

Curriculum Information for the School Website

Subject: History

List of TLR Holders and their responsibilities:

Mr. Sam Symonds-Keates Head of History

Department aims:

Our vision is to foster a love of History and impart an understanding of the importance of the past in the 21st century. We aim to develop learners who are able to use their contextual knowledge to understand and make judgements about current and future issues. Students will be equipped with transferable skills, such as critical thinking, effective communication, resilience and creativity.

Approaches to teaching and learning:

Our overriding approach to teaching and learning is to promote strong character development and positive progress, through enquiry based learning. We encourage students to take ownership of both their work and their views, fostering a willingness to challenge, deconstruct and question. Students are supported in developing their own opinions and are inspired to be thoughtful and respectful of other opinions, cultures or traditions.

Why the department has adopted this curriculum plan: (Curriculum Intent):

The History curriculum from Year 7 to Year 11 has been designed to equip pupils with the skills for both school and life beyond, whilst covering a broad range of topics, themes, cultures and skills, in order to ensure that students develop into well-rounded individuals.

Principles of sequencing learning in this subject: (e.g how does the KS3 Curriculum build upon KS2 and then prepare students for GCSE; why do we teach topics/skills in this order)

Our curriculum is constructed to follow a chronological pattern, continuing on from typical KS2 History covering pre-medieval topics, such as the Romans/Vikings/Egyptians. We also follow a focus on British and European History to give pupils contextual knowledge of how the world around them has developed. Skills taught at KS3 are relevant to both KS4 teaching as well as being transferable to future steps in pupils' lives.

Curriculum Outline:

Year 7	Autumn Term	Spring Term	Summer Term
Knowledge taught	Toilets through time: Poos and loos An introduction to chronology Change and	Bad King John Life of King John Castles Medieval life	The Tudors Henry VIII and the English Reformation Bloody Mary and Elizabeth I

	<p>continuity</p> <p>1066: The Norman Conquest Claimants to the throne Battle of Hastings</p> <p>Thomas Becket The importance of the Church Thomas Becket's murder</p>	<p>The Black Death The Peasants' Revolt Medieval society - crime and punishment</p>	
Skills taught	<p>Chronology Comparison between time periods Cause and consequence Change and continuity Explanation and analysis</p>	<p>Cause and consequence Change and continuity Explanation and analysis Usefulness of sources Historical interpretations</p>	<p>Chronology Cause and consequence Explanation and analysis Usefulness of sources Historical interpretations</p>
Assessments	<p>Battle of Hastings assessment Swords and shields mini-project</p>	<p>King John assessment Castle project</p>	<p>End of year exam: The Tudors</p>

Year 8	Autumn Term	Spring Term	Summer Term
Knowledge taught	<p>The Stuarts Gunpowder plot Charles I and the English Civil War Oliver Cromwell The Glorious Revolution</p>	<p>Industrial Revolution Change in society, factory conditions, impact on Britain</p> <p>Empire and Slavery The transatlantic slave trade The British Empire</p>	<p>Causes of WW1 MAIN causes and the assassination</p> <p>WW1 Trench warfare and conditions Battle of the Somme and Douglas Haig</p>

Skills taught	Interpretations of Cromwell Explanation and analysis Cause and consequence Chronology	Historical interpretations Change and continuity Cause and consequence Comparison between time periods Explanation and analysis	Interpretations of Haig Cause and consequence Explanation and analysis Independent learning
Assessments	English Civil War and Cromwell assessment	Industrial Revolution and Empire assessment Significant individuals mini-project	End of year assessment: WW1 Trench project

Year 9	Autumn Term	Spring Term	Summer Term
Knowledge taught	Treaty of Versailles Impact on Germany Causes of WW2 Rise of Hitler WW2 Key events: civilian bombing and key battles	WW2 and the Holocaust Key events: civilian bombing and key battles Chronology of the Holocaust and remembrance The Cold War Key events: Cuban Missile Crisis, Berlin Wall, Vietnam War	The American West Early settlement of the West 1835-62 Development of the Plains 1862-76
Skills taught	Cause and consequence Explanation and analysis Evaluation Chronology	Cause and consequence Explanation and analysis Chronology Historical interpretations Empathy	Cause and consequence Significance Chronology Historical interpretations

	Historical interpretations		Explanation and analysis
Assessments	Causes of WW2 assessment WW2 bombings mini-project	The Cold War assessment Pupil led project	End of year assessment: The American West

GCSE Syllabus Information:

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	Nazi Germany The rise of Hitler 1918-33	Medicine Through Time Medicine in Medieval and Renaissance England	Medicine Through Time Medicine in modern Britain 1900 to present
Skills taught	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis
Assessments	Regular in-class assessments/exam questions every 2-3 weeks	Regular in-class assessments/exam questions every 2-3 weeks	Regular in-class assessments/exam questions every 2-3 weeks
Year 10	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge	Nazi Germany	Medicine Through	Medicine Through

taught	Control and dictatorship 1933-39 Life in Nazi Germany 1933-39	Time Medicine in 18th and 19th century Britain	Time The British sector of the Western Front 1914 to 1918
Skills taught	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis
Assessments	Regular in-class assessments/exam questions every 2-3 weeks End of topic assessment: Weimar and Nazi Germany	Regular in-class assessments/exam questions every 2-3 weeks	Regular in-class assessments/exam questions every 2-3 weeks End of topic assessment: Medicine Through Time

