

## Curriculum Intent Statement Department of History

### Intent

**We believe that students deserve a broad and ambitious History curriculum, rich in skills and knowledge, which immerses students in a range of cultures and engenders an enquiring and critical outlook on the world. Our History curriculum will give students the opportunity to:**

- study issues at a local, national and international level in Ancient, Medieval, Early Modern and Modern time periods
- understand Britain’s influence on the wider world
- study the history and influence of different peoples and places across time
- assess the impact of events on individual and communities
- be exposed to a high level of historical and conceptual vocabulary
- learn to interpret a broad range of sources including visual sources and propaganda
- be exposed to different peoples’ perspectives on issues and events
- develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity
- challenge received wisdom about historical figures and issues
- develop confidence in orating and debating historical issues and evaluate historical interpretations

Pedagogy	Enrichment	Sequencing
<p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> <li>• enquiry based studies set within a broader historical context</li> <li>• a focus on developing students’ analytical writing by focussing on description, explanation and evaluation</li> <li>• the regular use of live modelling and exemplar answers to demonstrate processes, standards and expectations</li> <li>• a range of strategies to deepen knowledge so that it is committed to long term memory</li> <li>• the importance of giving students regular opportunities to improve work</li> <li>• interrogating current historical debates</li> <li>• students understanding what they are doing well and how they need to improve</li> <li>• students will develop new skills through a variety of interesting contexts to foster enjoyment</li> <li>• students will develop a rich and deep subject knowledge</li> </ul>	<p>We will enrich our curriculum by:</p> <ul style="list-style-type: none"> <li>• establishing cross-curricular links</li> <li>• providing on and off-site subject or topic related experiences</li> <li>• offering opportunities for children to learn outdoors where appropriate</li> <li>• holding Trust-wide competitions to celebrate best work and extraordinary effort</li> <li>• encouraging students to contribute to the life of the school and the community, including remembrance activities</li> <li>• developing partnerships with external providers that extend children’s opportunities for learning</li> <li>• build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty and tolerance and respect</li> <li>• improve their spiritual, social, moral and cultural understanding</li> </ul>	<p>The curriculum is sequenced to ensure:</p> <ul style="list-style-type: none"> <li>• students learn within a coherent chronological framework</li> <li>• key concepts and themes such as civilisation, society, government are interwoven</li> <li>• there is opportunity to measure pace, extent and trends in change and continuity over time</li> <li>• students are able to make relevant links between historical episodes such as the black death and the industrial revolution</li> <li>• there is progression between key stages 3 and 4, with students being exposed to themes and content that will allow all students to access the KS4 content</li> <li>• there is an increasing level of challenge and complexity to enquiries</li> <li>• there is appropriate division of time between Ancient, Medieval, Early Modern and Modern topics</li> </ul>

**The national curriculum for history aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**Pupils should be taught about:**

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments

Year 7

<b>Topic</b>	<b>Content</b>
1. How successful were the Ancients?	<ul style="list-style-type: none"> <li>• Greek democracy and culture and lifestyle e.g. mythology</li> <li>• Greek approaches to healthcare and medicine</li> <li>• Causes of the Roman invasion of Britain</li> <li>• The impact of the Roman conquest of Britain</li> <li>• Roman approaches to healthcare and medicine</li> </ul>
2. How successful was Norman Control of England?	<ul style="list-style-type: none"> <li>• Barbarian migration and the fall of the Roman Empire</li> <li>• The arrival of new peoples to Britain i.e. Angles, Saxons</li> <li>• The causes of Viking invasion of Britain</li> <li>• Anglo-Saxon monarchy e.g. the reign of Edward I</li> <li>• The 1066 succession crisis following the death of Edward I</li> <li>• The battles of 1066 – Fulfordgate, Stamford Bridge and Hastings</li> <li>• Causes of William’s victory at Hastings</li> <li>• The impact of the Norman Conquest including reasons for the Harrying of the North</li> </ul>
<b>December Exam</b>	
3. What did people believe about the Black Death?	<ul style="list-style-type: none"> <li>• Life in towns and villages in medieval England e.g. health, hobbies, work.</li> <li>• The importance of the Christian church to the lives of people in Medieval England</li> <li>• The spread of Islam and Islamic civilisation in the middle ages</li> <li>• Beliefs about the causes of illness in Britain e.g. natural, supernatural</li> <li>• The spreading of the Black Death and responses to it</li> <li>• The impact and significance of the Black Death including the revolt of 1381</li> <li>• A local study of an aspect of life in Medieval England</li> </ul>
4 How significant was the English Reformation?	<ul style="list-style-type: none"> <li>• The power of the monarchy by 1509</li> <li>• The power and influence of the Catholic Church; growth of the Protestant Church</li> <li>• The causes of the English Reformation</li> <li>• The causes of the dissolution of the monasteries</li> <li>• The changing nature of religion under Edward VI, Mary I and Elizabeth I</li> <li>• Reactions to Elizabeth I’s changes to the church (Religious Settlement)</li> <li>• The long-term impact of the Reformation</li> <li>• Reasons for the execution of the Gunpowder Plotters</li> <li>• Link a local study to one aspect of the above e.g. Kirkstall Abbey</li> </ul>
5. How was Britain able to create the biggest Empire the world has ever seen?	<ul style="list-style-type: none"> <li>• The reasons for the growth of the British Empire in C18th including warfare</li> <li>• The colonisation of India – causes and consequences</li> <li>• The reasons for the Opium Wars with China</li> <li>• Interpretations of the British Empire’s impact/significance</li> </ul>
<b>July exam</b>	
6. What was the impact of Slavery on Africa?	<ul style="list-style-type: none"> <li>• Civilisation in Africa before the Transatlantic Slave Trade</li> <li>• The impact of the slave trade on Africa</li> <li>• Conditions and treatment of slaves on the middle passage and plantations</li> <li>• The life of Olaudah Equiano</li> <li>• The causes of abolition of TST in the British Empire</li> </ul>

