

HISTORY DEPARTMENT

PHILOSOPHY, AIMS AND OBJECTIVES

The purpose of History at Westwood is to study topics that stimulate student interest in the subject and which help them to learn lessons from the past and have a better understanding of the world they live in.

We believe History has a huge role to play in preparing young people for the future by informing them about our past experiences. Our principle aim in teaching History is to help students to understand the world they live in and prepare them for a lifetime of enjoying History. We believe that History is a fascinating and fun subject and we aim to share our passion for the subject in the classroom

We also regard History as a very useful preparation for a range of careers and university courses and we try to reinforce this point as much as possible in the classroom. Whilst we aim to generate an interest and passion for the subject we also aim to ensure that students develop the key historical skills. We aim to provide frequent opportunities for students to develop their own communication skills through discussion and debate. The emphasis in all lessons is very much on students developing and sharing their own views, rather than the teacher dictating their own ideas from the front of the room. We do not write notes on the board for students to copy down and we do not get students to copy off power point. We see our role as 'facilitators of student learning'. Students are required to think for themselves and our philosophy is that in History, there are very few 'right' answers – just good arguments!

We have designed our curriculum to offer a comprehensive range of experiences and topics to meet the needs and interests of all pupils. It has been chosen to enhance students' understanding of the world they live in and to hopefully give them a lifelong interest in the subject. The Department aims to provide as much breadth as possible whilst at the same time, giving students an opportunity to study the relevant events and issues in sufficient depth.

Curriculum vision/intents

- Foster a love of History at all levels and appreciate its importance in understanding the nature of our own society and the wider world. We want students to share our own passion for the subject and to help them develop a life long interest in the subject.
- Develop an interest in their own family history and make links between this and the topics they study at Westwood.
- Challenge prejudice and discrimination and promote equal opportunities.
- Acquire knowledge and understanding of the selected periods and/or aspects of History, exploring the significance of historical events, people, changes and issues;

- Encourage students to develop empathy skills and the ability to listen to the views of others
- Use historical sources crucially in their context, recording significant information and reaching conclusions;
- Develop understanding of how the past has been represented and interpreted;
- Organise and communicate their knowledge and understanding of history;
- Draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.
- Lead to academic success. The curriculum is designed to encourage students of all abilities to make progress and inspire students to continue to study History beyond Key Stage 5.

Curriculum implementation

Years 9,10 and 11

Our programmes of study for these year groups, is designed to allow all students to become more fluent and confident in applying historical skills and explaining key concepts, including cause and consequence, significance, change and continuity and typicality. In designing the curriculum we have developed close liaison with our main feeder schools to ensure that we avoid repetition of content but build on skills and historical understanding.

In all years, the curriculum design is influenced by a commitment to ensuring that students are prepared for the skills required for the GCSE course. We are also committed to developing our students' spiritual, moral, social and cultural awareness. At the same time, we want to foster a real interest and enjoyment in the subject and encourage students to recognise the impact of historical events on their own families, both past and present.

Years 12 and 13

The curriculum has been designed to avoid any repetition of content from GCSE. It also ensures that students study a broad time period of history and British and non British topics. The Personal study helps to promote independent skills which are an excellent preparation for the kind of assessment students will complete in Further Education.

Curriculum content

YEAR 9

TOPIC	SUGGESTED CONTENT	Time	Assessment Opportunities
How should the Great War be remembered?	<p>A Pointless War? Investigation of the cause of the War</p> <p>Like Lambs to the Slaughter? Why did men volunteer?</p> <p>'Mud, Blood and Misery'? How accurate is the traditional view of life in the trenches</p> <p>Was it really a World War?</p> <p>'What was the significance of the Great War?</p>	14 hours	<p>Assessment incorporating multiple choice style testing and source evaluation</p> <p>Assessing the accuracy of Interpretations</p> <p>Assessment on the value of sources related to life in the trenches</p>
How were Civilians affected by War in the 20 th Century	<p>Why did women get the vote in 1918?</p> <p>Life on the British Home Fronts in World War Two – focusing on government control, rationing, bombing raids, evacuation etc</p> <p>The Holocaust – a warning from History. How did it happen and what was its significance?</p>	24 hours	<p>GCSE style essay question</p> <p>Evaluating sources for their value – based on study of Dunkirk evacuation</p> <p>Interpretations task</p>

