

## History curriculum outline

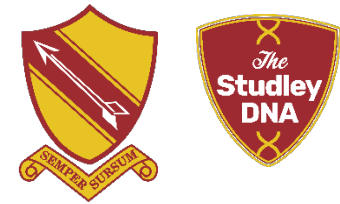
### Intent:

The History curriculum at Studley High School is designed to expose students to a broad narrative, covering the history of a number of time periods, places and peoples. We are aiming to develop critical historical thinkers, able to handle evidence and interpretation in a skilful way, creating students who can discern for themselves the utility and reliability of information with which they are presented. Students will be able to assess causes of events, and gauge the extent of consequences. Our intent is to create knowledgeable citizens of the world who are familiar with different cultures, players and stories, able to be comfortable with the context of the world as they grow.

Our choice of content begins in Year 7 with the foundations of British history. It is important for students to have an understanding of the history of these isles, and so we begin by analysing the effects of the Roman invasion on Britain. We then continue with this theme of raiders and invaders to look at subsequent waves of incomers, particularly the Anglo-Saxon and Viking waves through the 7<sup>th</sup>-10<sup>th</sup> Century. The depth study in Topic 2 looks at the impacts of a very different invasion – the Norman Conquest of 1066. In topic 3 & 4 we continue with our chronological study to juxtapose two very different geographical cultures, but at the same moment in time. Students will consider what historians know about life in Medieval England, and the ways in which historians work to develop this knowledge. Then they will shift focus to the Middle East, looking at the Islamic Empire under the Seljuk Turks and the causes, events and consequences of the Crusades. Finally in Year 7 students will analyse and evaluate the reasons for a decline in the power of the monarchy, looking particularly at key figures in British history from Henry II – Henry VIII.

Year 8 takes a thematic approach, in contrast to the chronological study undertaken in Year 7. Students will look at the ways in which different groups have fought for rights and freedoms across history, in this year which we have named “Rights and Riots”. Students will look at 5 key groups – the working class, black people in the USA and the UK, countries part of the British Empire, women in the UK and LGBTQ people in Europe. Across this period we will come frequently to the main question of *how* rights have been acquired, and evaluating the success of different methods. The skill focus will change throughout this year depending on the content being taught to ensure development of main skills through Key Stage 3.

In Year 9 we move our attention to more modern history. Our current Year 9 have followed a different curriculum to that outlined above, and have already covered “traditional” key stage 3 history, including the World Wars. Instead, we have chosen to complete a depth study on the Middle East, looking at the root causes of the conflict that is visible today. This choice was made in response to current affairs that have grabbed the attention of our student body, and to provide an opportunity to apply



historical knowledge to a modern problem. Students have a “big question” to answer – “*What has caused conflict in the Middle East?*” This has been broken down into three units – religious reasons (Crusade focus), foreign interventions (collapse of the Ottoman Empire focus) and resources (the Gulf Wars and oil focus). Students will study each unit, building up to a multi-causal argument to answer their overall question. Year 9 will then end with a bridging unit between KS3 and KS4 unit, looking to develop the full range of historical skills being assessed. The theme for this unit is “how have humans shaped history?” with a view to study ways in which people have created change. This will ask students to look at case studies such as Nelson Mandela, the Suffragettes and the 7/7 bombings to evaluate why change has happened over time.

At GCSE we will study the Edexcel GCSE History syllabus, with the following units:

Paper 1: Medicine through Time, with the British Sector of the Western Front as our historical environment study

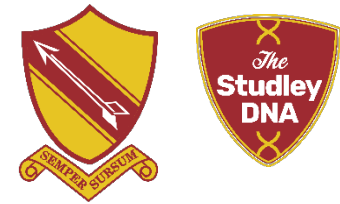
Paper 2: Elizabethan England (British Study) and Superpowers in the Cold War (Depth Period Study)

Paper 3: Weimar and Nazi Germany

The current year 10 have already studied a year of GCSE, covering Medicine Through Time and Elizabeth England. The sequencing below for them allows for two things – Superpowers in the Cold War, a very difficult paper in terms of content, is taught in the middle of Year 10 with extra time given to firmly embed students’ learning. The Elizabeth topic with which we end Year 10 is interleaving, to allow students to revisit and refresh this knowledge before continuing. In the following academic year, this cohort will begin Year 11 with a study of Weimar and Nazi Germany. This paper, carrying the most weight and delivering a brand new assessment objective, is held for Y11 due to its difficulty. They will then revisit Medicine through Time as interleaving, before finally revising the Cold War before their exam season begins.

### **Implementation:**

At Studley we believe that students best develop as historians with a deep knowledge of the time period that they are studying. This firm grasp of the features and characteristics of the period allow students to confidently explore second order concepts such as change and continuity. Therefore our curriculum has a focus on delivering knowledge, applying their learning and reviewing and retrieving their knowledge frequently. This is done through the use of retrieval methods. Students are taught using authentic materials and sources wherever possible, allowing students to become familiar with challenging, sometimes archaic language and using the visual materials, pictures, portraits and cartoons that were available to people of the day. We also expose students to a variety of sources, such as archaeological evidence and artefacts. Schemes of work and lessons are designed around enquiry questions, pushing students to ask big questions about the past and to not be satisfied with simple



answers – it may often take a number of lessons to fully form an answer or opinion! Students are encouraged in this by regular paired, group and discussion work to develop their argument skills.

