



Curriculum Intent – History



The purpose of our curriculum	The purpose of this curriculum is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. As its structure embeds the study of history which spans from the medieval era to present day, at both Key Stage Three and Four. This curriculum will equip pupils with the skills to ask preceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. At the same time as, helping pupils understand the complexities of peoples lives, the process of change, the diversity of societies and relationship between different groups as well as their own identity and the challenges of their time.
How does the curriculum demonstrate progress?	The History curriculum continues to build upon prior learning to ensure progress. The History curriculum is sequenced to support pupils' chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of characteristics of those periods. Timelines and overarching concepts of change and continuity and other activities that require pupils to draw on prior learning, making comparisons and contrasts, underpin the curriculum. A development in a range of historical terms in their appropriate context lends itself to pupils' longer-term knowledge. Pupils' grasp of history's key concepts such as change, causation and historical significance are developed through studying historical people, events and developments, and then built upon as they work with these key concepts in a variety of historical contexts. A variety of assessment opportunities have been built in to test a range of pupils' capabilities and different aspects of achievement in history. Through regular assessment pupils have the chance to demonstrate their achievements as well as providing the opportunity to identify progress, strengths and weaknesses and to address any misconceptions that may arise.
How and why do you organise/sequence your curriculum in the way you do?	<p>The History curriculum is sequenced and mapped in a coherent format to enable pupils to make meaningful connections. Units of work in the History curriculum have been carefully allocated to allow for knowledge, understanding and skills to be embedded, ensuring a change in long term memory in students as they progress through their studies. In this way, students can use their prior learning to make synoptic links and build a more secure long-term understanding of History as they move through the course. The Key Stage 3 History curriculum is ordered chronologically allowing pupils a greater understanding of Britain's Historical timeline and that of the wider world.</p> <p>For example, in year 7 the first unit studied is historically skills built within a study of Anglo-Saxon England. This prepares pupils well for the second unit of year 7, Norman England which then provides students with a good theoretical understanding to explore the key concept of change. In this example, students are better prepared to look at the issues because they can explore how key historical events caused change for Britain.</p> <p>A second example is the year 9 history curriculum which studies from the turn of the 20th century to the present day. The World War One unit prepares pupils for the Interwar Years Unit and then in turn the World War Two and Holocaust unit. All the aforementioned units provide students with a good theoretical understanding to be able to key explore second order concepts of cause and consequence' (causation), 'change and continuity', 'similarity and difference', and 'historical significance. In this example, students are better prepared to consider key concepts because they can explore through the units of work events and examples of each second order concept. This then provides pupils with a clear understanding of knowledge and skill requirements required at GCSE level.</p>
How do skills develop over time?	Pupils get better at history by building up knowledge of the past, which is increasingly complex and secure. As they study particular periods, events and people from the past, they develop a rich understanding of these places and times. Through studying these topics, pupils also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts pupils also develop their knowledge of important substantive concepts like empire, trade, tax, and rebellion. These layers of knowledge, built over time, give pupils the foundation to learn new, and increasingly complex information in history. In a way which is designed to build knowledge and skills effectively and secure it in memory. By ensure pupils have a secure knowledge of historical events it enables them to be able to carry out key skills such as interpretation, analysis, and explanation. All these key skills are focused von throughout the KS3 and KS4 curriculum which pupils



