History Department Curriculum Plan

Curriculum Intent

The recent revision of our curriculum has led us to move to a chronological style of teaching at KS3, rather than the previous thematic approach. The curriculum covers the time period from 43AD to the present day, with a special emphasis on the concepts of Church, Power and Diversity.

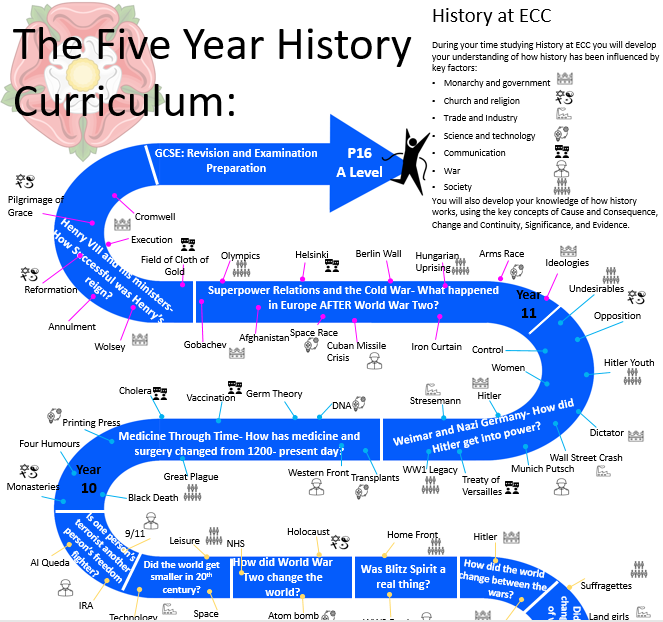
Our curriculum intends for students to:

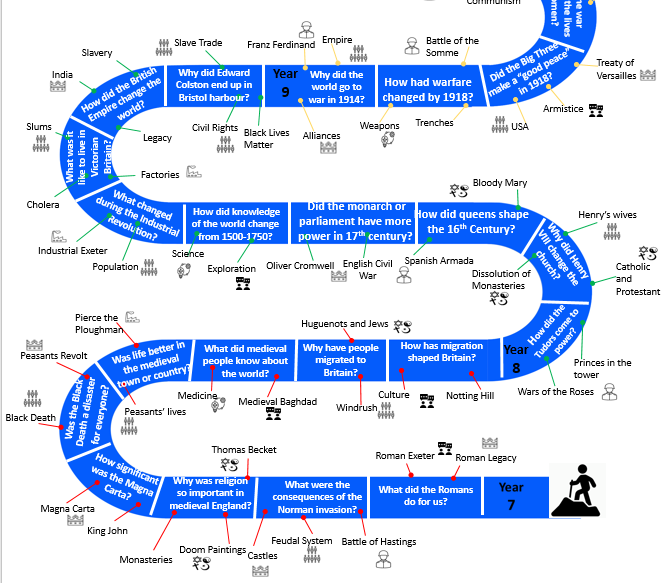
* Develop a sense of “period” for the different time periods they are studying so that they can explain similarities and differences between time periods and identify areas of progress or regression.
* Understand how concepts such as Church and Diversity change over time, and how they have impacted on the different time periods studied.
* Identify specific events and people as significant in history, and explain their importance.
* Recognise the part played by Devon and the local area in national and international history.
* Develop their procedural knowledge of the writing of history by analysing sources and comparing interpretations.
* Make links between history they have studied previously, and their current topic of study.

A breakdown of how this will look for students as they make their journey through the college is outlined in the table below.