Year 11	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	The American West Early settlement of the West 1835-62 Development of the Plains 1862-76	Anglo-Saxon and Norman England Anglo-Saxon England and the Norman Conquest 1060-66 William I in power: Securing the Kingdom 1066-87	Revision Anglo-Saxon and Norman England The American West Medicine Through Time Nazi Germany
Skills taught	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis
Assessments	Regular in-class assessments/exam questions every 2-3 weeks	Regular in-class assessments/exam questions every 2-3 weeks	
Year 11	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	The American West Development of the Plains 1862-76	Anglo-Saxon and Norman England William I in power:	

	Conflicts and conquest 1876-95	Securing the Kingdom 1066-87 Norman England 1066-88	
Skills taught	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	Cause and consequence Significance Chronology Historical interpretations Explanation and analysis	
Assessments	Regular in-class assessments/exam questions every 2-3 weeks End of topic assessment: The American West	Regular in-class assessments/exam questions every 2-3 weeks End of topic assessment: Anglo-Saxon and Norman England	Final GCSE Exams

How students will receive feedback to enhance their knowledge and skills:

Written feedback in books, verbal feedback in lessons, feedback sheets for assessments and projects, peer feedback sheets for mini-projects

Reading List (Key Stage 3):

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • <i>Arthur and the Seeing Stone</i>, by Kevin Crossley-Holland (Set in Medieval England) • <i>King of Shadows</i>, by Susan Cooper (A time travel adventure into the world of Shakespeare) - <i>The Inquisitor's Tale</i>, by Adam Gidwitz (Set in Medieval France) 	<ul style="list-style-type: none"> • <i>Witch Child</i>, by Celia Rese (Sixteenth century witch hunts - a horror mystery) • <i>Remembrance</i>, by Theresa Breslin (The story of two families in WW1) • <i>Warhorse</i>, Micheal Morpurgo (A Story about WW1) 	<ul style="list-style-type: none"> • <i>Carrie's War</i>, by Nina Bawden (Evacuation & adventure during WW2) • <i>The Diary of Anne Frank</i>, by Anne Frank (The diary of a Jewish girl hiding during WW2) • <i>When we walked on the Moon</i>, by David Long & Sam Kalda (A story about the Apollo Missions)

Reading List (GCSE):

Medicine Through Time	The American West	Anglo-Saxon England
<ul style="list-style-type: none"> - <i>The Ghost Map: A Street, an epidemic and the Hidden Power of Urban Networks</i>, by Steven Johnson - <i>The Knife Man: Bloody, Body snatching and the Birth of Modern Surgery</i>, by Wendy Moore - <i>The History of Medicine: A Very Short Introduction</i>, by William Bynum 	<ul style="list-style-type: none"> • <i>Cold Mountain</i>, by Charles Frazier • <i>North and South</i>, by John Galsworthy • <i>The Killer Angels</i>, by Micheal Shaara 	<ul style="list-style-type: none"> - <i>The Shield Ring</i>, by Ian Walker - <i>The Norman Conquest</i>, by Marc Morris - <i>Harold: The Last King</i>, by Ian Walker

	<ul style="list-style-type: none"> • <i>American West</i>, by Dee Brown • <i>Bury My Heart at Wounded Knee</i>, by Dee Brown * 	
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* A Challenging read

Useful weblinks:

<https://spartacus-educational.com/> <https://www.bbc.com/bitesize/subjects/zj26n39>
<http://www.historyforkids.net/> <http://ks3historygames.co.uk/>

Extracurricular and enrichment:

Trips: Year 7 Castle trip, Year 8 Battlefields trip, Year 9 Auschwitz trip, Year 10 GCSE Germany trip (Berlin, Nuremberg, Munich), Year 10 Theatre workshop (Nazi Germany and Medicine Through Time)

Spiritual, Moral, Social and Cultural opportunities:

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had different results. Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with the value of thankfulness. Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ‘British’ culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

Specific Examples;

- The use of artefacts to understand how historians study the past and to help pupils gain an understanding of the people who produced these objects
- The study of 19th century living and working conditions (including child labour)
- The role of individuals, for example Florence Nightingale
- Pupils explore the beliefs and values of past societies and from different cultures
- Pupils exploring the nature of slavery and the slave trade and the fight for abolition
- Social issues - the study of the experiences of women in Britain during the 20th century
- Pupils exploring the treatment and persecution of minorities in Hitler’s Germany

Character development and British Values opportunities:

Students at all levels in the school learn about British values through their lessons. The development of their rights and responsibilities are taught throughout the school. They also learn about responsibilities as citizens, their duties and respect. They become familiar with the decision-making process and the consequences of their actions. Government, law, justice, democracy and totalitarianism are central to the learning of History at the school. They also

explore diverse beliefs, cultures and identities so that tolerance, mutual respect, teamwork and cooperation are valued and rewarded. This includes respecting each other and particularly minority interests.