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| **Curriculum rationale & design** | The History department has a dedicated and supportive ethos matched with a deep and current understanding of the key events and ideas of the last 2000 years. We are committed to teaching and learning and aim to inspire our students to be curious about the study of the past.  All of our students need to know that the past is connected to the present and that historic events have a legacy that often lasts to today. Through the study of History, students will be equipped with the knowledge to understand how Britain has changed over time and how Britain influenced, and was influenced by, the wider world. It will also provide students with the skills to help them ask perceptive questions, think critically, weigh evidence and develop judgement.  Students at Astrea Woodfields will explore the complexity of people’s lives, the diversity of societies and relationships between different groups, as well as the challenges of their time.  Students will begin to study a wide range of History from the Byzantine Empire, to the Vikings before focussing on Britain in 1066, working their way through medieval England and the Medieval world before finishing the year on the archaeological finding Richard III. Year 8 picks up after year 7, with a focus on the Stuarts and building on the British Empire and the impact on the world with industrialisation and the changing impact this has on society from then. Year 9 Students pick up from the British Empire to study the outbreak of WW1,WW2 and begin their focus on modern history around the world. Students in year 9 will do the compulsory topic of the Holocaust in detail using the UCL Holocaust textbooks which have been recently researched and require staff CPD alongside it. Students will finish on 1960s American and Britain. By the end of year 9 students will have had a wide study of History of Britain and the world. Students will be able to see the cause and consequence of events throughout History as well as studying the secondary order concepts. The Class of 2027 are completing the AQA exam board. Studying Conflict and Tension inter wars, Democracy and Dictatorship in Germany, Medicine through time and Elizabeth. These topics cover a range of History from political, medical and social. We believe this offers a range of History which motivates and students and is of large interest. This sets up students to be ale to take History at A level or students have left us with a large range of History understanding in both substantive and disciplinary knowledge they can use as they go into their next steps.  The content that we study is ambitious for students. We cover a range of topics that focus on pushing students ideas of History which focus also on the disciplinary knowledge. As students develop through the content they need previous content to build on in order to understand the substantive knowledge. The way students access the disciplinary knowledge is ambitious for each year group. For example, students are introduced to interpretations and modelled closely for students while in year 9 students are given interpretations with the aim to be able to annotate them themselves. The curriculum at Key stage 3 is sequenced in chronological order in order to build up on the substantive knowledge as well as the understanding of cause and consequence. This will also support our SEND students. Key stage 4 has been chosen to be in an order that will engage and motivate students as they build up on their knowledge in the different studies.  Primary schools in the area cover a range of different topics for History but do this embedded within their other schemes of work. For example reading and writing may be focussed on a book from the war period. More work needs to be done on what students in our feeder schools are covering in History and to develop on this.  Our curriculum covers are broad amount of history. It covers 1000 years as well as a focus on a number of different groups and cultures throughout history. The recent added topic of GRT history has been embedded in order to support a need of understanding our community in the academy but also outside. The curriculum focuses on a thread of power and the battle for power also social history of the people in different cultures. This allows students to see the impact of those in roles above us but also the role in society of those around us. This allows students to find some association with the people we study throughout history. The curriculum has been expanded to not just focus on a British history but to also focus on the history of other cultures to understand their past.  The curriculum is rigorously academic in the high expectations of content that students are studying as well as the second order concepts but also the amount of scholarship that students are working with. Every time the curriculum is reviewed, we look at what scholarship we can build into the curriculum in order to allow students to engage in recent scholarship. New recent scholarship that has been added has been Empireland by Sathnam Sanghera into our Empire topic and Sugar into Blood for our Slavery topic. This is being continuously being adapted. |
| **Curriculum aims** | The 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. We aim to give a cultural capital to our students in this community that they would otherwise not have without our curriculum. This will support them once they have finished studying History whether that is in KS3 or GCSE with an understanding of the world and the people in it. |
