

CURRICULUM OVERVIEW OF: HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 7 Topics</p> <p>Theme: The changing nature of power is used to weave together year 7 topics</p> <p>Enquiry questions for specific topics are included by term</p>	<p>Norman Conquest Becket King John</p> <p>Why did William win the Battle of Hastings in 1066?</p> <p>How did William use his power to keep control?</p> <p>Why was there a power struggle between the King and Archbishop of Canterbury?</p>	<p>Magna Carta Black Death Peasants' Revolt</p> <p>How revolutionary was the Magna Carta?</p> <p>The Black Death: What was the real impact of this deadly disease?</p> <p>Was the Peasants' Revolt a total failure?</p>	<p>Tudor History:</p> <p>Crown V. Church: Why was there a Religious Rollercoaster?</p> <p>Renaissance superpowers: How did the Spanish Armada threaten Elizabeth's power?</p> <p>Bad weather: Is it the real reason for the failure of the Armada?</p>	<p>Civil War:</p> <p>Why did Charles I lose his head?</p> <p>Why was Cromwell such a short-lived experiment?</p>	<p>How revolutionary was the Industrial Revolution?</p>	<p>How and why did Britain build an Empire?</p>



	Did King John really abuse his power or is he misunderstood?					
Year 7 Rationale	<p>KS3 is treated in a broadly chronological manner and is thematically built around the concept of power: Who has power? Who loses power? How and why does power change hands? This allows us to drive forward our key curriculum aims by covering knowledge essential for all students trying to understand the drivers of change from Medieval times to the 19th century. It provides them with issues to grapple with which are still directly relevant to the political situation today - religious power struggles, political power struggles, class struggles during the Industrial Revolution and struggles between the conquerors and conquered in the Empire building era.</p> <p>Students will be taught the key skills of history – cause and consequence, change and continuity, using evidence and significance. They will be supported to write independently and to move beyond narrative descriptions towards explanations and analysis and the ability to interrogate sources to evaluate their utility.</p> <p>We will also focus on developing their ability to construct reasoned arguments based on selecting evidence to support their points alongside categorising and ranking factors to support their opinions. We want these skills to be transferrable to the world they live in. We would like students to feel confident in not only using their experience of the world to help them understand the history they study but to recognise how the topics they study help them to make sense of the world around them. We hope to provide them with the vocabulary, framework and respect for different opinions that allows them to become questioning citizens.</p>					
Assessment & Progression	<p>Students will complete six IA and six KA over the year. IA are formative assessments and R&R is at the centre of students responding to feedback. By carrying out specific tasks under teacher direction, R&R allows students to directly address areas for development or misconceptions before attempting the summative KA. These formal assessments are completed half-termly alongside on-going in class assessment of the acquisition and retention of knowledge. The assessments follow a progression model so that skill development is built in to the design of assessments and IA directly prepare for KA. Students should also become more familiar with subject specific vocabulary to aid their engagement in assessment. For example beginning to recognise what is required when an inference is requested or when NOP is referenced. We set high expectations and every student knows we are measuring their progress from individual starting points.</p>					
Year 8 Theme: Equality, justice and respect	The Trans-Atlantic Slave Trade Why did it last for so long?	Civil Rights Era America and the legacy of slavery in the USA today	World Wars: Why did the First World War become the Great War so quickly?	Inter-war Europe Were the 1920s really a decade of recovery?	How should we remember the Holocaust? Cold War overview	60s / 70s / 80s / 90s / 00's Which era was most significant and why?



	<p>Should Britain apologise for its role?</p>	<p>Why was the Civil Rights movement needed?</p> <p>Has Martin Luther King's dream been achieved?</p>	<p>Causes of WW1, key battles and experiences</p> <p>Treaty of Versailles</p>	<p>Causes of WW2</p> <p>How was Hitler able to exploit inequality and justice to gain support?</p> <p>Key events of WW2: How did the Allies defeat Hitler?</p> <p>Should the atomic bomb have been dropped?</p>		<p>A social and cultural exploration of the decades focusing on the shift towards equality</p>
<p>Year8 Rationale</p>	<p>Year 8 covers topics that might require more maturity as the events are more recent and therefore emotionally charged or contain harrowing accounts that can best be accessed in year 8. Students continue to develop their analytical writing skills and source analysis by studying the kidnapping, forced transportation and slavery of millions of Africans and the impact this had on the development of nations. We make links to the present day by looking at the situation in modern times and compare it to the aims of the Civil Right leaders. This allows us to consider concepts such as race equality and gender equality. By studying conflict, students engage with understanding what happens when political systems fracture, or are deliberately compromised and the decisions made by key men that could result in life or death for thousands in pursuit of ending conflict. We look specifically at how nations should and could commemorate genocide by using the Holocaust as a key example but consider alongside it more modern examples such as Rwanda, Sudan and Kosovo. Relevance to contemporary political situations is drawn upon. By studying the Cold War in overview it also allows students to draw parallels and provide context to the current political situation with the USA and Russia. The decades study ends KS3 with an opportunity for students to collaborate using the concept of significance and to consider which aspects of their lived experiences might be considered worthy of the label of historically significant.</p> <p>Please note: Local History is not taught as a discrete unit but SOWs contain local history lessons that are used at appropriate points to highlight particular aspects relevant to our locality and the North-West.</p>					



Assessment and Progression	<p>Students will complete six IA and six KA over the year. IA are formative assessments and R&R is at the centre of students responding to feedback. By carrying out specific tasks under teacher direction, R&R allows students to directly address areas for development or misconceptions before attempting the summative KA. These formal assessments are completed half-termly alongside on-going in class assessment of the acquisition and retention of knowledge. The assessments follow a progression model so that skill development is built in to the design of assessments and IA directly prepare for KA. Students should also become more familiar with subject specific vocabulary to aid their engagement in assessment. Students should recognise analytical signpost sentences and feel confident sorting factors into degrees of significance. Ongoing checks of retention of knowledge are built in to lesson planning and students are expected to retain ideas and share them in class to demonstrate the progress they have made. Planned discussion tasks play a key role in assessing student understanding and engagement with a particular topic.</p>
-----------------------------------	---

