

# Curriculum overview: History

## Key Stage 2

- Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

## Key skills/content requirements at GCSE

- Students need to have a detailed working knowledge of:
  - The People's Health 1250-2000, comprising living conditions, government responses to epidemics and public health in the periods 1250-1500, 1500-1750, 1750-1900 and 1900 to the present day
  - The Norman Invasion 1065-1087
  - American Expansion 1789-1900
  - Living in Nazi Germany 1933-1945
  - Harvington Hall and its development over time
- Students should understand what sources can tell us about the past, how history is represented to different audiences (both the techniques that are used and what can be gleaned from the work of historians) and the concepts around which history is based (change, continuity, consequence, causation, diversity, similarity, difference and significance).
- They should also be able to explain what the historic environment can teach us about the past
- There is a significant conceptual understanding required- concepts students need to master are too numerous to specify here

## Curriculum Overview

Year 7	Year 8	Year 9	Year 10	Year 11
<p>To be able to place into a chronological framework:</p> <ul style="list-style-type: none"> <li>▪ Rome and the Roman Empire living in Medieval England</li> <li>▪ the changing nature of power between 1066 and 1547</li> <li>▪ the English Reformation</li> </ul> <p>Students to master specified historical concepts (too numerous to detail here)</p>	<p>To be able to place into a chronological framework:</p> <ul style="list-style-type: none"> <li>▪ Rome and the Roman Empire living in Medieval England</li> <li>▪ the changing nature of power between 1066 and 1547</li> <li>▪ the English Reformation</li> <li>▪ The English Civil War</li> <li>▪ The Industrial Revolution</li> <li>▪ World War One</li> <li>▪ World War Two and the holocaust</li> </ul>	<p>To be able to place into a chronological framework:</p> <ul style="list-style-type: none"> <li>▪ Rome and the Roman Empire living in Medieval England</li> <li>▪ the changing nature of power between 1066 and 1547</li> <li>▪ the English Reformation</li> <li>▪ The English Civil War</li> <li>▪ The Industrial Revolution</li> <li>▪ World War One</li> <li>▪ World War Two and the holocaust</li> <li>▪ The People's Health</li> </ul>	<p>To be able to place into a chronological framework:</p> <ul style="list-style-type: none"> <li>▪ Rome and the Roman Empire living in Medieval England</li> <li>▪ The changing nature of power between 1066 and 1547</li> <li>▪ The English Reformation</li> <li>▪ The English Civil War</li> <li>▪ The Industrial Revolution</li> <li>▪ World War One</li> <li>▪ World War Two and the holocaust</li> <li>▪ The People's Health</li> </ul>	<p>To be able to place into a chronological framework:</p> <ul style="list-style-type: none"> <li>▪ Rome and the Roman Empire living in Medieval England</li> <li>▪ The changing nature of power between 1066 and 1547</li> <li>▪ The English Reformation</li> <li>▪ The English Civil War</li> <li>▪ The Industrial Revolution</li> <li>▪ World War One</li> <li>▪ World War Two and the holocaust</li> <li>▪ The People's Health</li> </ul>

<p>Students to be able to write detailed historical narratives and comparisons of continuity and change between period</p>	<p>Students to master specified historical concepts (too numerous to detail here)</p> <p>Students to be able to write detailed historical narratives and comparisons of continuity and change between period as well as constructing historical explanations</p> <p>Students to be able to look at the work of historians and analyse their interpretations</p>	<ul style="list-style-type: none"> <li>▪ The Norman Invasion</li> </ul> <p>Students to master specified historical concepts (too numerous to detail here)</p> <p>Students to be able to use historical concepts to plan their own research</p> <p>Students to be able to construct their own arguments based on historical knowledge</p> <p>Students to be able to identify the different techniques historians use to represent the past</p>	<ul style="list-style-type: none"> <li>▪ The Norman Invasion</li> <li>▪ Living in Nazi Germany</li> <li>▪ American expansion</li> </ul> <p>Students to master specified historical concepts (too numerous to detail here)</p> <p>Students to be able to use historical concepts to plan their own research</p> <p>Students to be able to construct their own arguments based on historical knowledge</p> <p>Students to be able to identify the different techniques historians use to represent the past</p> <p>Students to explain what sources can tell us about the past</p>	<ul style="list-style-type: none"> <li>▪ The Norman Invasion</li> <li>▪ Living in Nazi Germany</li> <li>▪ American expansion</li> </ul> <p>Students to master specified historical concepts (too numerous to detail here)</p> <p>Students to be able to use historical concepts to plan their own research</p> <p>Students to be able to construct their own arguments based on historical knowledge</p> <p>Students to be able to identify the different techniques historians use to represent the past</p> <p>Students to explain what sources can tell us about the past</p> <p>Students to be able to explain how the historic environment teaches us about the past</p>
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## GCSE External Assessment:

English language uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11. The course will be assessed through three exams at the end of the course.

## SMSC in history

Humanities subjects are all heavily focussed on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. Students are encouraged and directed to understanding their place in the world and society and how the institutions, organisations and groups have emerged that shape our everyday life. Tolerance, openness and curiosity are all fostered as part of historical studies.

### Spiritual development in history

History encourages the development of students' spiritual growth in a number of ways. Students are encouraged to reflect on the beliefs that drive other people to many of the most despicable acts in history and in turn reflect their own beliefs about why and how we judge these acts. Work done on slavery and the holocaust in year nine consolidates this and students question where views and ideas come from.

In year 11 students work on terrorism- ideas and views are challenged about what terrorists look like and what drives people to become terrorists. Studies of the crusades help students to understand the motivations of people throughout history and the views and beliefs that underpin their actions.

### Moral development in history

A great deal of work is done on understanding the rights and responsibilities people have as citizens, who wields power in Britain and where this power derives from. In year eight a unit of work explicitly focuses on the emergence of Parliament and how the acts of successive negligent kings helped imbue ordinary people with more power; this is followed in year nine by the quest for the vote and the actions of the Chartists and campaigners for votes for women in the 20th century.

We investigate what motivates people to act in terrible ways- from Stalin to Hitler to slavery and evaluate the legacy of the Generals of World War One. In so doing we challenge how important human life is and what constitutes right and wrong in peace and war.

### **Social development in history**

Students develop an understanding of how democracy evolved and the fundamental rights we hold dear in Britain. By studying Tsarist Russia they gain an appreciation of the rights enjoyed in Britain contemporary to the period and how we have our rights that we still enjoy today. Working in groups they complete investigations such as the extent to which the Battle of the Somme was a disaster, and they learn about the legacy of empire and the world's development focusing on the 15th century 'Age of Exploration' as an extension of the earlier crusades. By doing so they gain an understanding of the wider world and how different cultures have emerged. A unit focused on Parliament unpacks democracy, and how it evolved in Britain developing work done on the Roman mixed constitution.

### **Cultural development in history**

Work done on the emergence of empire during the 17th to 20th century helps students to appreciate the wider world and how cultural assimilation has taken place; this is complemented by prior studies on the Dark Ages migrations and European development. The legacy of empire is addressed and the work of campaigners to end slavery is also studied in year nine. Moreover, focus on the rule