

Year 7 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Cause and consequence		Significance		Change and continuity	
National Curriculum Knowledge & Understanding	Students should investigate the impact of migration to England before the medieval ages. This will focus on the migration of Vikings and the impact this had on Britain prior to the Norman invasion	Students should extend their knowledge of medieval Britain in regard to church, state and society between 1066-1100	Students should deepen their knowledge on the impact of key events in regard to the development of church, state and society between 1215-1509	Students should deepen their knowledge on the impact of key events in regard to the development of church, state and society between 1509-1603	Student should gain historical perspective on new ideas, political power and connections between local and national issues between 1603-1649	Student should gain historical perspective on new ideas, political power and connections between national issues between 1649-1688
Assessment	Baseline assessment: Historical knowledge and skills: What makes a great historian	Explanation on why William won the Battle of Hastings and the results of the Norman invasion on England	Evaluate the significance of the Magna Carta and why it led to the growing power of the barons	Assess the importance of the Tudor Dynasty and the impact it had on religion and the power of the monarchy	Evaluate the impact of the English Civil Wars on the monarchy and the power of parliament	Assess the importance of the power of Britain abroad and how this changed their influence in world events
Why this?	Know and understand the history of the British isles as a coherent, chronological narrative and how people's lives have shaped the nation and how Britain has been influenced by the wider world		Know and understand significant aspects of the history of Britain and how this has shaped the nation and impacted the way in which the nation has adapted to political and religious events		Know and understand different contexts and understanding the connections between different contexts as well as links between cultural, economic and social history and the short-term and long-term results of these events	

Why now?	To help students know and understand the complexity of people's lives, diversity of society, their own identity and the challenges of their time.	To understand the past through the people who have impacted so and to understand how these people have shaped the world we live in today.	The formation of Parliament in the 13th/14th century to understand how our current legal and political system has evolved throughout time.	The impact of the religious Reformation of the 16th century and the consequences it had on the power of monarchy (including the English Civil War), church and the people.	Students to have a clear and broad understanding of the political, social, economic, military and religious changes that have shaped taken place that has shaped British to this day	The political revolutions that saw the establishment of the a modern day monarchy and the union of Britain
Skills & Characteristics	Collaboration Group work and speaking and listening activities Peer assessment Role-plays		Collaboration and communication Debates and article reviews on topics studied. Students will be challenged to make inferences from the text.		Resilience Memory games Writing detailed, extended responses to questions Staying Positive- acting on feedback given.	
Aspirations & Careers	The aim of this topic is to enthuse students to KS3 History. This topic will demonstrate career opportunities when studying history and will detail the benefit for all who participate fully. CDI: 1	Students are encouraged to identify strengths and skills and develop confidence in their written and vocal responses CDI: 1	Students are introduced to the idea of writing CVs when studying the Magna Carta and the barons. They explore what a CV is and how to write one. CDI: 16	Students to gain a better understanding of their strengths, achievements and areas of improvement through summative and formative assessments CDI: 3	The aim is for students to gain a better understanding of some of the qualities, attitudes and skills needed to be successful in leadership when studying key individuals such as Charles I and Cromwell CDI: 1, 3	Students to receive appropriate advice and guidance on how best to prepare for the next stage at KS3 and prepared an individual learning plan that sets broad learning goals CDI: 4

Year 8 Curriculum Intent 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Interpretation		Historical enquiry		Significance	
Knowledge & Understanding <i>(National Curriculum)</i>	Students should gain an understanding on the development of Imperialism and why European countries such as Britain created an empire and the impact this had on slaves and the rest of the world during the 18 th and 19 th centuries	Students to extend their knowledge of the 18 th and 19 th century in regards to the impact the power of Britain abroad had on the people living in Britain at the time. This will focus on industrialisation and the differences this had on the rich and the poor	Students should gain historical perspective about the emergence of different political and gender ideas that emerged during the latter part of the 19 th century and the early 20 th century. This particularly focuses on the women's suffrage movement	Students to investigate the importance of the causes to the First World War and the events during and immediately after the war. This focuses on long-term causes from 1888-1913 to immediate causes in 1914. Students to study the results WWI had on countries involved following 1918.	Students to extend their knowledge of the early part of the 20 th century by investigating the new political ideas and the challenges this had on countries internationally. Students will then study the impact this had on the inter-war years and the Second World War	Students to study the challenges extreme political and social ideas had on different groups during the Second World War both nationally and internationally. This will particularly focus on the Jewish community in Germany and those living in Britain during the Second World War.
Assessment	Baseline assessment: Interpretation: Should Britain be proud of its empire?	Explanation on what was the most important impact of the Industrial Revolution – emergence of popular	Assess the importance of the suffrage movement and whether it was political groups such as the	Explanation on the most important factor that led to WWI breaking out in 1914 – was it long-term or immediate reasons	Evaluate the impact WWI had on other countries such as Germany as to why Hitler become dictator and who was most to	Study different types of historical sources and why contrasting arguments and interpretations of the

