History

Overview

History at King Charles I aims to equip students with a wider understanding of the world in which they live and how it has developed. There is a focus that runs throughout that seeks to combine coherent narrative with themes such as the development of power and representation, the changing nature of government and democracy.

We seek to inspire and foster a sense of interest and wonder- knowledge begets curiosity and by teaching students the key concepts that make up so much of the past and focusing on how it has developed we equip students with the skills to appreciate and understand the world in which we live.

KS3 curriculum

Focus at KS3 is on the development of Britain with studies of areas deemed important to the wider world. We study the Roman world, the transition to medieval society, the impact of the Normans and the Black Death on English society and the reformation in year 7 as an introduction to the modern world and ideas of power, government and society. In year 8 we study the development of the Islamic Empire and the discovery of the New World to broaden students' perspectives and understanding of how our world came to look as it did, before focusing back on the development of democracy, changing nature of Parliament and the monarch in light of the English Civil War and how the industrial revolution impacted on Kidderminster. Year 9 places emphasis on the 20th century world: the holocaust, global conflict and the development of Soviet state before finishing with a unit which studies the quest for universal suffrage. Students develop analytical skills, writing historical literacy and the skills to reason, evaluate and draw conclusions. To broaden students' experiences we run trips to Harvington Hall, Quarry Bank Mill, the Imperial War Museum and a trip to the WW1 battlefields of Belgium.

KS4 curriculum

Students in the current year 10 students study a depth study of Germany from 1918-1945 which is examined in one exam comprising 50% of the GCSE; this is supplemented by a breadth study of medicine through history from c.50 A.D. to the present day (also comprising 25%), a source based study of surgery from 1845-1918 (again 25%) and a piece of controlled assessment (25%!)

Students in the current year 11 study Germany between 1918 and 1945 and terrorism from 1969 onwards, the Iraq War and Soviet control of Eastern Europe. This comprises 45% of the GCSE. They also study Britain from 1890-1918 as part of their source based study (30%), and complete a piece of controlled assessment based on the USA between the wars (25%).

KS5 curriculum

History at KS5 really gives students an opportunity to develop their study skills- from wide reading, note taking and combining sources it is a discipline of real rigour which grounds students effectively for their future study. The current year 12 study the Tudors and the Cold War, working with contemporary sources and modern interpretations to develop their analytical and reasoning skills. In year 13 they undertake a piece of personal research which enhances their researching skills and allows them to refine and develop their own interests.

For current year 13s two pieces of coursework are completed on the Wars of the Roses which focus on their ability to critique modern historians and research their own interpretations. They also study a history of Russia considering themes such as the war and economy and how these changed and developed as great political change occurred.

External assessment and controlled assessment
KS4
Year 10 2015-2016
Germany 1918-1945 (25%)
Surgery 1845-1918 (25%)
Medicine from c.50A.D.- present day (25%)
Controlled assessment (25%)

Year 11 2015-2016
Germany 1918-1945, Iraq War, Soviet control of Eastern Europe and terrorism (45%)
Britain 1890-1918 (30%)
Controlled assessment (25%)

KS5
Year 12 2015-2016
Tudors 1485-1603 (40%)
Cold War 1945-1989 (40%)
Independent coursework unit (20%)

Year 13 2015-2016
Wars of the Roses (coursework- 40%)
Russia 1851-1964 (60%)

SMSC in history
Humanities subjects are all heavily focussed on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. Students are encouraged and directed to understanding their place in the world and society and how the institutions, organisations and groups have emerged that shape our everyday life. Tolerance, openness and curiosity are all fostered as part of historical studies.

Spiritual development in history
History encourages the development of students' spiritual growth in a number of ways. Students are encouraged to reflect on the beliefs that drive other people to many of the most despicable acts in history and in turn reflect their own beliefs about why and how we judge these acts. Work done on slavery and the holocaust in year nine consolidates this and students question where views and ideas come from.
In year 11 students work on terrorism- ideas and views are challenged about what terrorists look like and what drives people to become terrorists. Studies of the crusades help students to understand the motivations of people throughout history and the views and beliefs that underpin their actions.

Moral development in history
A great deal of work is done on understanding the rights and responsibilities people have as citizens, who wields power in Britain and where this power derives from. In year eight a unit of work explicitly focuses on the emergence of Parliament and how the acts of successive negligent kings helped imbue ordinary people with more power; this is followed in year nine by the quest for the vote and the actions of the Chartists and campaigners for votes for women in the 20th century.
We investigate what motivates people to act in terrible ways- from Stalin to Hitler to slavery and evaluate the legacy of the Generals of World War One. In so doing we challenge how important human life is and what constitutes right and wrong in peace and war.

Social development in history

Students develop an understanding of how democracy evolved and the fundamental rights we hold dear in Britain. By studying Tsarist Russia they gain an appreciation of the rights enjoyed in Britain contemporary to the period and how we have our rights that we still enjoy today. Working in groups they complete investigations such as the extent to which the Battle of the Somme was a disaster, and they learn about the legacy of empire and the world's development focusing on the 15th century 'Age of Exploration' as an extension of the earlier crusades. By doing so they gain an understanding of the wider world and how different cultures have emerged. A unit focused on Parliament unpacks democracy, and how it evolved in Britain developing work done on the Roman mixed constitution.

Cultural development in history

Work done on the emergence of empire during the 17th to 20th century helps students to appreciate the wider world and how cultural assimilation has taken place; this is complemented by prior studies on the Dark Ages migrations and European development. The legacy of empire is addressed and the work of campaigners to end slavery is also studied in year nine. Moreover, focus on the rule of law and English Parliamentary traditions helps embed the norms, values and language that we take for granted today.