

History Curriculum Overview

Links to KS2		KS3 will build upon chronologically secure knowledge of British, local and world history learnt at KS2: Britain's settlement by Romans, Anglo-Saxons and Vikings. The Anglo-Saxon struggle for the King of England to the time of Edward the Confessor, a study of an aspect of British history tha extends beyond 1066 & a study of significant turning points.					
Intent	Statement of Intent	To inspire pupils' curiosity to know more about the past and provide a well-informed context for wider learning. To equip pupils to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps students gain a sense of their own identity within a social, political, cultural and economic background.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation Year 7	Year Overview	Y7 - Building on previous experience at KS2 students will learn the key historical skills to succeed in history and to continue to acquire knowledge and develop skills through a range of historical topics. A baseline assessment will be complete at the beginning of the year to plan the following lessons.					
	SOW	a) What is History? b)Who were the British before 1066?	Did the Normans bring a truckload of trouble?	Normans Continued and Medieval England topic begins.	A Time Travellers Guide to Medieval Britain 1066 - 1509	The Tudors 1509 - 1603	The Stuarts - 1603-1745
	Unit Focus	a) Introduction of key historical concepts. b)Who were the British in the First Millenium with a focus on the Romans and Anglo-Saxons.	The Norman Conquest and how William gained control of England. The changes the Normans bought to England.	Medieval society, including peasants, women and village/town life. The significance of the Church. Ideas about Health and Medicine including the Black Death.		How the Tudors came to power. Religious changes in the reign of the Tudors. A comparison of the achievements of the different monarchs.	Why was there a Civil War? Why was a King beheaded? What was life like under the Republic?
Implementation Year 8	Year Overview	Y8 - Building on their previous learning in Year 7 students will develop their understanding of British History with the Industrial Revolution. Students will embark on an engaging study of their local area and contextualise their local area with historical events throughout a vast period of time from the Iron Age to the 21st Century. Students will begin to consider history in a wider global context, looking at issues the British Empire and the Slave trade, considering the British role and developing perspectives of different relationships. They will also consider social and political aspects when studying US Civil Rights and explore how the past has affected modern day Britain. Throughtout the units a range of perspectives will be explored and investigative skills will be developed through the use of sources.					
	SOW	Britain 1750 -1900 Industrial Revolution	Local History of Swindon	Local Study Cont/ Britain 1750-1900 Empire and Slavery		Civil Rights in the USA	The development of democracy in the UK.
	Unit Focus	Changes & the impact of these during industrialisation, eg working conditions, child labour & living conditions. The role of government in improving public health.	The origins of Swindon and local places of historic importance from the Iron Age and Romans through to the Industrial Revolution, impact of War and the modern expansion of Swindon	The Slave Trade & Britain, the Middle Passage & plantation life. Abolition of slavery. Interpretations of slavery. Does slavery exist today?		What rights did African Americans have before 1960? Study of murder of Emmett Till. Investigation into non-violent protest versus violent protest. The impact of the Civil Rights Act	What reduced the power of the monarchs? (Magna Carta, Civil War). Gaining the vote. Democracy versus dictatorships. Civil Rights today.
Implementation Year 9	Year Overview	Y9 Students will continue to develop their historical skills and start their journey towards their GCSE with a move into modern European and Global history. Students will develop their understanding of conflict through an in-depth study of experiences in WW1 and the key Turning Points of WWII. Understanding of causation will be developed through an exploration of the long and short term causes of WWI and questions like how did Hitler come to power. The basic understanding of German history will be laid out which will complement the GCSE and students will also study the Holocaust, and experiences of it, in a sensitive manner. Wider global conflict such as the Cold War will develop student's understanding of the modern world and current affairs.					
	SOW	Experiences First World War 1914 - 1918		Nazism to the Holocaust 1933 - 1945	Turning Points of World War Two 1939 - 1945.	Post-War Britain from 1945	The Cold War & a Divided Europe 1945 - 1989.
