

## Curriculum Progression Pathway History

### **Subject Intent:**

Our goal is to provide an ambitious and inspiring curriculum which ignites the curiosity of our pupils. We aim to ensure that all pupils gain a coherent, chronological understanding of how this nation developed and how Britain has influenced and been influenced by the wider world. Pupils will also know and understand significant aspects of the history of the wider world and be able to place their knowledge into different contexts, understanding the connections between local, national and global history. We intend to develop pupils understanding of historical concepts and methods of historical enquiry to equip them with the 'finger-tip' knowledge needed to be successful historians. We endeavour to match the scope and ambition of the National Curriculum whilst at the same time reflecting our school's principles and context. Ultimately, the History curriculum aims to enable students to become successful learners, confident individuals and responsible citizens.

### **Why is the study of History important?**

A high-quality history curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. This secure historical knowledge allows pupils to make sense of the modern world, to understand how the political, social and cultural landscape of Britain has developed and provides context to global events and the challenges of our time. Moreover, the study of history equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. It is through the study of history that we can truly understand the complexity of people's lives, the process of change, the diversity of society and our own identities. As such, History is a powerful tool for enhancing cultural capital and personal development, as well as a vehicle for promoting British values. We have developed a carefully sequenced curriculum which provides a broad and balanced learning experience. Full coverage of the National Curriculum ensures we have both overview and depth studies, helping our pupils to understand both the long arc of development and the complexity of specific aspects of the content.

**What will students know and understand from the study of History?**

**Substantive knowledge:**

**Year 7** builds on the knowledge developed at KS2, beginning with a reinforcement of disciplinary knowledge introduced at primary school. Students continue to develop these skills within a chronological study of British history focussing on the **development of Church, state and society in Britain, 1066 - 1588**.

Year 7 finishes with a **local history study** which places the above learning within a local context

**Year 8** continues to develop students' chronological understanding, focussing on the **development of Church state and society, 1509 – 1745** and **ideas, political power, industry and empire, 1745 - 1901**. Year 8 also encompasses a **study of a theme in British history** (crime and punishment) and a **significant society in world history** (Native Americans)

**Year 9** completes the key stage 3 curriculum, focussing on **challenges to Britain, empire and the wider world, 1901 to present day (including the Holocaust)** and further studies on **significant societies / issues in world history and the interconnections with other world developments** (revolutions in France and Russia)

Key knowledge and concepts are embedded throughout KS3 to prepare students for KS4. The knowledge taught at KS3 provides students with an overview before studying key events in more depth at KS4.

We have carefully selected topics **in year 10 and 11** which are supported by prior learning at learning at Key Stage 3 and provide the pupils with a clear progression model across the key stages.

Paper 1 (50%) – Understanding the Modern World: Section A – **Germany: Democracy and Dictatorship 1890 – 1945**, and Section B – **Conflict and Tension, 1918 – 1939**, builds upon content delivered during year 9. Paper 2 (50%) – Shaping the Nation: Section A – **Britain: Power and the People, c.1170 – present day** and Section B – **Norman England, c.1066 – 1100**, builds upon British history content delivered in years 7 to 9. Many of the core themes studied throughout Key Stage 3 are reinforced at Key Stage 4.

**Disciplinary knowledge:**

An essential part of any History curriculum is understanding of how historians analyse the past using second order concepts and how they use evidence to construct interpretations. We aim to equip pupils with the essential disciplinary knowledge they need to work as successful historians; secure disciplinary knowledge creates a better understanding of the substantive knowledge. Throughout Key Stage 3 and 4, pupils will revisit and develop the following areas across different topics and contexts:

- Source analysis and interpretation – inferences, provenance, bias, utility and reliability and how convincing
- Understanding and explanation of second order concepts – cause and consequence, change and continuity, similarity and difference and significance, sources and evidence,
- Categorising information and linking factors
- Presentation of supported arguments and developing judgements
- Evaluating significance of people, events and trends
- Writing accounts, based upon sequencing of events
- Placing events / individuals in a broader historical context and comparison of individuals / events across periods and places

**Supportive learning skills or attributes**

- Revision and recall skills
- Literacy and numeracy – extended writing, written and verbal communication, reading and comprehension, interpreting data, graphs etc. as evidence and analysing trends across time and topics studied
- Problem solving and analysis skills
- Forming argument, persuading and debating
- Character skills – resilience, collaboration, independence, empathy, creative thinking and social intelligence
- Skills and disciplinary knowledge taught at KS3 and KS4 prepare students for post-16 education

**How does the study of History support students learning in other subjects?**

Cross curricular links have been identified with various subjects and these links are referenced when appropriate. History provides context for learning across the school curriculum in several subjects:

English – At Key Stage 3 and 4 the history curriculum covers topics which provide context for texts studied. The Tudors, colonialism and slavery support Shakespeare's 'The Tempest' and 'A Midsummer Night's Dream'; Victorian England and public health support 'Oliver Twist' and 'Sherlock Holmes'; the Russian Revolution supports 'Animal Farm'; WWI supports 'Journey's End'; the class system and socialism support 'An Inspector Calls'

RE and Philosophy and Ethics – British Values are explicitly taught as part of the P and E programme in lessons and during Tutor Time. History supports this by providing contextual examples. SMSC aspects are present in all history topics. The factual teaching of the Holocaust compliments the spiritual and moral questions posed in RE lessons

Other, more general links exist with other subjects, for example: Geography – Key Stage 3 topics of the development of towns in the Middle Ages and British Empire provide historical background to Settlement and Global Development (India) topics in Geography; MFL – The French Revolution and WWII link to texts studied in French; Film Studies – The Cold War, colonialism and communism provide context and understanding for the Bond franchise, King Solomon’s Mines and The Farewell respectively.

