

History

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>The aim of our curriculum is to:</p> <p>Provide students with ‘powerful knowledge’ about the past that can be used to develop understanding and skills that are relevant to their academic and personal growth in the present. In our context, powerful knowledge can be taken to mean that students develop a strong awareness of substantive knowledge and the ability to use skills of analysis and evaluation to understand, interpret, and explain the past. In doing so, they develop historical skills, confidence, and key life skills that can be applied more widely in school and in later life.</p> <p>The national curriculum for History aims to ensure that all students:</p> <ul style="list-style-type: none"> • Gain a coherent knowledge and understanding of Britain’s past and that of the wider world. • Are inspired to know more about the past. • Are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Are helped to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. • 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 • 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. <p>The curriculum demonstrates ambition in a range of ways:</p> <p>The course has consistently and continually evolved and developed to be more rigorous and challenging, with more subject knowledge and more opportunities to practise historical skills built into lessons. The primary focus is on applying complex thinking skills to information, which is underpinned by utilising a range of strategies to support and embed knowledge acquisition and retention. Students are given opportunities for hard-thinking in every lesson where skills of analysis, evaluation, and explanation are required. The core concepts that we teach – for example, source analysis, or evaluation of significance - are challenging in themselves and require complex thought processes to achieve outcomes. The nature of the subject facilitates ambition as it allows answers to reflect very different opinions, perspectives, and interpretations of evidence, meaning that students are challenged to test and justify their ideas on a regular basis. Lessons themselves feature frequent extension and challenge tasks (alongside support to enable access) to push students’ thinking.</p>
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How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	<p>Teaching may range between breadth and depth within topics to allow time for teaching the subject content. As our focus is on teaching and developing skills, we may teach specific parts of a topic to focus on specific skills. For example, our Year 9 study of World War II does not study every significant event. But by focusing on a small number of key events and turning points, we are still able to provide key subject knowledge and to develop an understanding of the concept of significance through the comparison of those key events and turning points. The same skills and themes are taught within topics and lessons at intervals across KS3 and KS4 allowing students to regularly revisit them and develop their understanding of our core concepts.</p> <p>In order to practise what has been learnt, there are regular written tasks within lessons which are focused on using subject knowledge and the skills developed in the lesson to come to a conclusion based on the evidence. There are also regular opportunities for discussion built into lessons to allow students to test, compare, question, justify and develop their ideas and opinions. Half-termly assessments allow for controlled assessment of students' knowledge and skills, and these are supported by targeted feedback lessons which give time for guided improvement work. Content is revisited through regular retrieval tasks, for example in starters or homework, through reviews before and after assessments, and through the explicit links demonstrated and references made during lessons. There are also some opportunities to revisit content through links between KS3 and KS4 topics, e.g. poverty in Tudor England is taught in Year 8, and in Year 10 in both the Crime and Punishment and Elizabethan England topics. Gaps in knowledge are addressed through knowledge organisers at KS3, and by access to PLCs and revision guides at KS4. Lesson resources are also available on Teams.</p>
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<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>The overall concept behind the curriculum is that it is sequenced and mapped chronologically (with a few exceptions) and according to recurring concepts and skills.</p> <p>In Year 7, we teach historical skills, the Norman Conquest, Castles and Medieval Life, the Black Death, Peasant's Revolt, interpretations of English kings, Native Americans and the Tudor monarchs. This is done to enable students to build on their KS2 knowledge from primary school and develop confidence in the subject. We extend their knowledge by teaching in more depth and by focusing on skills, such as analysing and evaluating sources and interpretations, rather than focusing solely on subject knowledge and simple moral judgements. As we progress through the year, students continue to develop core historical skills alongside an awareness and understanding of diversity, and the wider study of local history and European and non-European civilisations. The course is taught chronologically in general as we find this helps students to become more confident in their second order concepts (i.e. change and continuity) and their ability to place events/themes and key individuals into historical context. This helps to make links between topics, knowledge and skills.</p> <p>We continue with a chronological approach in Year 8. We first focus on issues of poverty in Tudor England, then the English Civil War and Oliver Cromwell, the Industrial Revolution, Slavery, Democracy and the Suffrage Movement, and finally World War I. This approach supports students in developing their broader knowledge of History whilst developing a thematic understanding of events throughout time e.g. the theme of revolution (Reformation in Y7 and Industrial Revolution in Y8). There are also overlaps in the skills taught from Year 7 to Year 8, such as cause and consequence in the Peasants' Revolt and the causes of World War I. The chronological approach further supports our students in making references to prior knowledge in both the short and longer term. It also allows us to make the teaching of certain concepts more challenging. For example, diversity is linked with the theme of morality in teaching the Transatlantic Slave Trade, and the theme of democracy and the role of government is taught in the Suffrage and First World War topics.