



The Henrietta Barnett School

History



Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

Key Stage 3

Year 7

In Year 7, we want to provide students with an introduction to serious historical study whilst allowing them to engage with a wide range of periods. Students will encounter key events and themes of Medieval England, through studies of the Norman Conquest and the impact of the Black Death, as well as a local study of Henrietta Barnett School. These studies will complement investigations into the wider world, studying the Islamic Empire and Medieval Mali. They will be making judgements and connections centering on the ideas of authority and religion. Students will develop the ability to use evidence and form explanations in developing their own perspectives about the past. Specifically, Year 7 focuses on key historical concepts - evaluating the causes of important events, appreciating the significance of the past, considering the relative levels of change across time and diversity of experience.

Year 8

In Year 8, students build on their understanding of the Medieval period and explore how authority changed in the transition to empire in the Early Modern world. Across the year, they will continue to develop their global perspective on the past, looking at the interconnections between Britain, Europe and the Wider World. These studies which will take them from Tudor England to Mughal India, and will be grounded in a more forensic use of primary evidence, particularly honed in a case study on the Witchcraze. Students will further strengthen their ability to evaluate the interplay of causes in their analysis of the Transatlantic Slave Trade extending their understanding of authority by focusing on resistance. We conclude the year with an in depth study of the British Empire in 1838, reflecting on the diversity of experience and consolidating their conceptual and thematic progress from Year 7 and 8.

Year 9

In Year 9, students build upon their previous investigations of ideas of authority, empire and resistance, in addition to the concept of nationhood. Students study both European and World history as they develop their skills of historical analysis. Studying the route to Indian Independence and the causes of the First World War provide opportunities to add greater complexity to arguments about causation and through a study of Weimar Germany, they will integrate this into their engagement with academic historical interpretations. Students will develop their confidence in their use of evidence, including their ability to select pertinent evidence to support their independent investigations into the First World War. We conclude the year with a study of the Holocaust which allows students to further their consideration of the diversity of experiences in the past.

Key Stage 4

Those students choosing History as a GCSE subject follow the AQA History course. This allows them to undertake a wide ranging exploration of the modern world. They study the history of Russia during a century of revolution, continuing onto international relations in the later twentieth century. A British synoptic paper allows the students to gain an overview of political change in the last thousand years providing the broader context for an in depth look at life in Elizabethan England. These modules were chosen to provide some excellent context to future study at A-Level and beyond - Our AQA A-Level course requires a good understanding of revolutions (Chinese and English are covered there) which the Russia and Cold War modules help to develop. The study of Power and People is not only intrinsic in student understanding of core British values (Rule of Law, Democracy, Freedom of Speech) but also sound preparation for the Stuart politically focused paper of the A-Level course. The Elizabeth paper is well placed to offer insight into developments in society rather than the more political focus of other papers. This helps to develop student's appreciation of the other sides to the discipline.

Key Stage 5

Studying History at A level allows you to develop a deep understanding of the past, and to gain real insight into its people and events. You will study a period in detail and on its own terms, often by reading the words of key individuals who shaped historical developments. You will become expert at using, and evaluating, historical evidence. Your powers of analysis will be sharpened as you make judgements upon controversial issues. There will be plenty of opportunity to share your views, both in discussion and on paper.

Our course offers you the chance to discover about two revolutions in different countries and time periods, and the long-standing consequences of these seismic shifts.

2P The Transformation of China, 1936-1997 (40% of A-Level)

This option provides for the study in depth of reasons for and the maintenance of Communist rule in China and focuses on the way in which the country was transformed into a modern state.

It explores concepts such as authority, Maoism, mass mobilisation and economic control and encourages reflection on the relationships between ideology and political change.

It also encourages reflection on the ways in which a state might be forced into change and whether economic modernisation is possible without a corresponding political shift.

1D Stuart Britain and the Crisis of Monarchy, 1603-1702 (40% of A-Level).

Breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How far did the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

Coursework - based on change and continuity over 100 years. (20% of A-Level).

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 3500 and 4500 words in length, with a limit of 4500 words
- 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