

## History Curriculum 2020-21

### Intent:

The History curriculum is intended to enrich pupils' understanding of the world around them by broadening their understanding of how modern cultures and ways of life are inspired by events and ways of life that have been seen in the past. The curriculum has been designed to incorporate a range of skills and knowledge that will support students in their development as young historians, but will also run alongside other subjects in their development of understanding the world around them and to prepare them for life beyond school as citizens in the local community. The schemes of work have been planned with the intention of giving pupils both a chronological and thematic insight into different cultures, societies, ways of ruling, conflicts and protest, which all led to changes which have inspired our society and the world today. Above all is the desire to equip students with the knowledge and emotional understanding to make sense of the complex world in which they live.

In History, students are taught using a range of resources and take part in a wide range of activities. Students explore the subject through group work, independent investigation, use of historical primary and secondary sources, and considering a range of historian interpretations to support their learning. Students use and develop a range of skills such as how to pull apart historical evidence and interpretations, how to gain understanding from the use of primary sources, and how to write in a historical way with evidence to support their ideas. To support their studies, students are offered the opportunity to visit many places linked to their current topics. All GCSE students get an opportunity to visit Berlin, Poland, or WW1 battlefields during their time at Studley High School, with KS3 students visiting a range of museums and visitor centres, taking part in workshops led by visitors, and listening to real life accounts from people who have experienced events such as the Holocaust, Windrush and the Kindertransport programme. Student progress is facilitated through them studying a well-planned and exciting curriculum, and is measured through both formative and summative assessments with a formal assessment taking place for each topic that we teach. This allows for regular and meaningful teacher feedback to support the pupils' ongoing development of historical understanding and skills. Individual student progress is continually assessed through teacher questioning and observation in the classroom.

History is a popular subject at Studley. The progress of the individual student is paramount and the outcomes at the end of KS3 and GCSE are positive. This progress is measured using a range of assessment tools such as regular recall quizzes to review current but also previous knowledge, developing pupils' memory skills from the start of KS3. There are also a range of assessment style questions given for KS3 topics, including short written answers which are opinion based, alongside longer written answers to review content learnt and to develop the skill of writing as a historian. At GCSE most assessment tends to follow the requirements of the Edexcel exam board requirements, with continual knowledge recall built in to compliment this. What is equally important to their academic progress within the classroom is that students in History develop a range of life-long skills such as empathy, critiquing evidence they are given and an ability to evaluate and make informed decisions based on evidence. The skills that students develop in History will enable them to continue to further education, apprenticeships, and the world of work. Students will also learn to become a thoughtful, kind, active member of society which will support their lives once they have left us at the end of year 11.



	Autumn Term		Spring Term		Summer Term
	7 1/2 weeks	7 weeks	6 weeks	5 & 6 weeks	6 1/2 weeks
<b>Year 7</b>  1.5 hours per week	<b>Depth Study:</b>  <a href="#">How far did Britain change following the Roman invasion?</a>  Key areas explored: Celtic Britain, motivation behind Roman invasion, impact of invasion, aftermath of invasion, Anglo-Saxon Britain, Pompeii homework project.  Skill focus: similarity & difference/ use of evidence	<b>Thematic Study:</b>  <a href="#">‘Castles and the conquered’ What impact did the Norman invasion have on England?</a>  Key areas explored: Life before 1066, Norman invasion and impact on Britain.  Skill focus: Cause & consequence, significance.	<b>Thematic Study:</b>  The ‘Measley Middle Ages’? How accurately are the Middle Ages represented?  Key areas explored: Black Death, religion, medicine, social history, Medieval rulers, medieval women.  Skill focus: Chronology, evidence, judgement, representation.	<b>Thematic Study:</b>  How did rulers behave in the 16th and 17th centuries?  Key areas explored: Tudors and Stuart focus, the Reformation, Civil War & Restoration.  Skill focus: Chronology, significance.	<b>Thematic Study:</b>  <a href="#">How ‘great’ is Great Britain?</a>  Key areas explored: Industrialisation of Britain, rule in India, migration & immigration, Slavery.  Skill focus: Interpretation, local/national/global connections, similarity & difference.
<b>Year 8</b>  1.5 hours per week	Assessment Point: 1) Baseline 2) Source assessment	Assessment Point: 1) Cause - why did William invade? 2) What impact did the Normans have?	Assessment Point: 1) Doom painting 2) Judgement - how ‘measley’?	Assessment Point: 1) Reformation - who created the most change? 2) Cromwell: Hero or Villain	Assessment Point: 1) India - source work 2) Judgement piece - how ‘great’?
<b>Year 8</b>  1.5 hours per	<b>Depth Study:</b>  How much change did Britain experience at the turn		<b>Depth Study:</b>  What impact did WW1 have on Europe?		<b>Thematic Study:</b>  ‘Rock N Roll and Riots’:



