



Curriculum Plan: History

Intent:

Summary of Intent:

To provide a curriculum for students aged 11 - 18 which equips them with the factual, conceptual and disciplinary knowledge of History, which encourages a curiosity about the past and allows them to understand a shared identity and actively engage in British society, and the ideas and institutions which have shaped it. Throughout our curriculum KS3-5 is the continuous theme of the changing relationship between the powerful and the powerless.

Factual and Conceptual knowledge:

At KS3 we intend students to gain a broad understanding of a narrative that charts the development of civic and democratic rights in Britain, c.1066 to the 20th century, and the changing relationship between the powerful and powerless, whilst locating this narrative in its international context.

At KS4 we intend students to build on this foundation to develop their understanding of the contesting ideologies of communism, democracy and fascism which have shaped modern European societies, as well as a breadth study of Medicine in Britain and Early Elizabethan England that runs parallel to and draws from the KS3 narrative, whilst exploring a scientific and social perspective on change and continuity across a similar period.

At KS5 we develop students' understanding of the watershed of the Civil Wars and French Revolutions and the beginning of the modern political world, by focussing on the birth, life and death of the concept of Absolute Monarchy.

Across all key stages we intend to use factual knowledge in the short-term memory to develop students' conceptual knowledge in long term memory. Most importantly we intend students to retain a conceptual understanding of the institutions and ideologies that continue to shape British society.

Disciplinary knowledge

Across all key stages we intend to gradually introduce and then strengthen students' understanding of the 4 essential skills/competencies of our discipline:

- knowledge of the past (factual and conceptual),
- historical analysis (i.e. engagement with historical enquires and the 2nd order concepts this involves
- critical engagement with sources of evidence and the provisional, partial and relative nature of evidence in History
- critical engagement with historical interpretations (which we also intend to achieve by using genuine historical scholarship to frame our enquiry questions)

By developing this understanding, we intend for students to leave us with an improved understanding of History as a unique discipline, and the ways in which it differs from other attempts to engage with the past (heritage, stories, myth, national narrative). Ultimately this is intended to equip students to assess the past (and the arguments others use it for) in a mature and critical way.

Year	What will students learn?	Rationale	How will students be assessed?
7	<p>What is History?</p> <p>How far did Anglo-Saxon England survive the Norman Conquest?</p> <p>What was the biggest threat to the power of Medieval monarchy?</p> <p>How far did the Reformation affect the lives of ordinary people?</p> <p>Which Historians are right about why England had a civil war in 1642?</p> <p>(Under review) Why was Britain able to create an Empire?</p> <p>How Revolutionary was the Age of Revolutions?</p>	<p>At KS3 we intend students to gain a broad understanding of the discipline itself, and then a narrative that charts the development of civic and democratic rights in Britain, c.1066 to the 20th century, and the changing relationship between the powerful and powerless, whilst locating this narrative in its international context.</p> <p>In Year 7 this involves building students' understanding of the pre-modern state and its institutions (Monarchy, Church, and Privilege) and its limitations, and the impact these institutions had on ordinary people and the ways in which they were resisted.</p> <p>Later in Year 7 students are provided with the foundations of understanding of Britain's Imperial history and legacy, as well as the wider history of the Age of Revolutions, which is presented as a watershed between pre-modern and early modern history, and is designed to allow students to understand the development of British civic and democratic rights in international context.</p>	<p>Students will be assessed in terms of disciplinary and conceptual knowledge via regular end of topic quizzes, with multiple choice questions designed to expose misunderstanding by providing plausible but incorrect answers.</p> <p>Each unit will also be assessed by means of a bespoke assessment which assesses that students' understanding of the relevant assessment objective for that Enquiry question. (Including where relevant the specific second order concept). Feedback and opportunity to improve will be provided, as well as the chance to return to previous related assessments.</p>
8	<p>How far did the Industrial Revolution improve the lives of ordinary people?</p> <p>What can and can't we learn from sources about the emancipation of women 1800 - 1918?</p>	<p>In year 8 students continue their study of the development of these civic and democratic rights, and the institutions and ideas that shape modern Britain, firstly by studying the impact of the Industrial Revolution, and then the emancipation of women (and indeed men). This provides students with an understanding of modern Britain's democratic institutions by the turn of the 20th century, which we use as a foundation</p>	

