The Holocaust) Religion versus Science (Witch craze) Conformity and Community (Witch craze) War and Peace (Britain and the USA)

Assessment	<ul style="list-style-type: none"> • A Level exam practice questions 	<ul style="list-style-type: none"> • A Level exam practice questions 	<ul style="list-style-type: none"> • A Level exam practice questions
Curriculum Intent	<ul style="list-style-type: none"> • To gain a knowledge and understanding of British and American 20th century history, and its impact on Britain and the USA today. • To juxtapose the study of the modern world with the Early Modern Period to understand the similarities and differences across the centuries. 	<ul style="list-style-type: none"> • To gain a knowledge and understanding of British and American 20th century history, and its impact on Britain and the USA today. • To juxtapose the study of the modern world with the Early Modern Period to understand the similarities and differences across the centuries. 	<ul style="list-style-type: none"> • To gain a knowledge and understanding of British and American 20th century history, and its impact on Britain and the USA today. • To juxtapose the study of the modern world with the Early Modern Period to understand the similarities and differences across the centuries.
Curriculum Sequencing – why now?	<ul style="list-style-type: none"> • Students are taught all three examination papers concurrently to keep abreast with each unit of study. • The Holocaust coursework is taught at the start of Year 13 when the majority of exam content has been studied. • Students have had the opportunity to hone their independent study and research skills in Year 12. The deadline for the coursework is February Half-Term. 	<ul style="list-style-type: none"> • Students are taught all three examination papers concurrently to keep abreast with each unit of study. • The Holocaust coursework is taught at the start of Year 13 when the majority of exam content has been studied. • Students have had the opportunity to hone their independent study and research skills in Year 12. The deadline for the coursework is February Half-Term. 	<ul style="list-style-type: none"> • Students are taught all three examination papers concurrently to keep abreast with each unit of study. • The Holocaust coursework is taught at the start of Year 13 when the majority of exam content has been studied. • Students have had the opportunity to hone their independent study and research skills in Year 12. The deadline for the coursework is February Half-Term.

Intention of the Ranelagh Politics Department

The intention of the Ranelagh Politics Curriculum is that all students receive an education in A Level Politics that:

- **Ensures** students gain a coherent knowledge and understanding of government and politics in the UK and the wider world. Students learn about the origins and development of democracy and representation.
- **Equips** our students to engage confidently and knowledgeably with political debate and current affairs, and to become politically aware citizens.
- **Inspires** students' curiosity to know more about the world around them and the way it is governed.
- **Encourages** students to ask perceptive questions, think critically, analyse evidence, debate arguments, and develop perspective and judgement.
- **Instils** knowledge and promotes understanding of the complexity of society and government, the various forces and factors which influence politics and society, and the debates which have shaped and continue to shape the world we live in.
- **Develops** knowledge and understanding of the role of elections, political parties, parliament, the prime minister and judiciary in the UK. Students develop an understanding of the way citizens can influence decision making and the role that institutions play in society. They learn the limitations of democracy and how and why they should work to improve the existing system.
- **Facilitates** an understanding of representation through elections and pressure groups. They also explore the role of political ideologies: conservatism, liberalism, socialism and multiculturalism and analyse how these have influenced our political system and their own thinking.

Key Stage 5 – Politics: Implementation

1. This is a new subject at A level – but builds on cross-curricular skills, such as source analysis, critical thinking and debate. It links particularly well with GCSE History, GCSE Economics and GCSE Geography.
2. The Specification followed is Edexcel Politics: 8PL0. It incorporates UK Politics, UK Government & Global Politics. The A Level is assessed at the end of Year 13 through three examination papers, each worth 33% of the overall qualification.
3. Paper 1 (VJG) covers UK Politics: Democracy and participation; Political Parties; Electoral Systems; Voting Behaviour and the media; Liberalism; Conservatism and Socialism. Paper 2 (MHO) covers UK Government: The constitution; Parliament; Prime Minister and Executive; Relationships between the branches and Ecologism. Paper 3 (VJG & MHO) covers Global Politics: The state and globalisation; Global Governance: political and judicial; Global governance: economic and environmental; Power and developments; Regionalism and the European Union and Comparative theories.
4. Curriculum Structure: Students are required to make synoptic links between the material in Paper 1 and Papers 2 and 3. We teach Paper 1 and 2 in conjunction with each other so students can make links between UK Government and Politics. We teach Papers 1 and 2 first to provide students with the knowledge they require to make those links. Paper 3 is taught in year 13 once they have thoroughly understood the UK element of the course.
5. Students develop skills of research and debate and learn to critically evaluate arguments. They will learn to express their arguments and evidence fluently in their essay writing, and during lessons they will develop their skills of public speaking and active listening.
6. A level Politics is challenging due to the expectation for students to read widely and keep up to date with national and international events/topical issues. Students are expected to follow current events in their own time and apply their knowledge to their current study.
7. A Level Politics requires high levels of comprehension and an ability to write effectively to meet the demands of assessment tasks to demonstrate their knowledge and understanding of key aspects of the course. It is also challenging as it requires developed skills in analysis and evaluation to meet the highest levels in source based and essay questions.

