



PLUME ACADEMY - LEARNING OVERVIEW

Years	10
Course	GCSE History
Specification Number/Exam Board	OCR History B
End of course assessment and weightings	5 Examination papers, each 1 hour in length and each constitutes 20% of GCSE History. Thus the final linear examination in the Summer of Year 11 100% of the GCSE.

Prior Learning

The Year 10 and 11 History curriculum builds on prior learning from Years 7 to 9. History is a *cumulative* subject discipline, and as such knowledge learnt in one year is layered upon previous years, *for example knowledge learnt in Year 7 about Medieval trade across Europe, Asia and Africa combined with knowledge of growing world trade and British colonialism in Years 8 and 9 supports explanations for the Migration unit in Year 10 and then furthermore the Making of America unit in Year 11.* Thus, prior learning in previous years forms an integral support for the learning in GCSE History.

Curriculum Intent – What are the curriculum aims?

4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both *learn* History and *do* History.

Apprentice Historians learn best when:



Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a 'bigger' wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events, recalled/narrated with ease so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General 'sense of period'* that helps students avoid anachronism and a *specific 'sense of period'* that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual*; *Appropriate period resonances attached to substantive concepts* such as 'Parliament', 'Church', 'federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).

Exploring the particular.

In answering historical enquiry questions students must use *specific* accurate relevant knowledge - dates, statistics, proper names and technical vocab. This is acquired through a *focus in lessons on the particular* - what is specific to that moment then, the *small-scale human story*, the *specific 'sense of period'*, or the *period resonance of a substantive concept*. *E.g. The story of Leslie Kiehlman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.*

Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).

Making Progress as a Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn and do* history. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

What Do Good Historians Do?



1 Good Historians Explain Why Things Happen

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.








7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.



Curriculum Overview

	Content Overview	Assessment Overview	
Year 10 Autumn Term	Thematic Study Migrants to Britain, c.1250 to present 	Component Group 1 British History Thematic study and Depth study 40 marks each (80 marks total) 1 hour 45 minute paper	20% of total GCSE
Year 10 Spring Term	British Depth Study The Norman Conquest, 1065–1087 	Component Group 2 History Around Us 40 marks + 10 marks SPaG* 1 hour paper	20% of total GCSE
Year 10 Summer Term	History Around Us 	Component Group 3 World History Period study and Depth study 40 marks each (80 marks total) 1 hour 45 minute paper	20% of total GCSE
Year 11 Autumn Term	Period Study The Making of America, 1789–1900 	20% of total GCSE	
Year 11 Spring Term	World Depth Study Living under Nazi Rule, 1933–1945 	20% of total GCSE	



Curriculum Implementation – What will my child be learning?

And Curriculum Impact – How will progress be assessed as I learn?

