

History Curriculum Plan

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.

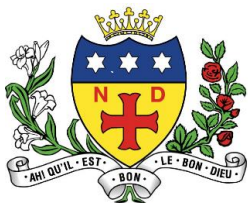
At KS5 we develop students' understanding of the watershed of the Civil Wars and French Revolutions and the beginning of the modern political world, by focussing on the birth, life and death of the concept of Absolute Monarchy.

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:

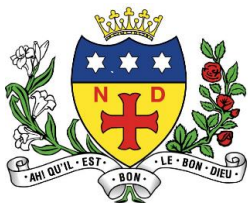
- knowledge of the past (factual and conceptual),



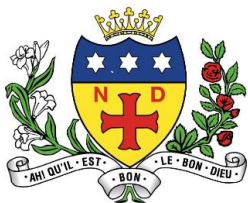
- historical analysis (i.e. engagement with historical enquires and the 2nd order concepts this involves)
- critical engagement with sources of evidence and the provisional, partial and relative nature of evidence in History
- critical engagement with historical interpretations (which we also intend 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.

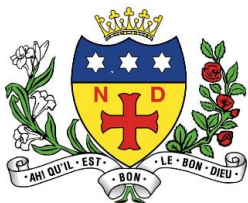
Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, careers, and to developing the disciplinary knowledge of students to become better historians?
7	<p>Enquiry 1 - How far did Anglo-Saxon England survive the Norman Conquest?</p> <p>Enquiry 2 - What was the biggest threat to the power of Medieval monarchy?</p> <p>Enquiry 3 - How far did the Reformation affect the lives of ordinary people?</p> <p>Enquiry 4 - Why was Charles I executed in 1649?</p>	<p>At KS3 we intend students to gain a broad understanding of the discipline itself, and then investigate 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 citing this 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 Parliament) and its limitations, and the impact these institutions had on</p>	<p>Key assessments at the end of every unit which focus on key concepts of the study of History – for example, use of evidence, quality of explanation etc. Each unit will have a bespoke assessment which assesses students' understanding of the relevant assessment objective for that Enquiry question through reviewing student's communication of knowledge for a specific focus. Feedback and</p>	<p>We are developing students' understanding of the modern world through looking at the origins of the structures within our society that shape our everyday life – Church, Monarchy, Parliament and State.</p> <p>We start the year by introducing students to what the study of History is and build and consolidate basic historical skills such as chronology and key terms like change, continuity and significance. As the year goes on</p>



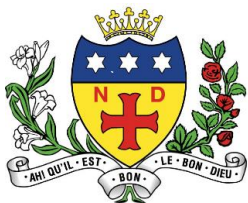
	<p>Enquiry 5 - What was life like under the British Empire?</p>	<p>ordinary people and the ways in which they were resisted.</p> <p>Later in Year 7 students are provided with the foundations of understanding of Britain’s Imperial history and legacy.</p> <p>as well as the wider history of the Age of Revolutions, 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>opportunity to improve will be provided.</p> <p>Year 7</p> <ul style="list-style-type: none"> • Enquiry 1 – Change and Continuity • Enquiry 2 – Consequence • Enquiry 3 – Change and Continuity • Enquiry 4 – Significance and Causation • Enquiry 5 – Source Investigation 	<p>we introduce more complex disciplinary skills such as source analysis, interpretation and basic historiography. Students learn to draw information from primary sources to answer enquiry questions and begin to think about the argument’s historians present and what their influences are.</p> <p>We also prepare students to improve their written communication by practicing paragraph construction and embedding key terms and evidence to help improve the quality of their explanations.</p>
8	<p>How revolutionary was the Age of Revolutions?</p> <p>What can sources tell us about women’s rights in the 1800-1918?</p> <p>Why was WW1 not ‘the war to end all wars’?</p> <p>Which was the biggest turning point of WW2?</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 various revolutions - the Industrial Revolution, the Haitian Revolution and French Revolution - and then the emancipation of women.</p> <p>This provides students with an understanding of modern Britain’s</p>	<p>Year 8</p> <ul style="list-style-type: none"> • Enquiry 1 – Change and Continuity – Similarity and difference • Enquiry 2 – Significance, source investigation • Enquiry 3 – Change and Continuity, Causation • Enquiry 4 – Significance • Enquiry 5 – Causation and significance 	<p>Students in this year group build on the foundations of the disciplinary knowledge set in Y7.</p> <p>Source investigation forms more of a primary role in assessment and the skills of students in analyzing these sources will increase. They will be able to study provenance and test against accuracy and typicality, This is a very important skill to employ in</p>



