

## HISTORY – CURRICULUM INTENT

### ASPIRE – CHALLENGE – ACHIEVE

The KS3 History curriculum is one that is designed to be engaging, varied, relevant to pupils' everyday lives and one that equips them with the necessary skills to succeed at GCSE level and beyond. Students are supported through an aspirational flight path, with appropriate curriculum intervention opportunities built in, allowing them to achieve highly in History regardless of their level of ability.

The aim of the department is to provide students with the understanding of both the development of British life and culture, its impact on the 21st century and our values. We set out to explore wider global History to extend students understanding of different cultures and significant events so they can better understand their place in the world and promote tolerance and understanding.

As historians we develop students' essential skills of chronology, causation, interpretation and significance when considering past events. Introducing students to contemporary source material to make the past come alive is integrated into all units of study. Students are able to apply these skills effectively through challenging assessment at all key stages.

We aim to promote a culture of excellence in the department, developing students analytical and evaluation skills so that they build confidence in researching and presenting their arguments. We seek to foster student's ability to work independently, promoting self-motivation and good time management. Students are encouraged to participate in extra-curricular support sessions to take charge of their own learning as part of this.

Developing a student's confidence in all aspects of literacy is at the core of the department's ethos. Extended writing is central to becoming an effective historian and we challenge students to aspire to a high level of written communication throughout all key stages. Becoming a confident reader is also essential to the student's development and we embed opportunities for students to develop their skills in reading independently and aloud in all contexts to benefit them in the subject and beyond.

### HISTORY: WIDER CURRICULUM

KS3	KS4	KS5
Lincoln Cathedral & Castle – Yr 7 Holocaust Centre – Yr 9 Black History month LGBTQ – History Month Local History Month Remembrance Poppy Display	UK trenches visit Black History month Local History Month LGBTQ – History Month Remembrance Poppy Display	Workhouse trip Black History month Local History Month LGBTQ – History Month Remembrance Poppy Display
Discussion of current historical advances/news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from History too detailed to list here</i>		

## History – CURRICULUM MAP

**Key** = Matching colours denote links between topics either in content or skills across Key Stages

	Thematic Breadth study		British Depth study
	World History		Ethical Issues
	Historical skills		

Key Stage 3	7	Key History Skills Unit	The Norman Conquest	Lincolnshire local study	Pests, Peasants and Plagues.	The Terrible Tudors	The life of the Plains Indians
	8	Myths and Monsters through Time	Empire/ Slavery: Freedom vs profit	How did life change during the Industrial Revolution?	Making Modern Britain	Terror through Time.	Forgotten History – celebrating diversity
	9	Terrible Trenches: Life during the First World War	Hitler: The rise of evil.	The Holocaust.	The Cold War	Turning points in world History	
	By the end of KS3 students will know and understand key aspects of British History from a chronological narrative, from the middle ages to the present day. Students will consider how people's lives have been shaped & how Britain has been influenced by the wider world. Students will understand historical concepts such as continuity & change, cause & consequence, similarity, difference & significance, and apply them within different approaches to historical enquiry. Students will use contemporary evidence as part of an historical enquiry, including how evidence is used to make historical claims. Students will use historian's views and discern how & why contrasting arguments & interpretations of the past have been constructed. Students will develop historical perspective by analysing the level of continuity & change over longer periods of time & in different contexts. Students will be able to organise & communicate their historical knowledge through extended writing & reach their own conclusions about the past.						GCSE: Paper 2 Anglo-Saxon and Norman England.
Key Stage 4	10	GCSE: Paper 2 Anglo-Saxon and Norman England.	Paper 2, The American West		Paper 1, Developments in Medicine c1250-present		PPE and revision
	11	Paper 1: Medicine and Treatment during WW1	Paper 3 Germany 1918-39		REVISION		GCSE EXAMS
	By the end of KS4 students will have developed their knowledge and understanding of important events, periods and societies in British, and wider world history. Within this, students should have a greater consideration of the wide diversity of human experience and cultures. Students will have engaged in historical enquiry using contemporary sources to develop as independent learners and as critical and reflective thinkers. Students will have also have developed confidence when considering how historians have created their interpretations and when analyzing the positions taken by the historians on key events and individuals. Students will be able to confidently organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.						
Key Stage 5	12	Paper 1: Germany 1918-89 – Germany and West Germany, 1918-89 Paper 2: Spain 1930-78: republicanism, Francoism and the re-establishment of democracy.			REVISION		YR 12 EXAMS
	13	Paper 3 – Poverty & Public Health c1780-1939 Paper 4 Holocaust interpretations coursework			REVISION		A2 EXAMS
	Students will build on their understanding of the past through experiencing a broad and balanced course of study that focuses on key societal and political changes in both Britain and the wider World. As part of this Students will continue to develop their understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity. Students will develop increased confidence as independent, critical and reflective thinkers and develop the ability to ask relevant and significant questions about the past and to research them in depth. Through the use of both contemporary sources and historical interpretations students will acquire an understanding of the nature of historical study, and the way in which historical judgements are reached and evolve. Students will learn to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.						

Colours on the History Curriculum map above denote which KS3 topics are most closely linked (but not solely) to either content or skills in the 5 GCSE units.

Paper 1: Developments in Medicine 1250-present

Paper 1: The British Sector of the Western Front 1914-18 (sources)

Paper 2: Anglo-Saxon and Norman England 1060-1088

Paper 2: The American West c.1835-c.1895

Paper 3: Germany 1918-39

Across all year groups and key stages we seek to develop student's broader skills as historians in line with the departments curriculum intent. These fall broadly into 6 categories and are developed across all key stages and within individual lessons and schemes of work.