Year 10	Autumn 1 [17]	Autumn 2 [17]	Spring 1 [15]	Spring 2 [15]	Summer 1 [12]	Summer 2 [9]
<p>Curriculum Implementation: What my child will be learning?</p>	<p>Introducing GCSE History [2]: What does success in GCSE History look like? [1] What does it mean to be British? [1] Medieval Migrants, c.1250 – c.1500 [6]: Were Jews in Medieval England always in danger? [3] Why did Lawrence Conynne become a Freeman of York? [1] Why did Giles Morville lose the Freedom of Maldon? [1] Were aliens always in danger in Medieval England? [1] Early Modern Migrants, c.1500-c.1750 [9]: How did John Blank 'fit in' at the Tudor Court? [1] How did Georg Girsse impress the ladies? [1] Has prejudice always been an issue for Jews and Gypsies? [1] Why did Isaac Minet risk sailing across the English Channel in the dark? [1] Why did Blackheath and Canberwell become Refugee Camps in the summer of 1789? [1] Why did growing trade to the west bring black migrants to Britain? [1] Why did growing trade to the east bring Asian migrants to Britain? [1] ‘Economic forces were the most important reason for Migration to Britain between 1250 and 1750’ How far do you agree? [2]</p>	<p>Industry & Empire Migrants, c.1750-c.1900 [9]: How unusual is Erskine Nicol's 1871 painting of Jim Blake landing in Liverpool? [5] How diverse was the impact of European Migrants? Did Italian's give us more than Ice Cream? [1] How much do 'Radical Victorians' owe to the Germans? [1] How did Michael make his Mark? [1] Why have Asians been coming to 'Tiger Bay' (Cardiff) and staying for so long? [1] Modern Migrants, c.1900-c.1947 [11]: ‘We never expected to stay’ How far does the experience of migrants in 'Tiger Bay' reflect the changing story of migrant communities in Britain's port cities since 1845? What does the 1905 Aliens Act reveal about attitudes towards migrants at the start of the 20th Century? [1] Anti-Semite or Anti-Migrant? Why were there riots in Cardiff and South Wales in 1911? [1] Why did Agatha Christie create Hercule Poirot – the Belgian detective – in 1920? [1] Why did Georg Kennerknecht lose his freedom? [1] Why did Steven Vajda keep losing then gaining his freedom? [1] How far have Jewish migrants and their experiences differed? [1]</p>	<p>Why did Marek Janilewicz and his Polish comrades have a positive impact on Britain? [1] How did Britain reward its Merchant Lascars? [1] Enemy Aliens and Allies: Why was the treatment of Germans, Belgians, Poles and Lascars so different? [2] Modern Migrants, c.1947-Present [12]: How far did 'Mother' disappoint her Commonwealth? [2] Why did Paul Stephenson organize the Bristol Boycott in 1944? [1] Was Enoch Powell's 'Rivers of Blood' speech in 1968 a turning point? How far did British attitudes change in the 1960s? [1] Why were so many racist and anti-racist groups formed in the 1970s? [1] What does legislation reveal about changing British attitudes towards migrants? [2] What does the 'Windrush Scandal' reveal about modern British attitudes to migration? [1] How far has migration changed since the Berlin Wall came down? [1] Were the British right to reject 'Freedom of Movement'? [1] ‘Since 1900 migrants coming to Britain have been economic migrants’ How far do you agree? [1]</p>	<p>Norman Conquest, 1065-1087 What sort of England did William conquer? [7] ‘Lucky Bastard’ What made William a conqueror in 1066? [6] Wise diplomat or ruthless invader: How did William consolidate his power? [5]</p>	<p>‘A truck load of trouble’ What was the impact of the Norman Conquest on the English by 1087? What was <i>Doomsday Book</i> really for? [2] How far did Alan Rufus and his class change England? [2] New laws, New Language, New church – so what? [1] Military fortresses or status symbols? What can research reveal about early Norman castles? [5]</p>	<p>How certain can historians be about the origins of St Peter's site? What do we know about the early settlement of Mael-dun from the landscape? [1] What do we know about the origins of St. Peter's site and the arrival of Christianity in Mael-dun? [2] How far did the everyday lives, attitudes and values of the people using St. Peter's between the Early and Late Medieval change (653-1549)? What impact did the Norman Conquest have on the lives of these using our site? [1] How did the Black Death change activity at our site? [1] How did the Reformation change activity at the site? [1] How has learning at St. Peter's site changed since the 1420s? How did the Renaissance change activity at the site? [1] What does Thomas Plume's Library reveal about the eighteenth-century – locally and nationally? [1] What's changed in Education since the 1420s? [1] How do we use the site today? [1] What do the physical features of the site tell us about changes at our site?</p>
<p>Historiography (Select)</p>	<p>Endelmann, T. M., <i>The Jews of Britain 1656-2000</i>, University of California Press, 2002 Harper, Marjory, <i>Migration and Empire</i> Oxford University Press, 2014 Kaufmann, Miranda, <i>Black Tudors, The Untold Story</i>, OneWorld, 2018</p>	<p>MacKail, Donald, <i>The Irish Diaspora in Britain, 1750-1939</i>, Bloomsbury, 2010 Rubin, Mir, <i>Cities of Strangers: Making Lives in Medieval Europe</i>, Cambridge University Press, 2020 Starr, Daniel, <i>Foreigners and Englishmen</i>, Delaware Press, 1995</p>	<p>Winder, Robert, <i>Bloody Foreigner: The Story of Immigration to Britain</i>, Abacus, 2013 Vissani, Rozina, <i>Asians in Britain, 400 Years of History</i>, Pluto, 2002 Vissani, Rozina, <i>Ayals, Lascars and Princess</i>, Pluto, 1996</p>	<p>Baxter, Stephen, <i>Making Domesday: The Conqueror's Survey and its Context</i>, Oxford, 2021 Morris, Marc, <i>The Anglo-Saxons: A History of the Beginnings of England</i>, Penguin, 2022.</p>	<p>Morris, Marc, <i>The Norman Conquest</i>, Windmill, 2015 Cantwell, James (Ed.), <i>The Anglo-Saxons</i>, Penguin, 1991</p>	<p>Dox, T and Thornton, C (Eds.), <i>Dr Thomas Plume, 1650-1704, His life and legacies in Essex, Kent and Cambridge</i>, Hertfordshire UP, 2020. Maldon Archaeological Group, <i>St Peter's, Maldon's radiant Middle Church</i>, 1984 Fletcher, W. J., <i>A Prospect of Maldon, 1500-1689</i>, Essex, 1991 Smith, J. R., <i>The Borough of Maldon 1688-1800: a Golden Age</i>, Brewn Books, 2013</p>
<p>Curriculum Intent (Focus):</p>	<p>Causation, Change & Continuity, Similarity & Difference</p>	<p>Causation, Change & Continuity, Similarity & Difference</p>	<p>Causation, Change & Continuity, Similarity & Difference, Significance</p>	<p>Causation, Interpretation, Sim/Diff</p>	<p>Causation, Interpretation, Sim/Diff</p>	<p>Causation, Interpretation, Sim/Diff</p>
<p>Curriculum Impact: How will progress be assessed?</p>	<p>Formal: Open Book Essay (change & continuity): Were Jews in Medieval England always in danger? Were aliens always in danger in Medieval England? Linear Examination with Essay (causation): ‘Economic forces were the most important reason for Migration to Britain between 1250 and 1750’ How far do you agree? Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p>Formal: How unusual is Erskine Nicol's 1871 painting of Jim Blake landing in Liverpool? Linear Examination with Essay (causation): How far have Jewish migrants and their experiences differed? Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p>Formal: Open Book Essay (similarity and difference): How warm was the welcome to migrants during the era of the First and Second World Wars? Open Book Essay (significance): What does legislation reveal about changing British attitudes towards migrants? Linear Examination with Essay (similarity & difference): ‘Since 1900 migrants coming to Britain have been economic migrants’ How far do you agree? Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p>Formal: Open Book Essay (similarity & difference): The late Anglo-Saxon period in English history was 'wonderful and astonishing', Janet Harvey-Wood, <i>The Birth of Britain: The Fall of Anglo-Saxon England</i>, (2008) How far do you agree with Harrie? Open Book Essay (causation): In an article for the BBC History Magazine in 2016, the historian Teala Cole discussed the reasons why William of Normandy was able to become King of England. She wrote that 'it was definitely Harold's and his Viking soldiers that in the end won Harold's crown and his life.' How far do you agree with the view? Linear Examination with Interpretation question Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p>Formal: Open Book Interpretation question Linear Examination with Essay (interpretation): <i>In his 1979 article Medieval Castle Architecture, historian Charles Coulton argues that the construction of a castle 'was intended as a symbol of lordly status, rather than a response to military necessity.' How far do you agree with his view of Norman castles in England between 1066 and 1087?</i> Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p>Formal: Open book Essay (Significance): How certain can historians be about the origins of St Peter's site? Use the physical features of the site to explain your answer. Linear Examination with Essay (change & continuity): How far have the everyday lives, attitudes and values of the people using St. Peter's site changed? Health Checks: classroom and online quizzes, timelines, narratives, exercise book checks</p>