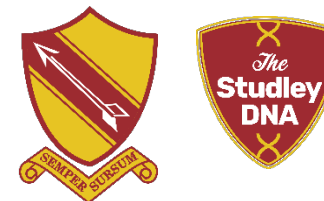
Assessment is done through tasks that allow students to demonstrate ability in a particular disciplinary skill. We have outlined 6 historical skills – cause and consequence, change and continuity, evidence, interpretations, organisation and knowledge. These latter two are evident in every single unit and will be assessed very frequently. The other 4 will rotate, as demonstrated below, to allow students to revisit and refine their skills in these areas. Student progress will be tracked in these areas throughout the year, with students taking ownership of their own progress and being aware of how they as individuals will become better historians.

### **Impact:**

Aside from the academic impact, we endeavour to create students who can be active citizens at a local, national and global level. They should appreciate the values and contributions of people and cultures other than their own, be able to relate and empathise with people in a variety of situations in the past and present, and be evaluative in the face of a barrage of information that comes with the modern world. Studley students will be confident in navigating these challenges, armed with the skills that history has developed in them.

In terms of academic skills, the department has identified six key skills that students need to master if they are to become successful historians. They are:

1. Causes and consequences – identifying, categorising and analysing causes and consequences; building the ability to make causal arguments; analysing and judging the extent of consequences
2. Change and continuity – understanding periods of change and continuity, identifying the reasons for change and continuity and using language to quantify the amount, speed or direction of change in the past; being able to explain change across time periods, geographical locations and within groups and societies
3. Evidence – handling source material contemporary to the time period being studied; being able to extract useful information from a wide variety of sources including written, oral and material culture; being able to confidently assess a source for utility and validity
4. Interpretations – engaging with historical debates and academic writing on the time period being studied; identifying interpretations and their key message; be able to explain how and why interpretations have been constructed; begin to make their own interpretations of history
5. Organising knowledge – learning how to write like a historian, including narratives based on accurate chronology



6. Using historical words – an understanding of accurate vocabulary and an awareness that historical vocabulary might change meaning in the context of a different place, period or culture

Progress in these areas is built into the delivery grid below, with students gaining an opportunity to visit and *revisit* these skills regularly to develop. Skills 5 and 6 are integral to all others and so are not given specific time to themselves, however they are a core of what we do on a daily basis.

Our impact is evident in our results – students at KS4 perform above national average. In 2020, 73.6% of students achieved a Grade 4 or higher. At Key Stage 3 data suggests our students make relatively good progress, leading into their success at GCSE.

		<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>	<b>Topic 5</b>	<b>Topic 6</b>
<b>Year 7</b>	<b>Content:</b> <i>Forging Foundations</i>	How far did Britain change following the Roman Invasion?	'Castles and the Conquered' – What impact did the Norman Conquest have on the people of England?	What do historians <b>know</b> about the Middle Ages in England?	How different was the Islamic Medieval World?	Why did the monarchy lose power in the 15 <sup>th</sup> and 16 <sup>th</sup> Century?	
	<b>Skill focus assessed:</b>	Change and Continuity	Interpretations	Evidence	Evidence	Cause and Consequence	
<b>Year 8</b>	<b>Content:</b> <i>Rights and Riots</i>	How did life change for workers in Industrial England? – From Cottage Industry to the Great Reform Act	Slavery in the USA and UK – Case Studies	How did black people fight for their freedoms? Civil Rights in the USA and UK	Experiences of Empire, from the rulers and the ruled	Why did women win the vote in 1918?	Are LGBTQ people "new"?
	<b>Skill focus assessed:</b>	Change and Continuity	Evidence	Cause and Consequence	Interpretations	Cause and Consequence	Change and continuity



<b>Year 9</b>	<b>Content:</b>	What has caused conflict in the Middle East? Part 1: The Crusades	What has caused conflict in the Middle East? Part 2: Foreign intervention in the 20 <sup>th</sup> Century	What has caused conflict in the Middle East? Part 3: Resources	Bridging Unit: How have humans shaped history? Skills based unit	Surgery Unit of Paper 1 – Chosen as the first because it bounces well from the prior unit on interpretations and evidence. Will build upon WWI knowledge from the end of year 8.
	<b>Skill Focus</b>	Cause and Consequence	Evidence	Interpretations	All	A03 – use of primary evidence
<b>Year 10</b>	<b>Content:</b>	Surgery on the Western Front	Superpowers in the Cold War			Elizabeth Revision
	<b>Skill Focus:</b>	A03	A01 & A02			A01 & A02
<b>Year 11</b>	<b>Content:</b>	Weimar and Nazi Germany – Key Topic 4	Surgery on the Western Front	Elizabeth Revision	Medicine Revision (TBC)	Exam Season
	<b>Skill Focus:</b>	A01/A02/A03/A04				