



Curriculum Intent Plan



Subject: History

Overview

Year 7 begins by developing students overall chronological understating through a breadth study of (approx.) 1000 of History of the British Isles 1066- present day. The intent is to look at the four overarching themes of Political, Social, Economic and Cultural History over the period, focusing upon the key historical skills of change and continuity, cause and consequence and significance. Students will also be required to develop transferable skills of research, synthesis, observation/inference and substantiation. Students will be required to demonstrate these skills as both written (composition and language) and verbal (oracy).

Summer Term will offer opportunity for an in depth enquiry on an aspect of the development of London and field trips into the capital. This will aim to develop student's skills as natural enquirers as they democratically elect which opportunity they wish to discover.

The broad themes are as follows and will set the foundation for learning across Key Stage 3 and 4:-

Political: Feudalism, Monarchy, Autocracy, Republicanism, Democracy and Dictatorship.

Economic: Trade, Merchant Capitalism, Free Market Capitalism, Wealth disparities, Socialist Theory, Communist Theory.

Social: Class Systems, Social Welfare, Rural and Urban life.

Cultural: Religion, Superstition, Arts.

Year 8 begins a depth study of world conflict in the 20th Century. The intent is to introduce 'political ideologies' as a concept- building upon prior knowledge in Year 7. Ideologies will presented in chronological fashion in order to introduce three international conflicts- World War One (Imperialism/nationalism/militarism/communism), World War Two (fascism) The Cold War (capitalism vs communism). Keys skills of change/continuity, cause /consequence and significance. Here use of sourcework will come to the fore- Sources will be identified as either (a) Contemporary Evidence (b) Interpretations (historiography) (c) Political Manifesto. Each will carry with it its own set of skills and scrutiny:

- A. **Contemporary Evidence.** (i) Observations- what we can see in the source. Inferences- What we may learn from our observations. (ii) Provenance of the source – Who? When? Where? What? Why? (This should supersede Nature/Origin/Purpose). This will always be used in conjunction with ascertaining the sources 'value' to a historian.
- B. **Interpretations (historiography).** (i) Summarise the argument in one sentence. (ii) Context- from which period was the source made and (where possible who is the historian- does this in any way reflect its content? (ii) Where possible authorship. Who made the source? How may this influence its content?
- C. **Political Manifesto.** (i) Who made it? (individual or group) (ii) Context – what was the climate of the time? (ii) Effect and appeal- who did it influence and how?

Students will also be required to continue to develop transferable skills of research, synthesis, observation/inference and substantiation. Students will be required to demonstrate these skills as both written (composition and language) and verbal (oracy).

Autumn Term will offer opportunity brief opportunity for enquiry into **What is History? An introduction to Historiography.** This will aim to establish an understanding of the more abstract notion of History in preparation to the source work content.

Due to the significantly increased content at GCSE the course will begin in Year 9. This will work to give students an indication of the content and 'pitch' of GCSE History and further inform their choices at the end of Year 9. The content of Year 9 builds upon and forms a logical progression to the Year 7/8 curriculum irrespective of if a student chooses History or not at GCSE. The course provided is chosen to be complementary to prior learning, whilst avoiding repetition at all stages. Accordingly, Year Nine shall begin with Paper 3.

Paper 1:- Crime and Punishment through time 1000c- the Present Day.

This unit is supported by the breadth overview provided in Year 7 that gave indicators as to the major social/political/economic/religious changes of the period. Having received an overview students will be supported in looking specifically at change surrounding crime/policing/punishment. The unit also ties in with the 'values' aspect of the curriculum- engaging students in the development of the rule of law.

Paper 2:- Early Elizabethan England, 1558- 1588/ Conflict in the Middle East 1945-1995

This unit offers to 'depth' studies. The first part continues to build upon the Henrician Reformation as introduced in Year 7's breadth study. The unit will also explore aspects of the development of Elizabethan London in complement to the Year 7 London based enquiry. The second part of the unit builds upon Year 8's focus upon the nature of 20th Century ideology and conflict and gives students insight into contemporary issues surrounding the Middle East and Western interventions.

Paper 3:- The USA 1954-1975, Conflict at home and Abroad.

This unit aims to further complement the Year 8 study into the USA's intervention in European affairs and the subsequent development of the Cold War- Vietnam will act as a depth study into the major proxy war of this conflict. The social nature of this unit will allow students to develop their understanding of 'values' within the curriculum, developing their understanding of human rights, empowerment and race related movements. This is a source work based paper and student task should maintain source work based focus.

Holocaust Education Provision

Year 7 will make an introduction to the concept of Anti-Semitism. Introducing the term and its relevance to Medieval Europe in Term 1. Term 3 will see the concept returned to in regard to European Jewish Migration of the later part of the 19th Century to England. These themes will be further embedded in Year 8/9.

Year 9 will come off timetable across the year for four lessons dedicated to the Holocaust. These will be based upon:-

1. Diversity of Jewish Life in Europe.
2. Case Studies on individual's lives.
3. British Responses.
4. Liberation of the camps.

Year 9 shall lead upon the Key Stage 3 Holocaust memorial Assembly on the 27th January.