	Unit Focus	a) Long & short term causes. Trench warfare & its impact. Changing role of government. Technology & advances. The end of the war & why peacekeeping failed in the interwar years.		Why did people vote for Hitler? Life in Nazi Germany. The persecution of Jews. The Final Solution.	Evacuation of Dunkirk, Battle of Britain 1940. Operation Barbarossa. Pearl Harbour. D-Day 1944. Atomic bombs 1945.	International organisations (UN). Churchill. The impact of wars on government (Welfare State). The NHS	Capitalism versus Communism. Causes of the Cold War. The Berlin Wall. The Korean War. The Cuban Missile Crisis. The Vietnam War. How close did the
Implementation Year 10	Year Overview	Students start to study Norman England c1066 - 1100 in Term 1 which focused on continuity & change. This is our British depth study. In Term 3 they study Germany 1890 - 1945 Democracy & Dictatorship which is our period study. Followed by Conflict & Tension, the Interwar Years, 1918 - 1939 in Term 6 which is our depth study. This compliments our study of Germany as it considers what happened after World War One & the mounting tension prior to the outbreak of World War Two.					
	SOW	a) Norman England c1066 - 1100.		b) Germany 1890 1945, Democracy & Dictatorship cont.			c) Conflict & Tension, the Interwar Years 1918 - 1939
	Unit Focus	The Norman Conquest & control - causation, military aspects, establishing & maintaining control. Life under the Normans - Feudalism & government, economic & social changes. Norman Church & monasteries.		Germany & the Growth of Democracy - Kaiser Wilhelm & problems faced, impact World War One, Stresemann Era. Germany & the Depression - Rise of Nazis, failure Weimar democracy, establishment of Hitler's dictatorship. Experiences of Germans under the Nazis - economic changes, social & policy & practice, control & resistance			Peacekeeping - Armistice & aims peacekeepers, Versailles settlement & its impact.
Implementation Year 11	Year Overview	Students continue to study Conflict & Tension, the Interwar Years, 1918 - 1939 in Terms 1 & 2 of Yr11. Followed by Britain Health & the People, c1100 to the present day.This is our thematic study with a broad sweep focusing on changes & developments in medicine & health.					
	SOW	Conflict & Tension, the Interwar Years 1918 - 1939		Britain Health & the People, c1100 to the present day. e) Historic site study.			
	Unit Focus	.League of Nations & international peace - League of Nations, international diplomacy, collapse of the League. Origins & outbreak of Second World War - development & escalation of tension, outbreak of war.		Medicine Stands Still - Medieval medicine, public health, medical improvements. The Beginnings of Change - Impact Renaissance Britain, dealing with & prevention of disease. A Revolution in Medicine - 19th Century advances medical science, impact Germ Theory in Britain, improvements public health. Modern Medicine - modern treatment of diseases, impact war & technology on surgery, modern public health.			
	Enrichment Opportunities	Students will be invited to visit Belgium in Y9 and a Revision Play 'Hitler on Trail' in Year 11. Also, the department offers enrichment clubs.					
Impact	Assessment	Milestone Assessments will be completed each term- this will be both factual recall and long exam questions. Along with recall quizzes to ensure students are confident with the damands of GCSE. Once students have completed their assessment, each student will recieve feedback in their assessment books. All students will recieve a WWW.HTI and MAC. During the following lessons students will have time to review their assessments and have time to act on their MAC's. Diagnostic, Therapy and Testing will take place for each assessment and help inform planning for the next lessons. During lessons questioning and use of mini-whiteboards allow all staff to check understanding and act on feedback during the lesson, along with self and peer assessment.					
	Literacy and Numeracy links	Students all have Glossaries of keywords. Extensive scaffolding is provided to enable students to develop their essay writing skills. Active reading skills are modelled & promoted. We teach all events chronologically & analyse historical data to draw conclusions & consider trends & developments. Topic texts will be incorporated into schemes of work.					
	How It Is Used / Skills Set Developed / Outcomes	Students will gain a broad & in depth knowledge of British & World history. Throughout the course they will develop thier critical thinking skills. Hence have the ability to analyse, evaluate & reach a supported judgement. Such reasoning & communication skills are crucial for the modern world.					
	Careers in the Curriculum	These transferable skills are valued by employers & are important in so many career spheres. Many students go onto study history at A'level. A wide range of careers welcome students that have studied history. Students are made aware of the career paths that are available throught the study of history. Careers include heritage manager, academic researcher, gallery currator, exhibition officer, historical consultant and solicitor.					