History Department ECC Curriculum Milestones

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| --- | --- | --- | --- |
| **Year Group** | **Subject knowledge milestones**  **(by curriculum emphasis)** | **Procedural knowledge milestones** | |
| **Sources** | **Interpretations** |
| **7** | Church   * Students understand that the “Church” is an institution as well as a building. * Students know why the church was so important and can give examples of its role in society | * Students know what a source is. * Students understand that historians use sources to find out about the past. * Students can make an inference from a source * Students are able to quote from a source * Most students can identify provenance of a source | * Students know what an interpretation is. * Students understand that historians use sources to write an interpretation. * Students can identify the meaning of an interpretation by looking at language used |
| Power   * Students understand the way that medieval society was structured and the power that the monarch had * Students can give examples of the ways medieval monarchs kept control |
| Diversity   * Students know why people have migrated to Britain * Students can give example of the ways migrants have contributed to British culture. |
| **8** | Church   * Students know that the power of the church was challenged during the Reformation * Students understand that from 1500s religious views in Britain (and Europe) were divided * Students know that from 1700s the development of scientific knowledge led to a decline in the power of the church. | * All students understand what the provenance of a source is * Students know what it means for a source to be reliable * Students can suggest ways in which the provenance of a source can impact its reliability | * Students are able to support and challenge interpretations of history using their own knowledge * Some students can make a judgement on whether they agree with an interpretation based on knowledge. |
| Power   * Students know that from 1500s parliament grew in importance * Students understand that Britain became a powerful force in the world through the British Empire * Students can give examples of positive and negative uses of power during the period 1500-1900. |
| Diversity   * Students know that exploration led to an increase in the diversity of Britain * Students understand how slavery in USA impacted on society in USA and Britain and link this to present day * Students can give examples of civil rights actions |
| **9** | Church   * Students understand that during the 20th century the church became a less important factor of change and that government and technology become more significant * Students know that the Holocaust was an act of extreme violence against Jewish people and can suggest ways that this should be remembered. | * Students are able to use the content of a source to suggest reasons it may be considered useful for historians * Students are able to use the provenance of a source, and its reliability, to suggest reasons it may be considered useful for historians * Students are able to make a judgement on how useful a source is for historians | * Students are able to support and challenge an interpretation using sources * Students are able to make a judgement on whether they agree with an interpretation based on sources and knowledge. |
| Power   * Students know how countries competing for power led to world wars * Students understand how women gained more political power in 20th century and can give examples of the impact of this * Students understand the concept of dictatorship and can give differences between communism and capitalism |
| Diversity   * Students know the importance of the role played by soldiers from the British Empire in both world wars * Students know that the socio-economic disparity within society has become less acceptable since 1900 |
| **10** | Medicine Through Time   * Students know the difference between the different time periods studied(in terms of factors of change) and understand the chronology of the course * Students are able to give examples of ideas about the cause of disease, knowledge of anatomy, and attempts to treat or prevent disease for each time period studied * Students know the importance of the Western Front during WW1 for the development of surgery. | * Students are able to assess the utility of two (or more sources) at once * Students can make a clear supported judgement on the utility of sources using both content and provenance. | * Students are able to compare interpretations and describe ways in which they differ * Students are able to suggest reasons for the difference in interpretations * Students are able to make a clear and supported judgement on the validity of an interpretation using detailed knowledge and sources. |
| Weimar and Nazi Germany   * Students know the impact of WW1 on Germany, how and why the Weimar Government was set up and can give examples of the problems they faced * Students understand why the Nazis had little success in 1920s and can give examples of efforts made to help Germany recover * Students know how Hitler came to power and can give examples of the impact Nazi rule had on groups within society |
| **11** | Superpower Relations and the Cold War   * Students know why tension developed between the superpowers after WW2 * Students can give examples of events throughout the period that led to increased tension, and those that decreased tension * Students know why the Cold War ended when it did and the role played by individuals |
| Henry VIII and his ministers   * Students know why the different ministers rose to power and can give examples of the reforms they introduced * Students understand the position of England within Europe at the time and how relations between the countries impacted on domestic policy * Students know why Henry VIII reformed the church and can give examples of the changes made |
| **12** | Cold War in Asia   * Students can give examples of Western Policies in SE Asia after WW2 and understand the reasons for these * Students know the reasons for intervention in Korea and the impact of the Korean War * Students understand the developments in Indochina from 1945 to 1967 and can put these in historical context * Students know the reasons for increased US military intervention in Vietnam and Cambodia, and can assess the reasons behind US failure | * Students can assess the support and challenge multiple sources offer an interpretation, using a provenance and a detailed knowledge of the historical context. * Students can use a variety of sources to support and challenge a historical argument, taking note of the provenance and typicality of the views expressed | * Students can locate interpretations within the wider historical debate to assess their validity * Students are able to analyse the provenance of interpretations and use this to support or challenge the view given * Students can use multiple interpretations to support or challenge a wider historical argument |
| Russia and its Rulers   * Students understand the differences in the nature of governments throughout the period * Students know the impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR * Students know Impact of war and revolution on the development of the Russian Empire and the USSR * Students have an understanding of Russia: Empire, nationalities and satellite states |
| **13** |
| The Later Tudors   * Students know the issues faced by England during the “Mid Tudor Crisis” and can assess their severity in relation to each other. * Students understand the religious position of Elizabeth I and the challenges faced by the Elizabethan government from Catholics and reformists * Students know how the Elizabethan government developed during the time period and can evaluate their success in dealing with challenges |





Curriculum Implementation

The implementation of this intent is achieved by the following:

* The teaching of engaging lessons with a clear focus and enquiry based approach.
* Retrieval practise with a focus on knowledge that supports the understanding of the key concepts
* A supported approach to the use of sources and interpretations in lessons- scaffolding the procedural knowledge to develop the analytical writing over time.
* An emphasis on using interpretations in lessons to develop the literacy skills required of ambitious history teaching.
* Encouraging students to develop an interest in History beyond the lessons- links to podcasts and historical articles on the knowledge organisers and provided in lessons.
* Regular quality assurance to enable sharing of good practice and ensure consistency of the experience of students across the department.

Curriculum Impact

As a result of these actions the following impacts should be evident:

* Students have a consistent experience of History teaching across the college.
* Students are confident in their historical understanding and have a clear sense of “period” for the different time periods they have studied.
* Students are confident in their ability to analyse sources and interpretations
* Students can see how the key concepts have changed and progressed over time.
* Students are able to make comparisons between time periods and are able to justify clear historical arguments.
* Students are aware of how the time period they are currently studying fits in with their previous learning.
* Students enjoy their History lessons and recognise the value of studying History to a higher level.