Super-Curricular Opportunities – Support and Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"> • The History Portal on SharePoint can be accessed by students from Home. It is organised by year group and unit of study. Each page contains the lesson resources; home-learning tasks including extended reading activities, as well as revision and recall resources. • To access your child will need to log-on using school login details. 	<p>Read:</p> <ul style="list-style-type: none"> • <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan (historian) • <i>Bloody Foreigners</i>, by Robert Windor (popular history) • <i>The Norman Conquest</i>, by Mark Morris (historian) • <i>The Last English King</i>, by Julian Rathbone (fiction) • <i>The Book Thief</i>, by Marcus Zukas (fiction) • <i>After the War</i>, by Tom Palmer (fiction) • <i>The Third Reich in Power</i>, by Richard Evans (historian) • <i>Buffalo Soldier</i>, by Tanya Landman • <i>The flag never touched the ground</i>, by Kekla Magoon. <p>Watch:</p> <ul style="list-style-type: none"> • Any of the documentaries on SharePoint History Portal – one for each unit. • Netflix, The American Civil War, documentary series by Ken Burns. <p>Surf: Please visit SharePoint and the GCSE History page for activities and resources.</p> <p>Visit:</p> <ul style="list-style-type: none"> • Colchester Castle • Museum of London Docklands • Imperial War Museum London • Thomas Plume Library • Any historical sites of interest – including local Medieval churches! 	<ul style="list-style-type: none"> - Talking to your child about what they have been learning in History, ask them further questions and get them to explain 'stuff' to you. • Read this book with your child: <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan • Watch historical documentaries together • Visit local or national sites of historical interest.