| **Assessment** | **Mastery Quizzes** – Whole school assessment system. Mastery quizzes have been created to test the powerful knowledge that students need to know from that unit of work. Students use their knowledge organisers and homework to support this. These are done in lesson in silence and self assessed and feedback given in the lesson. Staff collect these in and use this information to see any gaps in knowledge and misconceptions that have arisen. Staff then use this to plan in any content that needs to be covered again through our recall questions.  **End of unit assessment –** Students are answering the enquiry questions for the topic. Students throughout the topic will have practice at writing like a historian to begin to build up their argument for the final assessment. This checks both the substantive and disciplinary knowledge shown in the unit. This is marked by staff and feedback given with an opportunity to purple pen their work. Supporting any gaps in knowledge and misconceptions.  **KS3 Mid year and end of year assessment –** Whole Trust assessment system. Assessments have been created by the department to test the substantive knowledge and disciplinary knowledge that students have learned over the term. These are marked by staff and feedback given with an opportunity to purple pen their assessment. Staff can then use this to see any gaps in knowledge and misconceptions and be able to support this in the lessons as they move forward. |

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|  | **Aut 1** | **Spring 1** | **Summer 1** |
| **Year 7** | **The Byzantine Empire**   * The creation of the Byzantine Empire * Connections of the Byzantine Empire   **The Vikings**   * Who were the Vikings and where did they come from? * Impact of Vikings on Britain * Were the Vikings barbaric?   **Sutton Hoo**   * The discovery of the burial site at Sutton Hoo * Using evidence who do we believe was buried at this site? * What can we learn about this person from the archaeological evidence found?   **Islam**   * How did Islam spread? * Importance of Baghdad   **Normans**   * Normans in Yorkshire * Conisbrough castle * Yorkshire in the Domesday Book | **Medieval Christianity through St Hugh of Lincoln**   * What is medieval Christianity like? * What does medieval Christianity look like in Lincoln? * Who is Saint Hugh of Lincoln and why is he important?   **The Crusades**   * What are the Crusades? * Why did they happen? * What is the impact of the Crusades?   **Medieval Monarchs**   * Where does power lie in the Medieval period? * Birth of Parliament | **The Epic of Sundiata**   * Medieval Mali * Who is Sundiata and what did he do?   **The Peasants Revolt**   * Causes of the Peasants Revolt * The story of the Revolt * Consequences   **The Discovery of Richard III**   * Who was Richard III * How was he discovered?   What science was doing to prove the discovery of Richard III? |
| **Year 8** | **The English Civil War**   * Causes of the Civil War * Civil War * Execution of Charles I   **Empire**   * What is the British Empire * India * Colonisation * Was the British Empire a force for good?   **Objects in the British Museum**   * Interpretations of Empire * History and importance of objects in the museum | **Slavery**   * Triangular Trade * Life on the Plantations * Abolition   **Revolutions**   * American War of independence * French Revolution * Haitian Revolution   **Life in Industrial Britain**   * The causes of the Industrial Revolution * Transformation of cities and towns * Public Health * Transformation of transport * Local History Study : Doncaster in the Industrial   **Protest**   * How did people protest? * Why did people protest? * What changes happened due to protest? | **GRT History**   * Migration during the period * Lives of GRT in Britain * How lives have changed   **Suffragettes**   * Suffragettes * Arguments for and against the votes * Actions of the suffragettes * Women During the first world War * Reasons for the vote |
| **Year 9** | **Causes and life during the First World War**   * Europe by 1914 * Causes of the First World War * Assassination at Sarajevo   **Forgotten Stories of World War One**   * Western Front * Different experiences of the Front | **USSR**   * Communism * Tsarist Russia * Russian Civil War * Russia’s Government   **Second World War**   * Road to War * Treaty of Versailles * Adolf Hitler * Battle of Britain   **Holocaust**   * Persecution before 1939 * Resistance to the Holocaust * Conditions in the Concentration Camps * Kindertransport * Liberation and remembrance | **Civil Rights in the USA**   * Discrimination in the USA * Montgomery Bus Boycott * Martin Luther King * Role of Kennedy and Johnson   **1960s Britain**   * Mods and Rockers * Windrush * Music * Women   **Maurice Dobson**   * Who was Maurice * His LGBTQ experiences in Yorkshire |
| **Year 10** | **Conflict and Tension: Inter wars 1919-1939**   * Treaty of Versailles * League of Nations and International Relations * The road to war | **Elizabethan England c1568-1603**   * Elizabeth’s Court and Parliament * Life in Elizabethan times * Troubles and home and abroad   Historic Environment | **Health and the People**   * Ideas of disease and prevention – c1250-c500 * The Black Death * Continuity and change of illness in c1500-c1700 * William Harvey and the circulation of blood |
| **Year 11** | **Health and the People**   * Germ Theory * Vaccinations and Edward Jenner * Public Health in the Industrial Period * Approaches to Modern medicine * Fleming and Penicillin | **Democracy and Dictatorship in Germany**   * Germany after the war * Steps to Democracy * Rise of Hitler * Germany under Dictatorship | **Exam Preparation**   * Recap and Reviewing topics * Exam practise   Targeted Revision |