	beginning interpretation of sources in the first module of year 7 with in lessons leading to a greater depth of source analysis and interpretation at GCSE. Pupils consistently explain key events and the impact of key events across the curriculum increase in depth at GCSE level.						
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Theme: Power and the Monarchy.					
		Historical skills (3 lessons) Was the Norman conquest an act of luck or an act of skill? (7 lessons).	How did William the Conqueror establish control over England? (10 Lessons) BV1	Which medieval monarch experienced the biggest challenge to their power? BV4 LT1-6	Did the Black Death change life positively for the medieval population?	Why did Henry VIII break with Rome: love, power or religion? BV4- conflict of religion	
	8	Theme: Power and the People.					
		What motivated Britain to gain a global Empire during the 18 th Century? 10 lessons	Why did parliament abolish slavery throughout the British Empire in 1833? BV5 and 4	What drove the industrial revolution steam, cotton or coal?	American west: To what extent was the west wild?	Why was the 20 th century a turning point for women’s rights? BV1 and 55	Why did the world go to war in 1914? BV1
	9	Theme: A World at War					
		Why did the world go to war in 1914? BV1	Was Hitler really to blame for the outbreak of World War 2? BV5	To what extent did Britain fight a total war during World War Two?	How did Lowestoft share in the British experience of WW2?	How did the holocaust progress: persecution to extermination. BV4	
	10	Edexcel: Medicine in Britain c1250-present and The British sector of the Western Front 1914-18	Edexcel: Medicine in Britain c1250-present and The British sector of the Western Front 1914-18	Edexcel: Henry VIII and his ministers 1509-40	Edexcel: Henry VIII and his ministers 1509-40	Edexcel: The American West c1835-c1895	Edexcel: The American West c1835-c1895
11	AQA: Germany, 1890-1945: Democracy and dictatorship. BV2 and 5	AQA: Germany, 1890-1945: Democracy and dictatorship. BV2 and 5	AQA: Norman Period with Historical Environment study.	AQA: Norman Period with Historical Environment study. Then	AQA: Exams. Revision: Paper2	AQA: Exams	



					AQA: Revision: Paper 1		
What key concepts /core skills / themes are covered each half term?	7	<ul style="list-style-type: none"> Historical skills- Time Historical Skills- Types of evidence. Historical Skills- Categorising Historical events What was life like in England in 1066? Who should be king? The death of Edward the Confessor. The Battle of Fulford The Battle of Stamford Bridge. The Battle of Hastings. DNA point- Was the Norman conquest an act of luck or an act of skill? DIRT 	<ul style="list-style-type: none"> Revision for summative assessment Summative assessment Dirt. Williams Problems The Feudal system The Domesday Book Motte and Bailey castles. How did castles change? Harrying of the North 	<ul style="list-style-type: none"> The power of the church (2 lessons). King Henry II and Thomas Beckett: relationships, beliefs and differences (2 lessons). King John The Magna Carta. Peasants revolt DNA point- Which medieval monarch experienced the biggest challenge to their power? 	<ul style="list-style-type: none"> The origins of the Black Death. The causes The symptoms The treatments The consequences (2 lessons) DNA point: Did the Black Death change life positively for the medieval population? DIRT 	<ul style="list-style-type: none"> Revision for summative assessment Summative assessment Dirt. Who were the Plantagenets and the Plantagenet Kings? War of the roses. Henry VII (Henry Tudor) The Tudors and Henry VIII Henry's wives 	<ul style="list-style-type: none"> Reformation and the Dissolution of the monasteries.(2 lessons) DNA point- Why did Henry VIII break with Rome: love, power or religion? Edward VI reign Mary I and why she wanted Catholicism back. Elizabeth I reign. The Middle way. (2 lessons)
	8	<ul style="list-style-type: none"> Why did the British want and Empire? Why did the British Become empire builders? Was Britain winning or losing its Empire? 	<ul style="list-style-type: none"> Revision for summative assessment Summative assessment Dirt. The origins of slavery. The triangular trade The middle 	<ul style="list-style-type: none"> Introduction to the Industrial Revolution and the Population Boom Population change during the industrial revolution. 	<ul style="list-style-type: none"> To be planned as new topic. DNA point to be added. 	<ul style="list-style-type: none"> What was wrong with women's rights in the 1900s Suffragettes and Suffragists. Did the Suffragettes help or hinder women's suffrage? 	<ul style="list-style-type: none"> Was Europe ready for war? The causes (2 lessons) The Murder of Franz Ferdinand. How was propaganda used in WW1?



