

History Curriculum Overview

The history department's vision is to give pupils the knowledge and skills to be active global citizens, who can go on to live a life of choice and opportunity.

What knowledge have we selected in our curriculum and why?

Our history curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

1. Knowledge-rich: Knowledge in each unit is carefully planned and sequenced by the history leads through the medium of booklets. The history curriculum seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history, taught chronologically from prehistoric Britain to the present day. While studying these periods, the units explore our key threshold concepts of: change and continuity; cause and consequence; chronology; significance; similarity and difference; evidential inquiry; and perspectives. Every unit has an accompanying knowledge organiser containing the relevant tier 3 vocabulary, as well as the core knowledge for each lesson. Every lesson begins with retrieval practice which strengthens the recall of knowledge covered in previous units and lessons. All history lessons include explicit vocabulary instruction and exposition through storytelling, so that new knowledge is strongly embedded in pupils' schema.

2. Backwards planned: In our all-through sequencing of our curriculum, pupils learn history in chronological order. Knowledge is built upon as pupils progress through the school. We have a strong focus on the disciplinary skills of an historian and ensure that these skills are built upon year-on-year.

3. Carefully resourced: We continually improve the central resources on our drive each year; we adapt them to the learning needs of our groups, co-plan for mixed attainment groups and use our booklets to ensure every learning objective is delivered. All-through our school we are aligned about what excellent teaching in history looks like: employing explicit instruction, teacher modelling, accountable independent reading and using systematic assessment for learning in lessons - our booklets reflect this.

We carefully select examples and questions in our independent practice during lessons, using scaffolding to ensure our curriculum is accessible to all pupils and interleaving to secure, long-term, deep and adaptable understanding of history which they can apply in different contexts.

4. Aspirational, inclusive and diverse: Aspiration in our curriculum is seen in our high expectations of pupils, the depth we expose our students to in lessons - stretch and challenge is not just an add-on to a worksheet, it is embedded in the rigour of our

booklets. There is a sense of joy in history lessons and this is evident through the pace of lessons, the use of choral response, partner talk, essay writing mornings in primary and the celebration of pupil work.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to AFL (assessment for learning) to help more pupils learn, providing learners with worked examples and using diagrams to accompany explanations (dual coding). Our scaffolding is evident in our exposition, questioning and through use of aids where appropriate. We differentiate by time, not task, by pitching high and scaffolding up. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

Diversity can be seen clearly across the curriculum. We want our students to be exposed to a wide range of stories, perspectives and experiences in their history lessons.

5. Rigorously assessed: We systematically assess pupils in lessons by teaching responsively through a range of AFL strategies; through low-stakes assessments; and in formal assessments at the end of every half-term after which we deliver whole-class feedback.

Our 'Do Nows' are a means of retrieval practice used to recap previously taught topics and are planned meticulously, considering spacing and interleaving of practice. Our low-stakes assessments are a key way of seeking and, via WCF, closing gaps in knowledge.

Formal assessments provide robust student data that can be used formatively to re-teach content identified in QLAs through WCF (whole class feedback) and summatively to consider the snapshot of attainment and progress at that time.

6. Regularly evaluated and reflected upon. We use structures such as subject management, department meeting time and pupil progress meetings after formal assessments to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

Curriculum Maps

Primary History Curriculum Map						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Changes in Living Memory	Significant Events		Dinosaurs		
2		Prehistoric Britain			Ancient Egypt	
3		Shang Dynasty	Ancient Greece		Roman Britain	
4			Anglo-Saxons	Medieval Monarchs	Benin Kingdom	
5	Transatlantic Slave Trade		Industrial Revolution			
6	What were the Social Effects of the Second World War?	The History of Feltham				The Civil Rights Movement

Secondary History Curriculum		
Year 7		
C1 - The Crusades	C2 - Civil War	C3 - Development of British Politics
<ol style="list-style-type: none"> 1. What was so important about the Holy Land? 2. How did the Crusades begin? 3. What were the key events of the Crusades? 4. Was Salah U Din a legendary warrior? 5. Did King Richard really have a lions heart? 6. What were the consequences of the Crusades? 7. What was life like in the Islamic world during the Crusades? 8. What was life like in the Islamic world during the Crusades? 	<ol style="list-style-type: none"> 1. What were the causes of the English Civil War? 2. What was significant about the English Civil War? 3. What were the causes of the French Revolution? 4. Why was the French Revolution significant? 5. What were the causes of the American Civil War? 6. Why was the American Civil War significant? 7. What happened during the Korean War? 8. What happened during the Korean War? 	<ol style="list-style-type: none"> 1. What was life like in England in 1745? 2. How did the Industrial Revolution change people's lives? 3. What was the Great Reform Act? 4. What was significant about the Chartist movement? 5. What was the impact of the philanthropists? 6. How did women get the vote? 7. What was life like for children during the industrial revolution?