**How can you deepen students’ understanding of History?**

Sequential learning that builds upon existing knowledge to develop increasingly complex understanding

Revisiting key substantive concepts to show development over time

Probing questions to develop understanding and identify misconceptions which need to be addressed

Critical thinking skills

Use of fieldtrips to enhance cultural capital and the appreciation of local context

Highlight links to the modern world to show how history has shaped the society we live in today, both at a local to international level

Focus on disciplinary knowledge so students develop the skills to think and act like an historian

Use of and explicit teaching of key historical terminology

Link topics studied to British values and the development of British society and our political system. This will allow students to see the relevance of history to their lives today

Use of podcasts and online resources to allow students access to the history curriculum at all times

**How can History support students’ future progression?**

History develops an understanding of processes and developments which shape the world in which they live today. Historical knowledge allows pupils to make sense of the modern world, to understand how the political, social and cultural landscape of Britain has developed and provides context to global events and the challenges of our time. As a result, the knowledge and cultural capital developed through the study of History help them to become responsible global citizens.

History develops transferable skills e.g. communication, problem solving, critical thinking, analysing data, discussion, debate, creating an argument, the ability to identify, establish and explore interconnections between and within concepts.

Students can go on to study History at A level and degree level (including Masters and PHD)

History is a highly regarded academic subject which is valued by many employers. The specific study of history is a gateway for successful careers in many different areas. This includes careers within the law, the police and armed forces, media and journalism, conservation, education and academia, government and the civil service.

Exam board used in Y10 & Y11: AQA GCSE History 8145

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1</b>	<b>Norman Conquest</b> <ul style="list-style-type: none"> <li>• Contenders to the throne in 1066</li> <li>• Battles of Fulford, Stamford Bridge and Hastings</li> <li>• Castles and conquest</li> <li>• Impact of Conquest</li> </ul>	<b>Stuarts / Civil Wars</b> <ul style="list-style-type: none"> <li>• Gunpowder Plot</li> <li>• Causes of the War</li> <li>• Major events and battles</li> <li>• Trial and execution of Charles I</li> <li>• The Commonwealth</li> </ul>	<b>French Revolution</b> <ul style="list-style-type: none"> <li>• Louis XVI and the causes of the French Revolution</li> <li>• Rise of Napoleon and the Napoleonic Wars</li> <li>• Trafalgar and Waterloo</li> <li>• Impact of French Revolution in Britain</li> </ul>	<b>Germany</b> <ul style="list-style-type: none"> <li>• Kaiser Wilhelm and issues facing Germany</li> <li>• Impact of WWI and birth of the Weimar Republic</li> <li>• Threats to democracy</li> <li>• Weimar society – the ‘Golden age’</li> </ul>	<b>Power and the People</b> <ul style="list-style-type: none"> <li>• English Civil War</li> <li>• American Revolution</li> <li>• Demands for electoral reform</li> <li>• Protest groups</li> <li>• Development of trade Unions</li> </ul>
<b>Autumn 2</b>	<b>Power and Authority – Middle Ages</b> <ul style="list-style-type: none"> <li>• Matilda, Stephen and the Anarchy</li> <li>• Henry II and Thomas Beckett</li> <li>• John and Magna Carta</li> <li>• Henry III and the origins of parliament</li> </ul>	<b>Restoration and Enlightenment</b> <ul style="list-style-type: none"> <li>• Restoration of Charles II</li> <li>• Great Plague and the Great fire of London</li> <li>• The Glorious Revolution</li> <li>• Creation of the UK and the Act of Union</li> </ul>	<b>Russian Revolution</b> <ul style="list-style-type: none"> <li>• Nicholas II and the causes of the Russian Revolution</li> <li>• Rise of the Bolsheviks</li> <li>• Russian civil War</li> <li>• Stalin’s dictatorship</li> <li>• Impact of Russian Revolution in Britain</li> </ul>	<b>Germany</b> <ul style="list-style-type: none"> <li>• Rise of the Nazis and Hitler’s appointment as Chancellor</li> <li>• Reichstag Fire and Night of the Long Knives</li> <li>• Nazi Social and Economic Policies</li> <li>• Persecution of minorities</li> </ul>	<b>Power and the People / Conflict and Tension</b> <ul style="list-style-type: none"> <li>• Women’s rights</li> <li>• Workers’ rights</li> <li>• Minority rights</li> <li>• The Paris Peace Settlement and the impact of the Treaty of Versailles</li> </ul>
<b>Spring 1</b>	<b>Power and Authority - Middle Ages</b> <ul style="list-style-type: none"> <li>• Role and authority of the Church</li> <li>• Importance of religion</li> <li>• The Crusades – causes, events and consequences</li> </ul>	<b>Industrial Revolution</b> <ul style="list-style-type: none"> <li>• Population growth</li> <li>• Domestic to factory system</li> <li>• Developments in transport</li> <li>• Living and working conditions</li> <li>• Public health reform</li> </ul>	<b>Conflict in the 20<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>• Causes of WWI</li> <li>• Nature of the war on land, at sea and in the air</li> <li>• Home Front</li> <li>• Role of Empire</li> <li>• Impact of WWI in Britain</li> </ul>	<b>Germany / Norman England</b> <ul style="list-style-type: none"> <li>• Control of the media</li> <li>• Police state and opposition</li> <li>• England before 1066</li> <li>• Claimants to the throne</li> <li>• Battles of Fulford, Stamford Bridge and Hastings</li> </ul>	<b>Conflict and Tension</b> <ul style="list-style-type: none"> <li>• Creation of the League of Nations</li> <li>• The Manchurian and Abyssinian Crises</li> <li>• Collapse of the League of Nations</li> <li>• Hitler’s Foreign Policy Aims</li> <li>• Remilitarisation</li> </ul>