		<ul style="list-style-type: none"> What was India like before the British arrived? The East Indian Company The great Indian mutiny The British Raj Independence DNA summary lesson Was the British Empire a good or a bad thing? 	<ul style="list-style-type: none"> passage. Auctioning of Enslaved people. The slave auction The abolition of slavery. 	<ul style="list-style-type: none"> What were industrial towns like? Factories, coal, mines and transport. Factory Reforms Richard Arkwright Conclusions- good or bad? DNA point- What drove the industrial revolution steam, cotton or coal? 		<ul style="list-style-type: none"> Revision for summative assessment Summative assessment Dirt. Was Emily Davidson a martyr? The effects of WW1 on women's suffrage. DIRT lesson and the Representation of the People Act. 	<ul style="list-style-type: none"> Life in the Trenches The Battle of the Somme. (2 lessons) DNA point- Why Do Some Historians Disagree Over Haig? (2 Lessons) Consequences of WW1
	9	<ul style="list-style-type: none"> Was Europe ready for war? The causes (2 lessons) The Murder of Franz Ferdinand. How was propaganda used in WW1? Life in the Trenches The Battle of the Somme. (2 lessons) DNA point- Why Do Some Historians Disagree Over Haig? (2 Lessons) Consequences of WW1 	<ul style="list-style-type: none"> Revision for summative assessment Summative assessment DIRT The Treaty of Versailles. The League of Nations. Causes and consequences of the Wall Street Crash. Appeasement (2 lessons) The rise of dictators: Stalin, Mussolini and Hitler. 	<ul style="list-style-type: none"> Overview of WW2. Invasion of Poland. Sir Arthur "bomber" Harris (2 lessons)DNA point Dunkirk The D-Day Landings. Pearl Harbour Hiroshima and Nagasaki. 	<ul style="list-style-type: none"> New topic to be planned, will include a DNA point. 	<ul style="list-style-type: none"> Defining the Holocaust. Pre-war Jewish life Nazi persecution of Jews in Germany. Revision for summative assessment Summative assessment Dirt. Anti-Semitism Britain, Refugees and the Kindertransport. 	<ul style="list-style-type: none"> Ghettos The mosaic of Victims The Final Solution Jewish resistance during the Holocaust Liberation DNA point Justice after the Holocaust.



