

HISTORY – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The KS3 History curriculum is one that is designed to be engaging, varied, relevant to pupils' everyday lives and one that equips them with the necessary skills to succeed at GCSE level and beyond. Students are supported through an aspirational flight path, with appropriate curriculum intervention opportunities built in, allowing them to achieve highly in History regardless of their level of ability.

The aim of the department is to provide students with the understanding of both the development of British life and culture, its impact on the 21st century and our values. We set out to explore wider global History to extend students understanding of different cultures and significant events so they can better understand their place in the world and promote tolerance and understanding.

As historians we develop students' essential skills of chronology, causation, interpretation and significance when considering past events. Introducing students to contemporary source material to make the past come alive is integrated into all units of study. Students are able to apply these skills effectively through challenging assessment at all key stages.

We aim to promote a culture of excellence in the department, developing students analytical and evaluation skills so that they build confidence in researching and presenting their arguments. We seek to foster student's ability to work independently, promoting self-motivation and good time management. Students are encouraged to participate in extra-curricular support sessions to take charge of their own learning as part of this.

Developing a student's confidence in all aspects of literacy is at the core of the department's ethos. Extended writing is central to becoming an effective historian and we challenge students to aspire to a high level of written communication throughout all key stages. Becoming a confident reader is also essential to the student's development and we embed opportunities for students to develop their skills in reading independently and aloud in all contexts to benefit them in the subject and beyond.

HISTORY: WIDER CURRICULUM

KS3	KS4
<p>Black History month LGBTQ – History Month Local History Month Remembrance Poppy Display</p>	<p>VR WW1 Trench experience Black History month Local History Month LGBTQ – History Month Remembrance Poppy Display</p>
<p>Discussion of current historical advances/news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from History too detailed to list here</i></p>	

HISTORY – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Thematic Breadth study		British Depth study
	World History		Ethical Issues
	Historical skills		

Key Stage 3	7	Key History Skills Unit	The Norman Conquest	Lincolnshire local study	Pests, Peasants and Plagues.	The Terrible Tudors	Indigenous people of America
	8	Myths and Monsters through Time	The Abolition of enslavement	How did life change during the Industrial Revolution?	Making Modern Britain	Forgotten History – celebrating diversity	Crime and Rebellion
	9	Terrible Trenches: Life during the First World War	Hitler: The rise of evil.	The Holocaust.	The Cold War	Turning points in world History	
	<p><i>By the end of KS3 students will know and understand key aspects of British History from a chronological narrative, from the middle ages to the present day. Students will consider how people’s lives have been shaped & how Britain has been influenced by the wider world. Students will understand historical concepts such as continuity & change, cause & consequence, similarity, difference & significance, and apply them within different approaches to historical enquiry. Students will use contemporary evidence as part of an historical enquiry, including how evidence is used to make historical claims. Students will use historian’s views and discern how & why contrasting arguments & interpretations of the past have been constructed. Students will develop historical perspective by analysing the level of continuity & change over longer periods of time & in different contexts. Students will be able to organise & communicate their historical knowledge through extended writing & reach their own conclusions about the past.</i></p>						
Key Stage 4	10	GCSE: Paper 2 Anglo-Saxon and Norman England.	Paper 2, The American West		Paper 1, Developments in Medicine c1250-present	PPE and revision	
	11	Paper 1: Medicine and Treatment during WW1	Paper 3 Germany 1918-39		REVISION	GCSE EXAMS	
	<p><i>By the end of KS4 students will have developed their knowledge and understanding of important events, periods and societies in British, and wider world history. Within this, students should have a greater consideration of the wide diversity of human experience and cultures. Students will have engaged in historical enquiry using contemporary sources to develop as independent learners and as critical and reflective thinkers. Students will have also have developed confidence when considering how historians have created their interpretations and when analyzing the positions taken by the historians on key events and individuals. Students will be able to confidently organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</i></p>						

Across all year groups and key stages we seek to develop student's broader skills as historians in line with the departments curriculum intent. These fall broadly into 6 categories and are developed across all key stages and within individual lessons and schemes of work.