YEAR 10 AND 11

Students who choose History at GCSE, follow the OCR Syllabus B course. The modules are each worth 20% of the overall GCSE marks. The content is as follows:

1. Thematic study – Crime and Punishment from 1250 to the present day
2. British Depth Study – The Elizabethans 1580-1603
3. World Depth Study – Living under Nazi Rule 1933-1945
4. Period Study – The Making of America 1789-1900
5. History Around Us

CRIME AND PUNISHMENT

Medieval Britain

c.1250–c.1500

- The characteristic features of medieval Britain: an overview
- Crimes and criminals in medieval Britain
- Enforcing law and order including policing and different types of court
- Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment

Early Modern Britain

c.1500–c.1750

- Major religious, political and social changes: an overview
- The changing nature of crime including vagrancy, moral crime and witchcraft
- Enforcing law and order including secular and church courts and the roles of different law enforcers
- Changes in punishment including the introduction of the 'Bloody Code'

Industrial Britain,

c.1750–c.1900

- The enlightenment, urbanisation and political change: an overview
- Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century
- The introduction and development of the police force
- Changes in punishment including the growth of prisons, transportation to Australia and prison reform

Britain since c.1900

- Major technological, social and political changes: an overview
- Changes in the crime rate and in types of crime
- Changes in law enforcement including the use of new technology
- Changes in punishment including the abolition of capital punishment and changes in prisons

THE ELIZABETHANS

Elizabeth and government

Issue: The power of the queen

- Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex
- Elizabeth and her parliaments including opposition from Puritans
- Elizabeth and her people including local government and propaganda

Catholics

Issue: The nature and extent of a Catholic threat

- The enforcement of Elizabeth's religious settlement after 1580
- Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network
- Mary Queen of Scots, the Armada and war with Spain

Daily lives

Issue: The nature and dynamics of Elizabethan society

- The contrasting lives of rich, middling and poor Elizabethans
- Family life: husbands and wives, parents and children, wider kinship
- Poverty: its causes, Elizabethan explanations and responses

Popular culture

Issue: "Merry England"?

- Theatres and their opponents
- The Puritan attack on popular pastimes
- The persecution of witches

The wider world

Issue: The nature and significance of England's connections with the wider world

- Imperial ambition: the motives and achievements of Elizabethan adventurers
- Roanoke: England's attempt at an American colony
- Trade with the east, including first contacts with India

THE MAKING OF AMERICA 1789-1900

America's expansion 1789–1838

- How and why the USA expanded, from 1789 to 1838
- The expansion of southern cotton plantations and of slavery, 1793–1838
- The removal of indigenous people from the east, 1830–1838

The West 1839–1860

- The culture of the Plains Indians including a case study of the Lakota Sioux
- The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah
- The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)

Civil War and Reconstruction 1861–1877

- Divisions over slavery and the causes of the Civil War
- The African American experience of the Civil War, 1861–1865
- Reconstruction and continuing limitations to African American liberty

Settlement and conflict on the Plains 1861–1877

- The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns
- Homesteaders: living and farming on the Plains
- The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877)

American cultures 1877–1900

- Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo
- The impact of economic, social and political change on the lives of African Americans
- The growth of big business, cities and mass migration

EVERYDAY LIFE IN NAZI GERMANY 1933-1945

Dictatorship • Hitler and the Nazi Party in January 1933

- Establishing the dictatorship, January 1933 to July 1933
- Achieving total power, July 1933 to August 1934

Control and Opposition, 1933–1939

- The machinery of terror including the SS, the law courts, concentration camps and the Gestapo
- The range and effectiveness of Nazi propaganda
- Opposition to Nazi rule including the Left, church leaders and youth groups

Changing Lives, 1933–1939

- Work and home: the impact of Nazi policies on men and women
- The lives of young people in Nazi Germany including education and youth movements
- Nazi racial policy: the growing persecution of Jews

Germany in War

- The move to a war economy and its impact on the German people, 1939–1942
- Growing opposition from the German people including from elements within the army
- **The impact of total war on the German people, 1943–1945**

Occupation • The contrasting nature of Nazi rule in eastern and western Europe

- The Holocaust, including the Einsatzgruppen, ghettos and the death camps
- Responses to Nazi rule: collaboration, accommodation and resistance

HISTORY AROUND US

The study of a site in its historical context is one of the five studies that make up the GCSE (9–1) and is worth 20% of the overall marks.