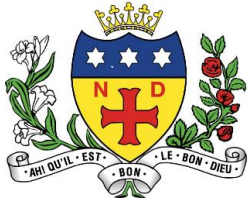
	<p>What were the consequences of anti-Semitism in Europe during the 20th century ?</p> <p>How has migration shaped our nation ? Local study with a Sheffield focus.</p>	<p>democratic institutions by the turn of the 20th century, which we use as a foundation to study the challenges to democratic states in the 20th century from differing ideologies. Our study of the Holocaust allows student to see the impact of this struggle on people throughout Europe.</p> <p>We then follow this with a look at the legacy of conflict in the mid-20th century and how this led to migration and impacted our own city.</p>	<ul style="list-style-type: none"> Enquiry 6 – Change, continuity and significance 	<p>everyday life for dealing with information in the media, from peer groups etc.</p> <p>Students will gain confidence in assessing historical debate and formulating their own arguments.</p>
9	<p>Medicine in Britain, c.1250 – present and Depth Study on Injuries, treatment in the trenches, 1914-1918</p>	<p>At KS4 students build on this foundation at KS3 to develop their understanding of social history, political ideologues., conflict and the state. Change and continuity if a large focus across all exam papers and students are able to use skills developed at KS3 to help them to investigate this.</p>	<p>Students are assessed to prepare them for GCSE examinations in the second year of their course, using a combination of regular factual and conceptual knowledge tests, alongside a process of gradually introducing new types of exam assessment throughout each unit. Feedback and improvement time is always provided.</p>	<p>These topics cover a wide breadth and depth of significant historical events and developments.</p>
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11	<p>Early Elizabethan England, 1558 – 1588</p> <p>Superpower Relations and the Cold War, 1941 – 1991</p> <p>Weimar and Nazi Germany, 1918 - 1939</p>	<p>This combination of units from the EDEXCEL options provides a combination of breadth and depth of British and European History that is most relevant to our studies at KS3 and best supports students to reach success – there are ample opportunities here</p>	<p>At formal internal assessment points mock</p>	<p>Topics such as the Cold War introduce political ideology at GCSE level, building on the study of this from KS3, which is essential for students understanding world-developments and why things are happening at present. Our study of Weimar and Nazi Germany similarly explores this and the interpretation aspect of the exam for this paper helps students to understand provenance and how</p>



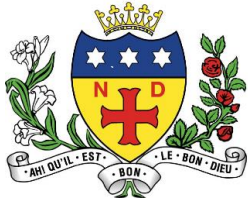
		<p>for students to recap and reinforce prior knowledge from KS3 and apply to their GCSE studies.</p> <p>Medicine in Britain reinforces students' understanding of the changing nature of government and its involvement in the lives of ordinary people, Early Elizabethan England reinforces students understanding of the fundamental difference in religious tolerance that separates the modern from pre-modern Britain, and Superpower relations and Weimar and Nazi Germany reinforces the lesson that there are varied political ideologies which exist alongside each other.</p>	<p>exams will be sat by students.</p>	<p>important this is in formulating ideas about the past and the caution which must be exercised when conducting investigations.</p> <p>Students visit the Thackray Medical Museum in Leeds to see the developments they learn about across the course such as x-rays, spread of disease etc. They also attend a session where they work with primary sources through investigation and analysis to discover significant historical developments.</p> <p>Students also have the opportunity to go on a WW1 Battlefields trip to France and Belgium which links to the areas of Paper 1 but also links to the work of Historical professionals such as the Commonwealth Graves Commission.</p>
12	<u>AQA History A Level</u>	<p>At KS5 we develop students' understanding of the turning points of the British Civil Wars and French Revolutions and how these events redirected the role of monarchy and</p>	<p>Students are assessed to prepare them for their A Level examination in many ways including knowledge</p>	<p>Unit 1D further builds on students understanding of society's core structures – Church, Monarchy, Parliament and ideas of rule such as the extent of absolutism. An</p>
13	<u>Unit 1D: Stuart Britain and the Crisis of Monarchy, 1603 – 1702</u>			