<p>week</p>	<p>of the 20th century?’</p> <p>Key areas explored: Life at the turn of the century, Female Suffrage, WW1, trench project, Liberal Reforms, impact of WW1.</p> <p>Skill focus: Change &amp; continuity, evidence, interpretation.</p>	<p>Key areas explored: Treaty of Versailles, Europe in the 1920s, rise of the dictators, Nazi Germany, buildup of WW2, Holocaust.</p> <p>Skill focus: Chronology, cause &amp; consequence, significance.</p>	<p>How much social change took place in America during the 1950s and 60s?</p> <p>Key areas explored: Overview of American history, impact of WW2, Elvis and Rock N Roll, Civil Rights, Feminism, British comparison.</p> <p>Skill focus: Chronology, global connections</p>	
<p><b>Year 10</b> 2 hours per week</p>	<p>Assessment Point: 1) Suffragette source work 2) Trench assessment</p>	<p>Assessment Point: 1) Recall test - key terms &amp; dictators 2) Holocaust memorial</p>	<p>Assessment Point: 1) Source work - Elvis 2) Recall - Civil Rights</p>	
<p><b>Year 9 - History</b> 1.5 hours per week</p>	<p><a href="#">Medicine Through Time</a> &amp; Western Front (Paper One - 18 weeks approx.)</p> <p>Key areas explored: Medicine before 1066, Medieval period, Renaissance, Industrial Britain and Modern Medicine. We also explore medicine in the trenches of WW1 (source work).</p> <p>Assessment Points cover: Recall on each key topic, exam questions on each key topic.</p>	<p>Elizabeth (Paper Two - 12 weeks approx.)</p> <p>Key areas explored: England on the ascension of Elizabeth &amp; issues she faced, religious turmoil in Elizabethan England, links with Mary Queen of Scots and the Spanish, Spanish Armada and other challenges Elizabeth faced, Elizabethan life, Age of Exploration.</p> <p>Assessment Points cover: Recall on each key topic, exam questions on each key topic.</p>	<p>Revision</p> <p>Assessment Point: Paper One &amp; Paper Two mock</p>	
<p><b>Year 10</b> 2 hours per week</p>	<p>Elizabeth I (As above)</p> <p>Assessment Points cover: Recall on each key topic, exam questions on each key topic.</p>	<p>Revision - Paper One</p> <p>Paper One mock</p>	<p>Weimar &amp; Nazi Germany (Paper 3 - 18 weeks approx.)</p> <p>Key areas explored: Germany post WW1, development of the Weimar Republic &amp; challenges it faced, Germany throughout the 1920s, rise of the Nazi Party, impact of Great Depression, Hitler takes power, life in Nazi Germany.</p> <p>Assessment Points cover: Recall on each key topic, exam questions on each key topic.</p>	



<p><b>Year 11</b></p> <p>2 hours per week</p>	<p>Revision</p> <p>Germany? <i>Dependant on when we come back?</i></p>	<p>Cold War (Paper Three)</p> <p>Assessment Points cover: Recall on each key topic, exam questions on each key topic.</p> <p>Key areas explored: Post WW2 conferences &amp; relations between East and West, development of Cold War in the 1950s, key flash points in the 1960s, Detente through the 1970s and reasons for the end of the Cold War.</p>	<p>Revision</p>	
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