Curriculum Overview -History

# Intent

## Overview Statement – Curriculum Vision

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| Students will be inspired with a deep fascination of History and furnished with the talents that great historians possess to help them succeed in life. An understanding of our history is essential. Through knowing and understanding our past and how our past has been (or can be) interpreted, our students:   * develop a sense of identity and respect for our place in the world * defend against misinformation and prejudice in a changing and diverse world * develop knowledge and understanding of different historical periods and the arcs of historical change, and the complexities of historical debates * connect learning across subjects enabling them to remember more and accomplish more in all aspects of their curriculum   Students are led through a curriculum that develops skills and knowledge suitable both within and beyond the History discipline, enabling them to:   * explore and understand the development of the relationship between state, monarchy and religion in Britain as well as develop a coherent understanding of chronology and the plurality of History * develop a sense of identity within our current multicultural society through the lens of local and national issues * develop an understanding of different political ideologies, methods of rule as well as create a foundation for understanding the current geo-political climate * become passionate historians, capable of thinking about the past like experts of the discipline * hone their analytical skills, source analysis and their understanding of the ever changing interpretations of historical events * prepare for either further academia or employment where their full range of finely-tuned historical skills will provide them with the essential skill set necessary to access a variety of opportunities. |

## Concepts and Skills

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| The overarching concepts students explore are:   * **Significance** - How important are key historical events/individuals? * **Change and Continuity** – How have societies and attitudes changed or stayed the same? * **Cause and consequence**– How events lead to an event or an individual’s actions. * **Similarity and difference** – How people or events are similar/different. * **Diversity** – Build a respect for cultures and opinions.   The overarching skills students develop are:  **A command of a substantial body of detailed historical knowledge:** the ability to recall accurate information that is context specific, with a sound understanding of chronology and with an appreciation for the complexity and diversity of situations, events and mentalities of the past.  **Historical critical thinking and problem solving skills:** the ability to deploy explanation and evaluation in order to analyse the past, engaging in the debates surrounding History through the lens of political, social, economic, military and religious themes, showing empathy and innovative insight relating to the connections between local, national, and global communities, race, gender, class, urban and rural themes.  **Communication skills:** the ability to communicate ideas coherently, accurately and succinctly in both an oral and written format with clarity and fluency, using the historical critical thinking skills in order to form an argument that concludes with a substantiated judgement that is appropriate to the discipline of History.  **Handling contemporary sources and historical interpretations within an academic context:** the ability to infer from and analyse sources and interpretations to determine the weight that can be attributed to it. This is done through critically assessing the content and provenance, applying their own knowledge and alternative contemporary sources to substantiate their conclusions.  **Independent historical research: t**he ability to read around the subject, reflect critically and empathetically on materials and understand the dynamic nature and theoretical underpinnings of the discipline, exercising self-discipline, self-direction and initiative to enhance the communication of History. |

## Vocabulary

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| **Key Stage 3 (years 7-9)**  -Monarchy  -Empire  -Parliament  -Peasantry  -Civil War  -Feudal System  -Medieval  -Revolt  -Catholic  -Protestant  -The Reformation  -Armada  -Source  -Interpretation  -Inference  -Auction  -Abolition  -Emancipation  -Alliances  -Nationalism  -Patriotism  -Imperialism  -Informants  -Propaganda  -Persecution  -Consequence  -Capitalism  -Communism  -Socialism  -Revolution | **Key Stage 4 (years 10-11)**  -Crime  -Punishment  -Law Enforcement  -Jury  -Community responsibility  -Home Secretary  -Heresy  -Moral crime  -Catholic  -Protestant  -Abolition  -Racism  -Discrimination  -Prejudice  -The Executive  -Congress  -The Senate  -States  -Federal  -Boycott  -The Feudal System  -Crusade  -Interdict  -Excommunication  -Papacy  -Anti-Semitism  -Barons  -Lords  -Peasants  -Monarch  -Magna Carta  -Regent  -Holy Lands  -Continental lands | **Key Stage 5 (years 12-13)**  -Alliances  -Revisionist  -Traditionalist  -Liberal  -Conservative -Agrarian  -Conscription  -Nepotism  -Autocratic  -Tariffs  -Gold standard  -Reformers  -Constitutional monarchy  -Inflation  -General strike  -Reparations  -Annulment  -Deprivation  -Faction  -Excommunication  -Heresy  -Prerogative  -Proclamations  -Secular  -Separatist  -Abolitionist  -Activism  -Amendment  -Boycotting  -Confederacy  -Constitution  -Democrats  -Emancipation  -Executive  -Feminism  -Federal government  -Filibuster  -Industrialisation  -Judiciary  -Legislative |
| For a full vocabulary list please contact one of the History team. | | |