<ul style="list-style-type: none"> • Monarchs and Parliaments, 1603 – 1629 • Revolution, 1629 – 1649 • From Republic to restored and limited monarchy, 1649 – 1678 • The establishment of Constitutional Monarch, 1678 - 1702 <p><u>Unit 2H: France in Revolution, 1774 – 1815</u></p> <ul style="list-style-type: none"> • The origins of the French Revolution, 1774 – 1789 • The Experiment in Constitutional Monarchy, 1789 – 1792 • The emergence and spread of the Terror, September 1792– 1795 • The Directory and Napoleon's rise to power, 1795–1799 • The impact of Napoleon's rule on France, 1799–1815 • The impact of Napoleon's rule on Europe, 1799–1815 <p><u>NEA: The Civil Rights Movement in America from 1865 - 1968</u></p> <ul style="list-style-type: none"> • A study of a range of key issues across this period including the 	<p>Parliament leading into the modern world.</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>Both Unit 1 and Unit 2 have been purposely selected as they compliment each other in terms of helping students to build an understanding which is fundamental to their development during the course – for example, both explore the idea of absolute monarchy and the reactions of the people towards it. They also both reference the wider world so also provide a comprehensive understanding of Europe and the wider world in the Early Modern Period.</p>	<p>tests and exam-based questions.</p> <p>At formal internal assessment points mock exams will be sat by students across both sides of the course.</p> <p>The NEA is a 4500-word research-based project answering a pre-set essay question and using primary sources and historians’ interpretations as supporting evidence. Students are well prepared for this and a set timeline of planning, drafts and submission will be issued at the start of the unit with an internal and external final submission date made clear.</p>	<p>appreciation of the development of these core things helps students have a better understanding of the relationships between these things at present. The discussion between power and authority also helps students to distinguish lawful rule in the present.</p> <p>As part of this course, students also go on a trip to the National Civil War Centre in Newark to see how History is presented to the public. They explore galleries, handle objects from the Civil War period and visit sites of historical importance around this area. This enrichment and communication of History to the public encourages a real engagement with Unit 1.</p> <p>Unit 2H again builds on power and government and further explores the ideology surrounding the French Kings – students delve further into absolutism and will analyse how this affects the actions of the French monarchs, Parliament and people. The</p>
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	<p>nature and success of protest and the actions of ordinary people.</p>	<p>Our NEA moves students to the Modern Era by exploring the persecution experienced by many in America, the reactions to it and successes from the Civil Rights Movement that have had a lasting impact.</p>		<p>increasing power of the people is also an interesting comparison to more modern, and immediately present, events and will help students build a better understanding of the power of society, social-contracts and the role of the wider public in historical developments.</p> <p>The NEA is a modern period study and introduces students to a depth study on America. Here they can apply their knowledge of crowd action, the conflict between those in authority and the wider public to come to justified conclusions on the motivating factors for change.</p> <p>This is a 4500 essay which requires students to work with primary sources and interpretations and use both of these to enhance their own arguments and drive their view forward as a Historian would. They are required to address provenance and limitations of both sources and interpretations</p>
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				<p>which is helpful to gain confidence in applying these to real-world situations. Students also have to independently research this topic area and handle large volumes of information which requires selection and prioritising.</p> <p>Students also have the option to participate in the Historical Associations annual public speaking competition which provides an opportunity to engage with wider historical debate and allows them to practice presenting ideas in a clear, concise way to an audience.</p>
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