The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments.

In particular learners should understand:

- The strengths and weaknesses of the physical remains of the site as evidence about its past
- How the site fits into its wider historical context.

Currently, Westwood students visit the Albert Docks, Liverpool for their History around us study.

YEARS 12 AND 13

There are three components to the A Level course.

1. **Breadth Study – Stuart Britain and the Crisis of Monarchy**
2. **Depth Study – The Cold War 1945-1991**
3. **Historical Investigation**

1. BREADTH STUDY – Stuart Britain and the Crisis of Monarch

Year 12

Monarchs and Parliaments, 1603–1629

- The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants
- James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites
- The financial weakness of the Crown and attempts to reform and strengthen royal finance
- Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism
- Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs
- The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation

Revolution, 1629–1649

- Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism
- Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War
- The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat
- Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups
- Post-war divisions between Army and Parliament and the failure to secure a post-war settlement
- Regicide: the basis for regicide and the King's response

Year 13

Part two: Monarchy restored and restrained: Britain, 1649–1702 (A-level only)

From Republic to restored and limited monarchy, 1649–1678 (A-level only)

- The consolidation of the Republic: Scotland and Dunbar; campaigns in Ireland; Charles II and Worcester
- Political divisions and experiments: Republicanism and the Rump; Millenarianism and the Parliament of Saints
- Cromwell and his aims; the Protectorates; Major-Generals and the relations with the Political Nation
- Charles II and the nature of restored monarchy; rule through parliament and ministers; Clarendon; the Cabal and Danby
- The emergence of Court and Country 'parties': causes, significance and consequences
- Religious divisions and conflicts: the defeat of Millenarianism; the restoration of the Church of England; Protestant Dissenters; conflict over Catholic influence at Court

The establishment of constitutional monarchy, 1678–1702 (A-level only)

- Political developments and conflicts: Exclusion, its aims, methods and its failure; James II and the attempts at absolutism and the restoration of Catholicism
- The 'Glorious Revolution': causes and nature; its consolidation in England, Scotland and Ireland
- Divisions within the Political Nation and the emergence of Whigs and Tories and their impact

- Religious changes: religious toleration and changes to the position of Anglicans, Protestants and Catholics
- Government under William and Mary: the importance of political parties and ministers; the changing influence of Crown and Parliament and the reasons for the development of limited monarchy
- The condition of Britain and its monarchy by 1702: the significance of the Act of Settlement; the balance of power between Crown and Parliament; the condition of the Church of England and non-conformism and Catholicism.

2. DEPTH STUDY – THE COLD WAR 1945-1991

Year 12

Part one: to the brink of Nuclear War: international relations, c1945–1963

The Origins of the Cold War, c1945–1949

- US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee
- Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment
- The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin
- Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO

The Widening of the Cold War, 1949–1955

- US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68
- The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement
- Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China
- Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference

The Global War, 1955–1963

- Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit
- Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall
- Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination
- Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis

Year 13

Part two: from Détente to the end of the Cold War, c1963–1991 (A-level only)

Confrontation and cooperation, c1963–1972 (A-level only)

- Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive
- Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks
- Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons
- Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China

The Brezhnev era, 1972–1985 (A-level only)

- The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war
- The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China
- The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007
- Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua

The ending of the Cold War, 1985–1991 (A-level only)

- Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;
- The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response
- The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989
- The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev

3. HISTORICAL INVESTIGATION

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations.

The Historical Investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3000 and 3500 words in length
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years
- be an issue which does not duplicate the content of Components 1 and 2.

The Historical Investigation must be supervised in accordance with the requirements of Section 5.1 of this specification.

The centre must complete a non-examined assessment (NEA) proposal form no later than 12 months before the intended completion of the A-level course. The form must detail the topic and date range of the proposed historical investigation for each student. The teacher must state which examined components will be studied. This form must be submitted to AQA for review. AQA will check that the proposed historical investigation, when combined with the examined components, meets the following requirements:

- the proposed topic is set in the context of approximately 100 years
- there is no overlap with the content of the options studied for the examined components
- all three components together cover a chronological range of at least 200 years