</p> <p>In Year 9, we continue with a broadly chronological approach until the Summer term. The study of World War I undertaken at the end of Year 8 links directly into our study of the Nazis after World War I, Germany in the 1920s and 30s, World War II, and the Holocaust. We then teach the Russian Revolution to provide an example of similarity and difference between dictatorships and to continue with the theme of revolution explored in Year 8. This is followed by a study of the debates around terrorism and freedom fighting to present a complex topic that is increasingly relevant to the modern world. We finish the year with a study of Jack the Ripper, which provides a strong link to the Crime and Punishment module which starts the GCSE course in Year 10. By the end of Year 9, students have developed a broad understanding of History, and they have had opportunities for complex, hard thinking, and to develop their own interpretations of the past.</p> <p>At KS4, we follow the OCR GCSE History B specification. This provides flexibility across the units we teach and means we can select units with content that links to KS3 learning (e.g. Crime and Punishment in Early Modern England links to vagrancy which is covered in Year 8; Elizabethan England links to the Tudor module in Year 7; Living Under Nazi Rule connects with the Rise of the Nazis, World War II and Holocaust topics taught in Year 9) which helps students to develop detailed knowledge of aspects of History and a range of historical skills at a more sophisticated level. The exam papers and mark schemes are accessible to students and this helps to promote their independent working and self-regulation skills.</p> <p>An example of how themes are linked throughout the curriculum can be seen in the topics connected to the idea of poverty. 'Poverty' is a key concept in the following topics - Year 7: the Feudal system, Medieval life (Peasants and Villeins), the Black death (linked to diversity), increasing rights as a result of this event, the Peasant's Revolt); Year 8: Tudor poverty/the Poor Law, causes of the Civil War (linked to the attitudes of Charles I), impact of the Industrial Revolution on living conditions, demand for working-class votes, and votes for women; Year 9: Impact of World War I, the political spectrum and impact of extremism, communist Russia, living conditions in Victorian England; Year 10: Causes of crime over time (1250 to modern day), poverty in Elizabethan England, living conditions of Native, Black and White Americans; Year 11: Impact of the Treaty of Versailles on Germany, living conditions in 1930's Germany, the impact of World War II on German civilians; Norwich Castle (diversity and economy over time). The teaching of this theme becomes progressively harder over time. For example, in Year 7, understanding systems of hierarchy, definitions/characteristics of poverty leads to increasing challenge linked to attitudes to poverty in Year 8 and relationships between government and people. In Year 9, we look in more detail at how groups/individuals respond to poverty, their motives and agendas. In Year 10, there is broader consideration of how causes of poverty have changed over time, and what conclusions can be</p>
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	made about changing beliefs and values. In Year 11, we appreciate how links can be made more explicitly across units studied, e.g. the causes of poverty in Early Modern England and how this impacted daily life and government policy in Norwich.
How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)	<p>There is a consistent focus on the importance of the skills which students develop during their study of history, that these skills will stay with them when they have forgotten details of the subject content, and the fact that these are transferable 'life skills' (rather than pure 'History skills') that are worthwhile, sought after, and useful in almost any career. Examples of how these skills may be applied inside and outside of school are regularly given during lessons.</p> <p>We also work hard to foster a love of learning through the quality of our lessons and curriculum, including our creative research homework tasks. This means that we typically have a strong uptake of students at KS4, and traditionally had healthy numbers for our KS5 classes. To support our learners in their progression from KS3 to KS4, we use GCSE exam style questions at KS3 to develop interest through challenge and curiosity, e.g. through examining authentic sources. Links between subject content, themes, and skills across KS3 and KS4 are also made clear to students in lessons, at parents' evenings, and at options evenings so that they feel comfortable progressing to the GCSE course. Students will be given information regarding where they can study History A-Level in the local area, and about the topics that are covered by these settings.</p> <p>The History curriculum regularly practices the essential skills of the Gatsby Skills Builder Universal Framework, such as problem-solving, creativity, aiming high and leadership. Additional links between the curriculum and life/employability skills are also referenced, studied and highlighted at appropriate points in the curriculum. For example, in Year 9 the concept of resilience is seen in Britain's decision to continue the war against Nazi Germany after the Fall of France in 1940, and in Soviet responses to Operation Barbarossa whilst studying the World War II unit.</p> <p>The skills developed in History still provide a strong basis for the traditional careers associated with the subject, such as law, journalism, and banking, which involve analysing evidence in order to draw and justify conclusions. However, these skills are also relevant to any career or job situation that involves decision making based on evidence. In addition, a great deal of History concerns the study of people, their lives, and their choices. This develops our students' human understanding and skills such as empathy and an awareness of diversity, providing paths towards people-based careers such as in social work and advocacy.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Introduction to History Skills, the Norman invasion of England and the Battle of Hastings.	Life in the Medieval period, including village life, the power of the church, medicine, and crime and punishment.	The Black Death and the Peasants' Revolt.	The power of the king, including Henry II and the murder of Thomas Becket, and King John and the Magna Carta.	The lives of the Native Americans.	The Tudor dynasty and the religious reformation.