<p><b>Spring 2</b></p>	<p><b>Conflict, plague and revolt</b></p> <ul style="list-style-type: none"> <li>• Black Death – causes, events and consequences</li> <li>• The Peasant’s Revolt – causes, events and consequences</li> <li>• Wars of the Roses</li> </ul>	<p><b>Empire and slavery</b></p> <ul style="list-style-type: none"> <li>• India before the arrival of the British</li> <li>• East India Company control of India</li> <li>• Indian Rebellion</li> <li>• Britain in Africa</li> <li>• Transatlantic Slave Trade and role of the UK</li> <li>• Abolition of the slave trade</li> </ul>	<p><b>Conflict in the 20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>• Paris Peace Settlement and Treaty of Versailles</li> <li>• League of Nations</li> <li>• Causes of WWII</li> <li>• Nature of the war on land, at sea and in the air</li> <li>• Home Front</li> </ul>	<p><b>Norman England</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon resistance and the Harrying of the North</li> <li>• Norman control – feudalism and castles</li> <li>• Social, economic and legal changes</li> <li>• Village life</li> <li>• Development of towns</li> </ul>	<p><b>Conflict and Tension</b></p> <ul style="list-style-type: none"> <li>• Appeasement in action</li> <li>• Anschluss with Austria</li> <li>• The Sudetenland Crisis and the Munich Agreement</li> <li>• Collapse of Czechoslovakia</li> <li>• Nazi Soviet Pact and the invasion of Poland</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Tudors</b></p> <ul style="list-style-type: none"> <li>• The Reformation in Europe</li> <li>• Religious changes of Henry VIII, Edward VI, Mary I and Elizabeth I</li> <li>• Development of the Church of England</li> <li>• The Spanish Armada</li> </ul>	<p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon and Medieval law and order</li> <li>• Tudor attitudes to crime and poverty</li> <li>• The Bloody Code</li> <li>• 19<sup>th</sup> century reform</li> <li>• Jack the Ripper case study</li> </ul>	<p><b>Conflict in the 20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>• Role of Empire</li> <li>• The Holocaust</li> <li>• D-day</li> <li>• End of the war</li> <li>• Impact of WWII in Britain</li> </ul>	<p><b>Norman England</b></p> <ul style="list-style-type: none"> <li>• Lanfranc’s reforms of the Church</li> <li>• Development of monasticism and the Cluniacs</li> <li>• Norman Kings and the Pope</li> <li>• Historic environment case study</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Consolidation, revision and exam practice</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Local History - Scarborough</b></p> <ul style="list-style-type: none"> <li>• Prehistoric settlement and Roman invasion</li> <li>• Medieval development of the castle and town</li> <li>• The English Civil War and early modern era</li> <li>• Impact of WWI and the 20<sup>th</sup> century</li> </ul>	<p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>• Settlement, climate and landscapes of north America</li> <li>• Pacific North West cultures</li> <li>• Plains Indians cultures</li> </ul> <p>Conflict with white settlers and reservations</p>	<p><b>Later 20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>• Origins of the Cold war</li> <li>• Proxy wars in Korea, Cuba and Vietnam</li> <li>• Developments in British culture, 1960s and 1970s</li> <li>• The troubles in Northern Ireland</li> <li>• Collapse of Communism</li> <li>• Post-Cold War world</li> </ul>	<p><b>Power and the People</b></p> <ul style="list-style-type: none"> <li>• King John and Magna Carta</li> <li>• Henry III and the Provisions of Oxford</li> <li>• Richard II and The Peasants Revolt</li> <li>• Henry VIII and The Pilgrimage of Grace</li> </ul>	<p><b>Exams</b></p>