	10	<p>c1250-c1500 Medicine in medieval England.</p> <ol style="list-style-type: none"> Ideas about the cause of disease and illness. Approaches to prevention and treatment. Black Death (1348-49) case study. <p>C1500-c1700: The Medical Renaissance in England.</p> <ol style="list-style-type: none"> Ideas about the cause of disease and illness. Approaches to prevention and treatment. DNA point practice exam question. Case studies: William Harvey- the discovery of circulation. The Great Plague in London (1665). 	<ol style="list-style-type: none"> Case studies: Edward Jenner and the development of vaccination. Fighting cholera in London (1854). The significance of John Snow and the Broad Street pump. <p>C1900-present: Medicine in modern Britain.</p> <ol style="list-style-type: none"> Ideas about the cause of disease and illness. Approaches to prevention and treatment. Case studies: Fleming, Florey and Chain develop of penicillin. The fight of lung cancer in the 20th century: the use of science and technology in diagnosis and treatment, government action. DNA point practice exam question. 	<p>Key topic 1: Henry VIII and Wolsey, 1509-29.</p> <ol style="list-style-type: none"> Henry VIII, Renaissance Prince Year 10 mocks-summative assessment The rise of Wolsey and his policy. Wolsey's foreign policy. Wolsey, Catherine and the succession and annulment. <p>Key topic 2: Henry VIII and Cromwell, 1529-40.</p> <ol style="list-style-type: none"> Cromwell's rise to power, 1529-34 Cromwell, and the king's marriages. 	<ol style="list-style-type: none"> Cromwell and government, 1534-40. The fall of Cromwell. DNA point practice exam question. <p>Key topic 3: The Reformation and its impact, 1529-40.</p> <ol style="list-style-type: none"> The break with Rome. Opposition to and the impact of, Reformation, 1534-40. The dissolution of the monasteries The Pilgrimage of Grace, 1536. 	<p>Key topic 1: The early settlement of the west, c1835-1862:</p> <ol style="list-style-type: none"> The Plains Indians: their beliefs and way of life. Migration and early settlement. Conflict and tension. DNA point practice exam question. <p>Key topic 2: Development of the plains, c1835-c1862</p> <ol style="list-style-type: none"> The development of settlement in the west Ranching and the cattle industry. 	<ol style="list-style-type: none"> Changes in the way of the plains life. <p>Key topic 3: Conflicts and conquest, c1876-c1895</p> <ol style="list-style-type: none"> Changes in farming, the cattle industry and settlement Conflict and tension The Plains Indians: the destruction of their way of life. Year 10 mocks-summative assessment
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		C1700-c1900: Medicine in 18th and 19th century Britain. 1. Ideas about the cause of disease and illness. 2. Approaches to prevention and treatment.	The historical environment: The British sector of the Western Front, 1914-18: injuries treatment and the trenches. Knowledge selection and use of sources for historical enquires.				
11	Germany and the Depression <ul style="list-style-type: none">The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal.The failure of Weimar democracy: election results; the	Year 11 mocks-summative assessment <ul style="list-style-type: none">the Night of the Long Knives; Hitler becomes Führer. The experiences of Germans under the Nazis <ul style="list-style-type: none">Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-	Part one: The Normans: conquest and control <ul style="list-style-type: none">Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman	Part four: The historic environment of Norman England for 2023 exams <ul style="list-style-type: none">Norman England, c1066–c1100: Yorkshire after the Norman conquest, c1066–c1088 <p>The study of the historic environment will focus on a particular site in its historical context and should examine the</p>	Students will be sitting final GCSE exams. Revision will be planned in line with pupils needs and gaps in knowledge. This will be informed by end of unit texts, mock exams, AFL, RAG rating and PLC’s No summative assessment at GCSE have begun- continued	Students will be sitting final GCSE exams. No summative assessment at GCSE have begun- continued formative assessment to guide revision	



		<p>role of Papen and Hindenburg and Hitler's appointment as Chancellor. DNA Point- exam question.</p> <ul style="list-style-type: none"> 	<p>sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</p> <ul style="list-style-type: none"> • Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. • Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss 	<p>tactics; military innovations, including cavalry and castles.</p> <ul style="list-style-type: none"> • Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance. <p>Part two: Life under the Normans</p> <ul style="list-style-type: none"> • Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 	<p>relationship between a specific place and associated historical events and developments.</p> <p>Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.</p> <p>The following aspects of the site should be considered:</p> <ul style="list-style-type: none"> • location • function • the structure • people connected with the site eg the designer, originator and occupants • design • how the design reflects the culture, values, fashions of the people at the time 	<p>formative assessment to guide revision</p>	
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			<p>Pirates and July 1944 bomb plot.</p>	<p>‘murdrum’; inheritance; the Domesday Book.</p> <ul style="list-style-type: none"> Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. <p>Part three: The Norman Church and monasticism</p> <ul style="list-style-type: none"> The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; 	<ul style="list-style-type: none"> how important events/developments from the depth study are connected to the site. <p>Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.</p> <p>Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.</p> <p>Revision will be planned in line with pupils needs and gaps in knowledge.</p> <p>This will be informed by end of unit texts, mock</p>		
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				<p>relations with the Papacy; the Investiture Controversy.</p> <ul style="list-style-type: none">• Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular. <p>Year 11 mocks-summative assessment</p>	<p>exams, AFL, RAG rating and PLC's</p> <p>DNA point to be directed by HOD.</p>		
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