	8	Poverty in Tudor England, and the witch craze.	The English Civil War.	The Industrial Revolution.	The Transatlantic Slave Trade.	The struggle for Women's suffrage.	The First World War.
	9	The rise of Adolf Hitler and the Nazis.	The Second World War.	The Holocaust.	Early 20 th Century Russia.	Terrorist or freedom fighter?	Jack the Ripper and Victorian London.
	10	Crime and Punishment c. 1250 to present.	Crime and Punishment c. 1250 to present.	Crime and Punishment c. 1250 to present; the Elizabethans 1580-1603.	The Elizabethans 1580-1603.	The Elizabethans 1580-1603; Living Under Nazi Rule.1933-1945	Living Under Nazi Rule 1933-1945
	11	Living Under Nazi Rule 1933-1945; the Making of America 1789-1900.	The Making of America 1789-1900.	The Making of America 1789-1900.	History Around Us: Norwich Castle.	History Around Us: Norwich Castle; revision and exam skills practice.	
What key threshold concepts /core skills / themes are covered each half term?	7	Concepts and core skills: Chronology, evidence, cause and consequence, significance. Themes: Power (monarchy), conquest, control.	Concepts and core skills: Cause and consequence, diversity, evidence. Themes: Power (religion), society.	Concepts and core skills: Cause and consequence, empathy, evidence, significance. Themes: Revolution, power, poverty, inequality.	Concepts and core skills: Chronology, interpretations, significance. Themes: Power (monarchy and religion)	Concepts and core skills: Diversity, similarity and difference, evidence. Themes: Culture and society.	Concepts and core skills: Chronology, cause and consequence, similarity and difference, change and continuity. Themes: Power (monarchy and religion), revolution.
	8	Concepts and core skills: Cause and consequence, empathy, significance, diversity. Themes: Poverty, inequality.	Concepts and core skills: Cause and consequence, evidence. Themes: Power (monarchy and religion), warfare.	Concepts and core skills: Change and continuity, cause and consequence, empathy, evidence. Themes: Revolution, poverty, inequality.	Concepts and core skills: Cause and consequence, similarity and difference, empathy, diversity, evidence. Themes: Inequality, persecution, revolution.	Concepts and core skills: Cause and consequence, change and continuity, empathy, significance, evidence. Themes: Inequality, revolution, democracy.	Concepts and core skills: Chronology, cause and consequence, empathy, interpretations, evidence. Themes: Impact of international events, warfare.
	9	Concepts and core skills: Cause and consequence,	Concepts and core skills: Chronology, cause and	Concepts and core skills: Cause and consequence,	Concepts and core skills: Chronology, cause and	Concepts and core skills: Similarity and	Concepts and core skills: Cause and consequence,

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		chronology, significance, evidence. Themes: Power (political), democracy and dictatorship, control, society.	consequence, empathy, significance, diversity, evidence. Themes: Impact of international events, conquest, warfare.	empathy, significance, evidence. Themes: Persecution, significance of international events.	consequence, change and continuity, significance, evidence. Themes: Power (monarchy and political), revolution, inequality.	difference, interpretations, cause and consequence. Themes: Persecution, revolution, inequality.	diversity, empathy, evidence. Themes: Poverty, inequality.
	10	Concepts and core skills: Cause and consequence, chronology, change and continuity. Themes: Crime, punishment and policing in the Medieval and Early modern periods.	Concepts and core skills: Cause and consequence, chronology, change and continuity. Themes: Crime, punishment and policing in the Industrial and Modern periods.	Concepts and core skills: Cause and consequence, chronology, change and continuity, interpretations. Themes: Crime, punishment and policing in the Modern period; Power (Elizabethan politics), control; Power (Elizabethan religion), control of society.	Concepts and core skills: Cause and consequence, chronology, change and continuity, interpretations, significance. Themes: Inequality, poverty (Elizabethan daily life); Culture, revolution (Elizabethan popular culture).	Concepts and core skills: Cause and consequence, chronology, interpretations, evidence. Themes: Exploration, empire (Elizabethan explorers); Power (political), democracy and dictatorship, revolution (Nazi Germany).	Concepts and core skills: Cause and consequence, chronology, interpretations, evidence, diversity. Themes: Power, persecution, control,
	11	Concepts and core skills: Cause and consequence, chronology, significance, diversity, empathy. Themes: Conquest, control, warfare, persecution (Nazi Germany); Power (political), persecution (Making of America).	Concepts and core skills: Cause and consequence, chronology, significance, diversity, empathy. Themes: Migration, warfare, social change, warfare.	Concepts and core skills: Cause and consequence, significance, diversity, empathy, change and continuity. Themes: Warfare, persecution, migration, social change.	Concepts and core skills: Cause and consequence, chronology, change and continuity, significance, diversity, evidence. Themes: Local History, crime and punishment, social change.	Concepts and core skills: Cause and consequence, chronology, change and continuity, significance, diversity, evidence. Themes: Local History, crime and punishment, social change.	