## Homework

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| All students in years 7-11 have Knowledge Organisers as part of their homework in History. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval and embedding of knowledge in long-term memory. Our low-stakes Do Nows at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something that is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students’ knowledge has time to ‘rest and be refreshed’.  Students in years 7 and 8 have the option of completing a number of super-curricular tasks throughout the year which will help deepen their knowledge in areas of interest. These tasks range from a project on Corfe Castle to creating a news report on the situation in America during the Greensboro sit ins.  Year 9 students are given a variety of tasks that help embed and broaden the knowledge and skills they are covering in class. Tasks vary from source enquiries to the creation of podcasts.  In years 10 and 11 the History homework runs alongside taught lessons and aims to help the students to broaden and deepen their knowledge on particular subjects and develop their skills in order to achieve mastery in History.  Homework helps our students achieve mastery in History. Students who need extra support to achieve mastery are supported by our 10:10 programme in History and all have access to our daily Homework Club. |

# Implementation

## Overview Statement

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| The curriculum in History is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine’s Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. This includes (but is not limited to) the students’ study of the twentieth century where World War One poetry is studied both in English and History in which the students’ understanding in one discipline aids their understanding in the other, as well as the study of the Holocaust in History which aids the students’ work in Drama and Religious Studies. Homework, daily retrieval-based ‘Do Nows’ and termly low stakes Knowledge Organiser quizzes strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in History through the Frayer Model and students are taught to read, write and speak like a historian. Technology is employed through laptop apps and interactive whiteboards in class to strengthen learning. Away from the classroom students are encouraged to use technology to engage with their homework tasks including creating podcasts and informative videos. Learning character is developed each lesson through the use of the six Learning Applications (LApps). At Key Stage 3 students benefit from studying chronologically to allow them to gain the foundation of knowledge and a sense of period, which is then supplemented with thematic historical enquiries that help foster an understanding of long-term arcs of historical change. This understanding can then be built upon in their further years of study either as part of their History lessons or to add a contextual understanding to their work in other subjects. Coherent and collaborative planning within the department enables staff in the department to effectively differentiate, include both individual and collaborative work, mark and give feedback in a timely manner and engage students with a variety of activities. |

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|  |  | **First Half Term** | | | | | | | | | | | | | **Second Half Term** | | | | | | |
| **Year 7** | **Michaelmas** | Anglo Saxon kingship and the claimants to the throne in 1066 | | The Battle of Hastings | | | | | William's methods of control | | | | | William's use and development of castles | Attacking and defending castles and the role of the Church | Thomas Beckett and the character of King John | The Black Death | | | | The Peasants’ Revolt |
| **Lent** | Life in Medieval England and the impact of Martin Luther's ideas | | | | Henry VIII | | | | | | Henry VIII interpretation enquiry | | | Henry VIII's children (Edward, Mary and Elizabeth) | Queen Elizabeth I | | | | Threats to Elizabeth I | |
| **Pentecost** | James I and Guy Fawkes | | | | The British Civil Wars | | | | | | Oliver Cromwell, the Interregnum and Restoration | | | Thematic Enquiry: Britain and Imperialism. Iron Age to Romans | Thematic Enquiry: Britain and Imperialism. Angevin expansion, and the creation of the UK | | | | Thematic Enquiry: Britain and Imperialism. Rise and fall of the British Empire, interpretations of Empire | |
| **Year 8** | **Michaelmas** | Africa before and at the start of the Slave Trade | | The capture and transport of slaves as part of the Trans-Atlantic Slave Trade | | | | The life of a slave (life on a plantation, rebellion and Harriet Tubman) | | | | | The abolition of the Trans-Atlantic Slave Trade | | The American Civil War and its impact | Civil Rights campaign methods | Interpretations of the Civil Rights movement | | | | History Research project on local impact of the Trans-Atlantic Slave Trade and its legacy |
| **Lent** | The causes and early stages of WWI | | | | WWI: Volunteering, life in the trenches and the causes of the Battle of the Somme | | | | | | The Battle of the Somme and WWI poetry | | | The end of WWI (soldiers being shot at dawn, the development of technology in warfare, how WWI ended) | The Rise of Hitler (The Treaty of Versailles, The Great Depression and the Reichstag fire) | | | | Hitler's control of Germany | |
| **Pentecost** | An introduction to the Holocaust | | | | The systematic development of persecution (ghettos, Hitler's 'Final Solution' and Auschwitz) | | | | | | Resistance from within Germany to the Nazi regime (Jews, the German military) and how the Holocaust should be remembered | | | The causes of WWII and Britain's expulsion from northern Europe (Dunkirk and the Battle of Britain) | The Allies turning the tide during WWII (Pearl Harbor, Operation Husky, Stalingrad, El Alamein, Midway and D-Day) | | | | The British Home Front | |
| **Year 9** | **Michaelmas** | The origins of Communism in Russia | The causes of hostility between the East and West | | | | | | | The manifestation of ideological differences in Europe | | | Communism in Asia | | Flash points in the Cold War | The changing nature of the Sino-Soviet relationship and Détente | | The end of Détente and the second scramble for Africa | | | The end of the USSR |
| **Lent** | Suffrage in Britain | | | The suffragette and suffragist movement | | | | | | | The development of equality in Britain 1918 – 2010 | | | The impact of British imperialism | The impact of immigration on Britain | | | | Apartheid in South Africa | |
| **Pentecost** | The ‘Troubles’ in Ireland | | | | The creation of the welfare state in Britain | | | | | History Research project on why there was medical innovation in Britain. | | | | Unrest in Britain in the 1970s and 1980s | Thatcher and the Falklands | | | | New Labour, and the impact of 9/11 | |
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| **Year 10** | **Michaelmas** | Life for African Americans 1950-1955 | | | The Montgomery Bus Boycott and the Little Rock Nine | | | | | Protest 1960-61 | | | The cause and impact of legislative change 1963-1965 | | The Black Power Movement | The Watts Riots and the assassination of Martin Luther King | | | The causes of the Vietnam conflict and Kennedy’s role within it | | The role of Johnson and Nixon in the Vietnam conflict |
| **Lent** | The growth of opposition to the Vietnam conflict from within the USA | | | | Anglo Saxon and Norman crime and punishment | | | | | Medieval crime and punishment | | | | Early Modern crime and punishment | Industrial crime and punishment | | | | The end of the Bloody Code and prison reform | |
| **Pentecost** | Crime and punishment 1900-present | | | | The causes of tension in Victorian Whitechapel | | | | | Policing Victorian Whitechapel | | | | Jack the Ripper | The causes of the Cold War | | | | The Berlin Crisis and the ideological division of Europe 1948-1956 | The Berlin Wall and the Cuban Missile Crisis |
| **Year 11** | **Michaelmas** | The impact of the Cuban Missile Crisis and the Prague Spring | | | The end of détente | | | | | The end of the Cold War | | | Society in Medieval England | | Richard I securing the throne | The Third Crusade | | Richard’s return from the Third Crusade and his reestablishment of control | | | King John securing the throne and his loss of Normandy |
| **Lent** | The impact of King John’s disagreement with the papacy | | | | | The Barons’ Rebellion of 1215 and the subsequent civil war | | | | | Spaced practice revision programme covering all four GCSE units:  Crime and Punishment, including Victorian Whitechapel  American Civil Rights and Vietnam  Superpower Relations and Cold War  Reigns of Richard I and John | | | | | | | | | |
| **Pentecost** | Revision dependent on areas of weakness identified in the L2 mock | | | | | | | | | | | | | External examination window | | | | | | |