Key Stage 5 – Politics: Impact

1. Politics is a subject that requires students to carry out research and reading regularly and therefore contributes greatly to developing independent learning skills. It also teaches transferable skills such as: analysis and evaluation of evidence, inference, critical thinking skills, written and oral communication (including the development and expression of arguments). It often leads to students studying a variety of Arts, Humanities or Law based courses at university and it is also often paired with Economics.
2. Politics is also directly relevant to students' daily lives and the wider world around them. It enables them to appreciate the 'bigger picture' of how they fit into our political system and what they could do to make a difference in the world.
3. Politics A Level can lead to a career in Journalism, the Media, Local and National Government, International Relations and Global aid work, the UN, the Security and Diplomatic Services and Finance.
4. The structure of the course means that knowledge is continually reinforced throughout the two years to revisit and embed learning.
5. The politics curriculum has been designed to contribute to the students' cultural capital through the accumulation of political knowledge which can help to further the values of empathy, tolerance and understanding of different cultures, beliefs and institutions.



Key Stage 5 Politics Curriculum Plan

Year	Autumn Term <u>Component 1: UK POLITICS (33.3%) 2 Hour exam)</u> <u>Component 2: UK GOVERNMENT (33.3%) 2 Hour exam)</u>	Spring Term <u>Component 1: UK POLITICS (33.3%) 2 Hour exam)</u> <u>Component 2: UK GOVERNMENT (33.3%) 2 Hour exam)</u>	Summer Term <u>Component 1: UK POLITICS (33.3%) 2 Hour exam)</u> <u>Component 2: UK GOVERNMENT (33.3%) 2 Hour exam)</u>
12	<ul style="list-style-type: none"> Political Participation <p>Students will study: democracy and participation; political parties; electoral systems; voting behaviour and the media.</p> <ul style="list-style-type: none"> Core Political Ideas <p>Students will study: conservatism liberalism, socialism</p> <ul style="list-style-type: none"> The constitution; Parliament; Prime Minister and executive; relationships between the branches. <p>Non-core political ideas</p> <ul style="list-style-type: none"> Ecologism 	<ul style="list-style-type: none"> Political Participation <p>Students will study: democracy and participation; political parties; electoral systems; voting behaviour and the media.</p> <ul style="list-style-type: none"> Core Political Ideas <p>Students will study: conservatism liberalism, socialism</p> <ul style="list-style-type: none"> The constitution; Parliament; Prime Minister and executive; relationships between the branches. <p>Non-core political ideas</p> <ul style="list-style-type: none"> Ecologism 	<ul style="list-style-type: none"> Political Participation <p>Students will study: democracy and participation; political parties; electoral systems; voting behaviour and the media.</p> <ul style="list-style-type: none"> Core Political Ideas <p>Students will study: conservatism liberalism, socialism</p> <ul style="list-style-type: none"> The constitution; Parliament; Prime Minister and executive; relationships between the branches. <p>Non-core political ideas</p> <ul style="list-style-type: none"> Ecologism
	<p>COMPONENT 3: COMPARATIVE POLITICS (33.3% 2 hour exam) GLOBAL POLITICS</p> <ul style="list-style-type: none"> Sovereignty and Globalisation; Global Governance: political and economic; Global governance: human rights and environmental; Power and developments; Regionalism and the European Union and Comparative theories. 	<p>COMPONENT 3: COMPARATIVE POLITICS (33.3% 2 hour exam) GLOBAL POLITICS</p> <ul style="list-style-type: none"> Sovereignty and Globalisation; Global Governance: political and economic; Global governance: human rights and environmental; Power and developments; Regionalism and the European Union and Comparative theories. 	<ul style="list-style-type: none"> REVISION (PAPERS 1, 2 & 3)
13			