		protest or changes to British society?	Suffragists and Suffragettes or WWI that played the leading role why women were given the right to vote	that caused war to start?	blame for WWII breaking out?	past have been constructed
Why this? Why now?	Understand the impact imperialism has had on different cultures around the world and the long-term significance this has had on peoples lives.		The creation of universal suffrage in Britain and understand how our current legal and political system has evolved throughout time.		Know and understand different contexts and understanding the connections between different contexts as well as links between cultural, economic and social history and the short-term and long-term results of these events	
Skills & Characteristics	Communication Writing prompts Resilience:: Student target setting Collaboration Group work Resilience – adapting extended writing for essay style and source analysis questions		Aiming High - Writing detailed responses to questions in strict timed conditions Staying Positive - acting on feedback given. Communication and collaboration Think, pair, share Peer assessment		Communication and collaboration Think Pair Share Listening Triangles Remaining positive: Revision sessions	
Aspirations & Careers	Students to research and interpret information about different cultures and enhance their understanding on potential stereotypes that effect opinions on different social groups	The aim is for students to know how to set challenging, realistic learning goals with targets and action points to support their achievement in History CDI: 1	Students to identify different political strategies when studying the suffrage movement and the strengths and weaknesses of different approaches	The focus will be for students to consider and record information about how they would respond if they were living through the events of the First World War and	Students to discuss and record the people who can help, where help is available, and other sources of assistance in studying radical ideas from other people. This links with studying the key individuals during the	Students to identify opportunities for progressing to further learning at KS3 and KS4, including the importance of investing in their own learning CDI: 1, 3, 4

	CDI: 8		CDI: 8	develop their self-awareness CDI: 1, 3	1930s in the lead up to WWII CDI: 8	
--	--------	--	--------	---	--	--

Year 9 Curriculum Intent 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Historical enquiry		Cause and consequence		Change and continuity	
Knowledge & Understanding (<i>National Curriculum</i>)	Students to investigate the challenges countries faced after the Second World War especially in regards to contrasting political ideas. This will focus on the origins of the Cold War and tensions between countries between 1945-61	Students to deepen their knowledge about the Cold War by studying the significance of events between 1961-1975. Students should gain knowledge on the reasons why the USA and the USSR wanted to increase their power around the world while limiting the other countries.	Students to study a significant society in the 20 th century, with a particular focus on the USA during the 1920s. Students should gain knowledge on the reasons why America experienced a 'boom' during the 1920s	Students to deepen their knowledge on the USA during the 20 th century by focusing on American society during the 1930s and how American people experienced the Great Depression and life during WWII	Students to study American society in the 1950s and compare this with life during the 1920s. Students should gain knowledge on new inventions and the different experiences of social groups during the two decades.	Students to study the racial tension and development in the civil rights movement during the 1960s in the USA. This includes investigating key individuals and groups, as well as the role the Presidents played.

Assessment	Evaluate the utility and provenance of sources interpreting the results of events during the 1950s between the USA and USSR	Assess the importance of international events and how this impacted on relations between the USA and USSR, as well as neighbouring countries	Explanation on what was the most important reason why the USA experienced a boom – social or political reasons.	Explanation on the most important factor as to why the USA came out of the Great Depression – the economic or political reasons	Evaluate the impact of consumerism and reasons why many Americans were able to benefit during the 1950s.	Assess the reasons why civil rights movement succeeded - social or political events.
Why this? Why now?	Students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.		Students will gain a coherent understanding of developments in the USA and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.		The period study is national in its focus, allowing students to study the domestic history of the USA and its people in a period of change.	
Skills & Characteristics	Aiming high: Writing detailed, extended responses to questions Student target setting Creativity Applying ideas and interpretations to secondary historian interpretations		Aiming high: Reading challenging texts and sources through inferences. Listening Triangles Debates		Applying ideas and interpretations to world affairs Collaboration and communication Peer assessment Research projects (Falls in the box below)	
Aspirations & Careers	CEIAG Careers Fairs Work Experience GCSE options evening					

Cultural Capital

Pupils are encouraged to make links between current events, like international relations between countries and the studies on the Cold War and race relations in the USA

Extra-curricular

History club

WWI and WWII battlefields educational visit

GCSE Historical enquiry educational visit