	Historical Sources <i>(Using information from the past)</i>	Interpretations and Enquiries	Chronological Understanding <i>(Continuity & Change)</i>	Developing Judgements <i>(Causation/Significance /Consequence)</i>	Global Cultural Understanding	History in a Local Context
Year 7	Historical skills – Bias Tudors – Usefulness of sources on the Mary Rose	Historical Skills – enquiry into lost luggage and who it belongs to Tudors – interpreting Henry VIII as either a Man or Monster?	Historical Skills – understanding the meaning of chronology 1066 – Change/continuity of castles Local History – Lincolnshire from prehistoric to the present day.	1066: Why did William win the Battle of Hastings? Middle Ages Consequences of the Black Death. Indigenous Peoples of America – How responsible was Custer for the defeat at the Battle of Little Bighorn?	Middles Ages – the impact that the Black Death had on Europe Indigenous Peoples of America – understanding their culture	Magna Carta and its links to Lincoln. What would life have been like locally during the Middle Ages. Breadth study of local history from the prehistoric to the present day.
Year 8	Abolition of enslavement – usefulness of sources on the Middle Passage Industrial Revolution – usefulness of sources on children working in factories Crime and Rebellion – usefulness of sources on the Gunpowder Plot	Industrial Revolution – an enquiry into who is the greatest inventor? Making Modern Britain – Enquiring in to the Death of Emily Davison – was it accidental or deliberate? Making Modern Britain - <i>Britain has made huge progress during the 20th century in its fight for society's civil rights and freedoms. How far do you agree?</i>	Myths & Monsters – changes/continuity in beliefs from Ancient Greeks to Modern day myths <i>“Slave Trade – narrative question on the Slave Trade triangle”</i> Crime and Rebellion & Making Modern Britain – Developing understanding of how rights and freedoms have developed over the past 200 years.	Abolition of enslavement – judgements on why slavery was abolished <i>Crime and Rebellion – Forming a judgement on why the Gunpowder Plot failed</i> Forgotten History – who was the most important forgotten person? Making Modern Britain - <i>Britain has made huge progress during the 20th century in its fight for society's civil rights and freedoms. How far do you agree?</i>	Abolition of enslavement – slave trade triangle and the relationship this created between countries Industrial Revolution – British Empire Making Modern Britain – looking at cultural change and the positive impact of immigration on Britain. Forgotten History – looking at diversity in History through the examination of overlooked forgotten individuals.	Crime and Rebellion – Hereward the Wake.

Year 9	<p>WW1 – contemporary sources on first day of the Somme</p> <p>Rise of Hitler & WW2 – usefulness of sources on the Battle of Britain</p>	<p>WW1 – Trench Letters, using interpretations of life in the trenches</p> <p>WW1 – “Interpretations on why the First Day of the Battle of the Somme was a disaster”</p>	<p>The Holocaust – How and why Anti-Semitism has existed over time?</p> <p>Turning points in History</p> <p><i>What is the most significant turning point in History?</i></p>	<p>WW1 – Causes/consequences of casualties on first day of the Somme</p> <p>The Cold War – Causes of the Cold War and consequences of the development of nuclear weapons.</p>	<p>Holocaust and the impact it had on people’s lives from around the World</p> <p>Turning points in History</p> <p>What is the most significant turning point in History?</p>	<p>Why local men went to fight in WW1.</p> <p>Life during WW2- rationing.</p> <p>Living through the Cold War in Lincolnshire.</p>
GCSE	<p>Y10 – British sector of the Western Front – contemporary sources on injuries and treatments.</p> <p>Y11 – Germany - Value Sources on aspect of Germany 1918-39.</p>	<p>Y11 – Germany section B. Comparing contrasting historical interpretations on aspect of Nazi or Weimar Germany.</p> <p>Y10 – British sector of the Western Front – How would you follow up on a historical enquiry 4 mark question.</p>	<p>Y10. Developments in medicine 1250-present. 4 and 16 mark questions on identifying and explaining aspects of continuity/change in medicine.</p> <p>Yr10 – American West Narrative Question.</p>	<p>Y10 – Anglo-Saxon and Norman England – 12 and 16 mark questions on explaining why and forming a judgement</p> <p>Y10 American West – Consequence questions & Explain the importance of...</p>	<p>Yr10 – The American West</p> <p>Yr10 – Developments in Medicine. Ancient Greek and Roman understanding of Medicine</p>	<p>Yr10 – Anglo-Saxon and Norman England. Hereward the Wake and the local impact of the Norman Invasion.</p>