Topic	Content
1 Did everyone benefit from the Industrial Revolution?	<ul style="list-style-type: none"> <li>• The changing nature of life in England between 1750 and 1900 i.e. growth of towns</li> <li>• Reasons for the industrialisation of Britain between 1750 and 1900</li> <li>• The impact of industrialisation on society e.g. children</li> <li>• The changing nature of medical understanding during C19th</li> <li>• Developments in surgery during C19th e.g. anaesthetics and antiseptics</li> <li>• A local study of the impact of industrialisation or the agricultural revolution</li> </ul>
2 How significant was the First World War?	<ul style="list-style-type: none"> <li>• The changes in the nature of warfare during the FWW</li> <li>• The reasons for the war of attrition</li> <li>• The trench environment and impact upon soldiers including shell shock</li> <li>• The reasons for the high level of casualties at the Battle of the Somme</li> <li>• The social impact of the war e.g. on work, housing and attitudes</li> <li>• The involvement and significance of soldiers from the Empire</li> <li>• The aftermath of the war e.g. destruction, political chaos, Treaty of Versailles</li> <li>• A local study of involvement in the First World War</li> </ul>
<b>December exams (includes slavery from 7.6)</b>	
3 How far have attitudes towards women changed between c.1800 and the present?	<ul style="list-style-type: none"> <li>• Attitudes towards women during C19th including the influence of Queen Victoria</li> <li>• The rise of the suffrage movement amongst the working classes</li> <li>• The rise of the female suffrage movement</li> <li>• The methods of the suffragist and suffragette campaigns</li> <li>• Interpretations of the Suffragette campaign</li> <li>• The role of women during the First World War</li> <li>• Reasons for women gaining limited suffrage in 1918</li> </ul>
4 What were the major turning points of the Second World War?	<ul style="list-style-type: none"> <li>• The reasons for the rise of Nazism in Germany</li> <li>• The development of tension in Europe in the 1930s – reasons for appeasement and the escalation of militarism in Nazi foreign policy</li> <li>• British preparations for the war including evacuation, rationing, women’s land army</li> <li>• The significance of major events in the war including Dunkirk, the Battle of Britain, the Battle of the Atlantic, Stalingrad, D-Day</li> <li>• The role and significance of Alan Turing’s Enigma Machine</li> </ul>
5 How did persecution of minorities develop in Nazi Germany?	<ul style="list-style-type: none"> <li>• Life for Jews living in Germany and occupied Europe in the 1930s and 40s</li> <li>• The causes and significance of Kristallnacht</li> <li>• The increase in aggression towards Jews culminating in the ‘Final Solution’</li> <li>• Treatment of prisoners in concentration camps including Jews, homosexuals, asocials and gypsies</li> <li>• Resistance to the persecution of Jews in Germany and occupied Europe</li> <li>• The impact of the holocaust (shoah) upon Jewish communities including migration to Israel</li> </ul>
<b>July exams</b>	
6 How important was Martin Luther King for the development of black Civil Rights?	<ul style="list-style-type: none"> <li>• The impact of the ending of slavery in the USA upon black peoples’ lives including segregation</li> <li>• The ‘Black Renaissance’ in the 1920s</li> <li>• The significance of the murder of Emmett Till</li> <li>• The methods of the Civil Rights movement including bus boycotts and the march on Washington</li> <li>• The role and significance of Martin Luther King Jnr for Civil Rights</li> <li>• The reasons for improvements in Black Civil Rights between 1964 and 1968</li> </ul>