	<b>Historical Sources</b> <i>(Using information from the past)</i>	<b>Interpretations and Enquiries</b>	<b>Chronological Understanding</b> <i>(Continuity &amp; Change)</i>	<b>Developing Judgements</b> <i>(Causation/Significance /Consequence)</i>	<b>Global Cultural Understanding</b>	<b>History in a Local Context</b>
<b>Year 7</b>	Historical skills – Bias Tudors – Usefulness of sources on the Mary Rose	Historical Skills – enquiry into lost luggage and who it belongs to Tudors – interpreting Henry VIII as either a Man or Monster?	Historical Skills – understanding the meaning of chronology 1066 – Change/continuity of castles Local History – Lincolnshire from prehistoric to the present day.	1066: Why did William win the Battle of Hastings? Middle Ages Consequences of the Black Death Plains Indians – How responsible was Custer for the defeat at the Battle of Little Bighorn?	Middle Ages – the impact that the Black Death had on Europe Plains Indians – understanding their culture	Magna Carta and its links to Lincoln.  What would life have been like locally during the Middle Ages.
<b>Year 8</b>	Slave Trade – usefulness of sources on the Middle Passage Industrial Revolution – usefulness of sources on children working in factories Terror Through Time – usefulness of sources on the Gunpowder Plot	Industrial Revolution – an enquiry into who is the greatest inventor? Terror Through Time – Enquiring in to the Death of Emily Davison – was it accidental or deliberate? Making Modern Britain - <i>Britain has made huge progress during the 20th century in its fight for society's civil rights and freedoms. How far do you agree?</i>	Myths & Monsters – changes/continuity in beliefs from Ancient Greeks to Modern day myths <b><i>"Slave Trade – narrative question on the Slave Trade triangle"</i></b> Terror Through Time Unit Making Modern Britain – Developing understanding of how rights and freedoms have developed over the past 200 years..	Slave Trade – judgements on why slavery was abolished <b><i>Terror Through Time – Forming a judgement on why the Gunpowder Plot failed</i></b> Forgotten History – who was the most important forgotten person? Making Modern Britain - <i>Britain has made huge progress during the 20th century in its fight for society's civil rights and freedoms. How far do you agree?</i>	Slave Trade – slave trade triangle and the relationship this created between countries Industrial Revolution – British Empire Making Modern Britain – looking at cultural change and the positive impact of immigration on Britain. Forgotten History – looking at diversity in History through the examination of overlooked forgotten individuals.	Terror Through Time – Hereward the Wake.

Year 9	WW1 – contemporary sources on first day of the Somme Rise of Hitler & WW2 – usefulness of sources on the Battle of Britain	WW1 – Trench Letters, using interpretations of life in the trenches <b>WW1 – “Interpretations on why the First Day of the Battle of the Somme was a disaster”</b>	The Holocaust – How and why Anti-Semitism has existed over time? Turning points in History <i>What is the most significant turning point in History?</i>	WW1 – Causes/consequences of casualties on first day of the Somme  The Cold War – Causes of the Cold War and consequences of the development of nuclear weapons.	Holocaust and the impact it had on people’s lives from around the World Turning points in History What is the most significant turning point in History?	Visit to the local Holocaust Centre in Newark.  Why local men went to fight in WW1.  Life during WW2- rationing.
GCSE	Y10 – British sector of the Western Front – contemporary sources on injuries and treatments. Y11 – Germany - Value Sources on aspect of Germany 1918-39.	Y11 – Germany section B. Comparing contrasting historical interpretations on aspect of Nazi or Weimar Germany. Y10 – British sector of the Western Front – How would you follow up on a historical enquiry 4 mark question.	Y10. Developments in medicine 1250-present. 4 and 16 mark questions on identifying and explaining aspects of continuity/change in medicine. Yr10 – American West Narrative Question.	Y10 – Anglo-Saxon and Norman England – 12 and 16 mark questions on explaining why and forming a judgement Y10 American West – Consequence questions & Explain the importance of...	Yr10 – The American West Yr10 – Developments in Medicine. Ancient Greek and Roman understanding of Medicine	Yr10 – Anglo-Saxon and Norman England. Hereward the Wake and the local impact of the Norman Invasion.
A Level	Y13 – section A questions on Poverty & Pauperism. Y13 Spain 1930-77 using source evidence in combination. Y12 – Spain 1930-77 value and reliability questions QA & QB	Y13 & Y12 Germany. Was Hitler's foreign policy the main reason for the outbreak of WW2. Y13 – Coursework enquiry on intentionalist and functionalist perspectives on the Holocaust.	Y13 Problems and developments in Public Health provision 1780-1939. Y12 & Y13 developments across 3 German periods Weimar, Nazi, FRG 1918-89.	Y13 Problems and developments in Public Health provision 1780-1939 – causes and consequences. Y13 Developments in provision for Poverty – significance. Y12 – Tracking significance of key factors across 3 periods of German History 1918-89. Y12 – Spain 1931-76 causes, significance & consequences of developments in Spain before, during & after the Civil war.	Y13 – Origins of the Holocaust coursework. Y12 & Y13 – Impact of the rise of Nationalism in Europe – Spain and Germany. Contrasting political ideologies – Democracy, Fascism and Communism. The development of the EEC and its impact on Spain and Germany.	Y13 Poverty in Lincolnshire in the 19 <sup>th</sup> century – Workhouses and Swing Riots.