	<p>Why did Democracies die in the 20th century? (Under review) How far did the British Empire leave its colonies divided and damaged? (In progress) An enquiry into the persecution of Jews up to and including the Holocaust (In progress and under review) An enquiry into post-WW2 immigration to Britain</p>	<p>to study the challenges to democratic states in the 20th century from the competing ideologies of communism and fascism. We link back to students' work on the development of Empire by teaching the process of decolonization, to provide students with an understanding of the modern political and social legacies of Empire, and end with the statutory requirement to teach the Holocaust.</p>	
9	Medicine in Britain, c.1250 – present		Students are assessed to prepare them for public examinations, using a combination of regular factual and conceptual knowledge tests, alongside a process of gradually introducing new types of exam assessment throughout each unit, and returning to these assessments periodically where appropriate, before pulling these strands together in a combination of partial mocks, full mock and 'walking talking' mock examination practice.
10	Early Elizabethan England, 1558 – 1588		
11	<p>Superpower Relations and the Cold War, 1941 – 1991</p> <p>Weimar and Nazi Germany, 1918 - 1939</p>	<p>At KS4 we intend students to build on this foundation at KS3 to develop their understanding of the contesting ideologies of communism, democracy and fascism which have shaped modern European societies, as well as a breadth study of Medicine in Britain and Early Elizabethan England that runs parallel to and draws from the KS3 narrative, whilst exploring a scientific and social perspective on change and continuity across a similar period.</p> <p>We have picked this particular combination of units from the EDEXCEL options available as we believe it provides a combination of breadth and depth of British and European History that is most relevant to our chosen Curriculum theme of the changing relationship between the powerful and powerless in British History, and because of the way in which these topics reinforce and recap on students' prior study of the institutions and ideologies that continue to shape modern Britain today.</p> <p>Medicine in Britain reinforces students' understanding of the changing nature of government and its involvement in the lives of ordinary people, Early Elizabethan England reinforces students understanding of the fundamental difference in religious tolerance that separates the modern from pre-modern Britain, and Superpower relations / Weimar and Nazi Germany reinforces the lesson that democracy is an ecosystem that is fragile and not to be taken for granted.</p>	

12	<u>France in Revolution, 1774 – 1815</u>		
13	<p>The origins of the French Revolution, 1774 – 1789</p> <p>The Experiment in Constitutional Monarchy, 1789 – 1792</p> <p>The emergence and spread of the Terror, September 1792–1795</p> <p>The Directory and Napoleon's rise to power, 1795–1799</p> <p>The impact of Napoleon's rule on France, 1799–1815</p> <p>The impact of Napoleon's rule on Europe, 1799–1815</p> <p><u>Stuart Britain and the Crisis of Monarchy, 1603 – 1702</u></p> <p>Monarchs and Parliaments, 1603 – 1629</p> <p>Revolution, 1629 – 1649</p> <p>From Republic to restored and limited monarchy, 1649 – 1678</p> <p>The establishment of Constitutional Monarch, 1678 - 1702</p> <p><u>NEA: Absolute Monarchy in theory and practice, 1610 – 1715</u></p> <p>Louis XIII's reign, 1610 – 1643 – the restoration of Royal Authority</p> <p>Louis XIV's reign, 1643 – 1615: Absolute Monarchy realized?</p>	<p>At KS5 we develop students' understanding of the watershed of the Civil Wars and French Revolutions and the beginning of the modern political world, by focussing on the birth, life and death of the concept of Absolute Monarchy.</p> <p>We have picked this particular combination of units because we believe it provides the best opportunity for students to build on their KS4 study (whether or not they have previously studied at Notre Dame) by offering a chance to explore in greater depth fundamental issues of the balance between the rights and powers of government Vs the governed, sovereignty and its origins, political legitimacy and the social contract.</p> <p>Each of our 3 topics explores the same issue of Absolute Monarchy in 3 particular historical contexts, and ultimately helps students to understand the watershed of the English Civil Wars and the French Revolutions, connecting British and International History in the process.</p>	<p>Students are assessed to prepare them for public examinations, using a combination of regular factual and conceptual knowledge tests, alongside a process of gradually introducing new types of exam assessment throughout each unit, and returning to these assessments periodically where appropriate, before pulling these strands together in a combination of partial mocks, full mock and 'walking talking' mock examination practice.</p>