Topic	Assessment
1. How successful were the Ancients?	<p>Big Write: 'The Ancient Greeks were a very successful civilisation.' How far do you agree? Explain your answer.</p> <p>Assessment: Describe two features of Roman approaches to warfare. (4)            'The Britons' lives were improved by Roman Rule.' How far do you agree? Explain your answer. (16)</p>
2. How successful was Norman Control of England?	<p>Big Write: Explain why William won the Battle of Hastings (12)</p> <p>Assessment: <b>December exam</b> (4 mark infer; 2x 4 mark 'Describe'; 12 mark 'Explain why...'; 16 mark 'Statement.' How far do you agree? Explain your answer</p>
3. What did people believe about the Black Death?	<p>Big Write: 'The church was the most important part of medieval peoples' way of life.' How far do you agree? Explain your answer. (16)</p> <p>Assessment: Describe two features of the church's role in medieval society. (4)            'The Black Death had a significant impact on the medieval way of life.' How far do you agree? Explain your answer. (16)</p>
4 How significant was the English Reformation?	<p>Big Write: Explain why Kirkstall Abbey was ruined in 1539.</p> <p>Assessment: Describe two features of Protestant churches. (4)            Explain why monarchs dealt harshly with heretics and traitors between 1547 and 1606. (12)</p>
5. How was Britain able to create the biggest Empire the world has ever seen?	<p>Big Write: 'The British mainly relied on warfare to grow its Empire.' How far do you agree? Explain your answer.</p> <p>Assessment: <b>July exam</b> (4 mark infer; 2x 4 mark 'Describe'; 12 mark 'Explain why...'; 16 mark 'Statement.' How far do you agree? Explain your answer)</p>
6. What was the impact of Slavery on Africa?	<p>Big Write: 'The main result of the TST was the dehumanising of slaves.' How far do you agree?</p> <p>Assessment: <b>December exam Y8</b> (4 mark infer; 2x 4 mark 'Describe'; 12 mark 'Explain why...'; 16 mark 'Statement.' How far do you agree? Explain your answer)</p>

Topic	Assessment
1. Did everyone benefit from the industrial revolution?	<p>Big Write: Explain why Britain was industrialised from 1750 to 1900. (12)</p> <p>Assessment: Describe two features of Industrial cities. (4)            ‘Ordinary people’s lives became worse as a result of industrialisation between 1750 and 1900.’ How far do you agree? Explain your answer. (16)</p>
2. How significant was the First World War?	<p><i>Big Write: Explain why the British Army suffered heavy casualties during the Battle of the Somme.</i></p> <p>Assessment: <b>December exam</b> (4 mark infer; 2x 4 mark ‘Describe’; 12 mark ‘Explain why...’; 16 mark ‘Statement.’ How far do you agree? Explain your answer</p>
3. How far have attitudes towards women changes between c.1800 and the present?	<p><i>Big Write: Explain why there was little change in attitudes towards women in the 19<sup>th</sup> Century. (12)</i></p> <p>Assessment: Describe two methods used by the women’s suffrage movement. (4)            ‘World War One was the most important reason some women gained the vote in 1918.’ How far do you agree? Explain your answer.</p>
4 What were the major turning points of the Second World War?	<p><i>Big Write: ‘The evacuation of Dunkirk was a total disaster for the allies.’ How far do you agree? Explain your answer. (16)</i></p> <p>Assessment: Describe two features of life on the Home Front in the First World War. (4)            ‘The German failure at Stalingrad was the major turning point of the Second World War.’ How far do you agree? Explain your answer.</p>
5. How did persecution of minorities develop in Nazi Germany?	<p><i>Big Write: Write a narrative account analysing the development of persecution of minorities under Nazi rule between 1933 and 1945. (8)</i></p> <p><b>July exam</b> (4 mark infer; 2x 4 mark ‘Describe’; 12 mark ‘Explain why...’; 16 mark ‘Statement.’ How far do you agree? Explain your answer)</p>
6. How important was Martin Luther King for the development of Black Civil Rights?	<p><i>Big Write: ‘Treatment of African-Americans changed very little between 1865 and 1955.’ How far do you agree? Explain your answer.</i></p>