# Impact

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| **Key Stage 3** | Through studying the Key Stage Three curriculum, students will be able to use sources and interpretations within their work in order to communicate their ideas effectively. They will have developed a deep knowledge of the chronology of British, European and World History from the Norman Conquest to the collapse of the Soviet Union, and be able to apply this knowledge, connecting it to second order concepts such as judging significance, and measuring change and continuity over time. Students develop all the LApps but especially their awareness and empathy through developing their understanding of historical events and their impact on society today. Students have an introduction to the disciplinary literacy required to be able to communicate like an expert historian, and all opportunities to develop numeracy are fully exploited in context, including gaining meaningful insight from statistics. Cognitive theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load. |
| **Key Stage 4** | The Key Stage Four curriculum builds upon students’ initial understanding, extending their knowledge in the areas of change and continuity, similarity and difference, cause and consequence and significance. Through developing their knowledge of Crime and Punishment in Britain from 1000 to the present, British and European History during the reigns of King Richard I and King John, and world and International History considering American Civil Rights and the Vietnam War, and the Cold War in the 20th century, they are able to independently describe, explain and evaluate the relative success of key individuals and events across the time periods studied and draw relevant analytical connections between them. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in History is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice. |
| **Key Stage 5** | At the end of Key Stage Five, students will become proficient in their ability to test the validity of complex historical interpretations and contemporary sources – and synthesise these within their argument. They will gain a complete command of Russian History from the end of the Tsars to the Second World War; the later Tudor period of Edward VI, Mary I and Elizabeth I; and the struggle of minority groups in America – including African Americans, Native Americans, Women and Workers – to gain equality before the law from the end of the Civil War to the 1990s. Students will be able to trace connections within and across these topics, and analyse and evaluate a vast array of individuals, groups, events, concepts and themes.  Students will also be able to frame their own historical questions independently, and identify and gather sources from reputable historical collections. Through their research, planning, and essay writing they will become adept at sharing ideas coherently, accurately and succinctly in both an oral and written format with clarity and fluency.  Through this scheme of work our students will be ready for tertiary education and employment, as the skills and academic talents they obtain will enable them to excel as a History undergraduate, or open up opportunities for study in other subjects at university or in the world of work. |