Year 8		
C1 - The Crusades (23/24 only)	C2 - Genocide	C3 - Empire and Decolonisation
<ol style="list-style-type: none"> 1. What was so important about the Holy Land? 2. How did the Crusades begin? 3. What were the key events of the Crusades? 4. Was Salah U Din a legendary warrior? 5. Did King Richard really have a lions heart? 6. What were the consequences of the Crusades? 7. What was life like in the Islamic world during the Crusades? 8. What was life like in the Islamic world during the Crusades? 	<ol style="list-style-type: none"> 1. What was it like to be Jewish in Europe in the 1930s? 2. How did antisemitism change through history? 3. How did Hitler make German Jews into non-citizens? 4. Did Hitler succeed in making the Germans hate the Jews? 5. Should Britain have done more to help German Jews? 6. What did the Nazis do to the Jews of Europe during the Second World War? 7. Who resisted Hitler? 8. Why did the Holocaust happen? 9. Why study the Holocaust? (significance) 	<ol style="list-style-type: none"> 1. How did the British Empire begin? 2. What were the causes of the American War of Independence? 3. How did the British colonise India? 4. How did India achieve independence from Britain? 5. What were the events and consequences of the Boer War? 6. How did Ireland become independent from Britain? 7. How did Britain decolonise the Middle East?
Year 9		
C1 - Migration	C2 - Russia in the 20th Century	C3 - The Cold War
<ol style="list-style-type: none"> 1. What is migration and who were some of the first migrants to Britain? 2. What were the causes of Jewish migration and what was the impact on Britain? 3. What caused black migration to Britain? 4. What impact did black migration have on Britain? 5. What were the causes of the Rivers of Blood speech and what impact did it have? 6. What were the causes of Asian migration to Britain? 7. What impact did Asian migration have on Britain? 8. Why is immigration such a controversial topic? 	<ol style="list-style-type: none"> 1. What were the causes of the Russian Revolution? 2. What were the consequences of the Russian Revolution? 3. Why did the Bolsheviks win the Russian Civil War? 4. What were the causes and consequences of the Great Terror? 5. What were the causes of the dissolution of the Soviet Union? 6. What were the consequences of the dissolution of the Soviet Union? 	<ol style="list-style-type: none"> 1. What is a Cold War? 2. What were the causes of the Cold War? 3. What were the causes of the Cuban Missile Crisis? 4. What were the events and significance of the Cuban Missile Crisis? 5. What were the causes of America's involvement in the Vietnam War? 6. Why did the Berlin Wall fall? 7. What led to the establishment of the European Union in 1992?

Year 10		
C1 - Conflict and Tension 1918-1939	C2 - America 1920-1973	C3 - America and Elizabethan England
<ol style="list-style-type: none"> The Big Three and the Treaty Reactions to the Treaty How fair were the Treaties? What was the League of Nations? The Structure of the League The League in the 20s Manchuria Abyssinia Hitler's Foreign Policy Hitler gains allies Anschluss Sudetenland Nazi-Soviet Pact 	<ol style="list-style-type: none"> America context Causes of the Boom Losers of the Boom Prohibition Intolerance (Part 1) Intolerance (Part 2) The Great Depression Hoover vs. Roosevelt The New Deal America and WW2 Post War America and Pop Culture McCarthyism 	<ol style="list-style-type: none"> Civil Rights The Presidents Feminism <p>Elizabethan England</p> <ol style="list-style-type: none"> Elizabeth's Childhood Who had the power in Elizabethan England? Elizabeth and marriage Elizabeth and society (part 1) Elizabeth and society (part 2) Poverty in Elizabethan England Elizabeth and Religion Mary, Queen of Scots Voyage and exploration
Year 11		
C1 - Elizabethan England and Power & the People	C2 - Power and the People	C3
<ol style="list-style-type: none"> Historic Environment Armada Golden Age <p>Power and the People</p> <ol style="list-style-type: none"> Magna Carta Second Baron's War Peasants Revolt Pilgrimage of Grace Civil War Oliver Cromwell America Civil War Chartism 19th century protests 	<ol style="list-style-type: none"> New Unionism Women's Suffrage General Strike Race Riots Power through time <p>REVISION</p>	<p>REVISION AND GCSE EXAMINATIONS</p>
Year 12 - Tudors 1485 - 1603 and Germany 1918-1945		
C1	C2	C3
<p>Tudors: Henry VII</p> <p>Germany: Establishment of the Weimar Republic</p>	<p>Tudors: Henry VIII</p> <p>Germany: The Rise of Nazism</p>	<p>Tudors: Edward VI</p> <p>Germany: Collapse of Democracy</p> <p>NEA: Non-examined assessment</p>
Year 13		
C1 -	C2	C3

<p>Tudors: Mary I and Elizabeth I</p> <p>Germany: Hitler's Consolidation of Power</p>	<p>Tudors: Elizabeth I</p> <p>Germany: Nazi's policies</p>	<p>REVISION AND A-LEVEL EXAMINATIONS</p>
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