

History Department Curriculum Intent

The curriculum is shaped around the principle of exploring what mattered to people in the past, tracking the changes from a largely subsistence lifestyle for medieval peasants, through religious changes and priorities in the Tudor periods and into more political concerns in the Industrial period. Diversity has also been important in shaping our curriculum with a focus on including diverse racial stories, gender stories and recognising how and why diversity has been erased from mainstream history in the past. We are ultimately training our students to be historians – discerning, curious, questioning and critical.

Due to recent changes in the whole school KS3 provision, current year 8 have studied some topics in year 7 (e.g. English Civil War) that current year 7 will not study until they are in year 8. **This document reflects what the current year groups are studying.** A complete rationale of all of the topics that all year groups will study over KS3 is available on request.

| Year group and unit | Topic | Rationale/Intent |
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| Year 7 Unit 1 | To what extent did the Norman Conquest bring a “truckload of trouble” (Simon Schama)? | <ul style="list-style-type: none"> • Impact of the Norman Conquest is more powerful knowledge than the events themselves giving our limited available time • Significant turning point in British history allowing for clear study of a pre-1066 society (Anglo-Saxons) and the impact that the Norman Conquest had • Logical starting point for a chronological study of the history of England: chronology being a key concept to establish early on in KS3 history in order to support future learning • Skills focus on using precise historical information and explanation skills. This is the building block of doing history so needs to be established as early as possible. Other skills build on this and are more difficult. • Addresses second order concepts of change and continuity • Introduces academic history and allows students to engages with scholarship right from the beginning • Local history included through Carlisle Castle and the absence of Carlisle from the Domesday Book • Provides building blocks for later units including Medieval Life and GCSE Norman England • Links with National Curriculum point 1: the development of Church, state and society in Medieval Britain 1066-1509 |
| Year 7 Unit 2 | How ‘measly’ were the Middle Ages? | <ul style="list-style-type: none"> • Develops understanding of history to include everyday life instead of just a series of significant events • Challenges common negative portrayal of the medieval period • Increases awareness of social differences both in the past and present • Skills focus on selecting key information from sources to start the process of Doing History. Builds on previous skill of using precise information by teaching students where |

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| | | <p>historians find this information and how to extract it for themselves. Key skill that links through to GCSE history.</p> <ul style="list-style-type: none"> • Builds on 1066 unit to look at the impact of the Norman Conquest and change and continuity (second order concept) • Lays the foundation for follow up units looking at how everyday life changed for ordinary people • Provides basis for GCSE Norman England unit • Links with Geography long term plan – Settlements and Urban growth studied in Spring 1 of year 7 • Links with National Curriculum point 1: the development of Church, state and society in Medieval Britain 1066-1509 |
| Year 7 Unit 3 | How extensive was the impact of the break with Rome followed by “eleven years of religious turmoil” (Juliet Landon)? | <ul style="list-style-type: none"> • Builds on understanding from previous unit to look at how things changed under the Tudors and how religion became increasingly important to those in power and to ordinary people. Importance of religion to medieval people is included in the previous unit to bridge between the two • Builds sense of chronology from the previous two units • Prepares basis for understanding of Tudor religious issues for A-level History • Develops source skills by introducing the use of propaganda as source through studies of portraiture and the skill of understanding the purpose of a source • Focus on significance and causation • Develops source analysis skills by building on selection of information from sources from previous unit by accessing a wider range of different types of source from different time periods • Local history – the building of Carlisle citadel in response to the Pilgrimage of Grace and the dissolution of Lanercost Priory • Links with National Curriculum point 2: the development of Church, state and society in Britain 1509-1745 |
| Year 7 Unit 4 | Could a Tudor Queen succeed as both a woman and a ruler? | <ul style="list-style-type: none"> • Exploring the role of women in the Tudor period – links to year 8 study of the campaign for women’s votes in the 19th and 20th centuries • Builds awareness of gender expectations in the past to allow students to think about attitudes today • Second order concept of significance • Focus on interpretations of the past • Links to local history – MQS imprisoned in Carlisle Castle • Links with National Curriculum point 2 |
| Year 8 Unit 1 | How did the Industrial Revolution affect people’s working lives? | <ul style="list-style-type: none"> • Develops chronological understanding of the development of Britain • Focuses on the key second order concept of change and continuity • Develops source skills further by adding cartoons as a form of political protest/propaganda and aiding students in their analysis of the provenance of sources |

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| | | <ul style="list-style-type: none"> • Builds on unit on Medieval Life from year 7 by tracing the experience of ordinary people through time • Local history: focus on Carlisle in the Industrial Revolution with slum housing, factories and mining in West Cumbria. • King Cotton lesson included to make explicit links to the next topic and between Britain and the wider world. • Lays the foundations for the Industrial medicine section of GCSE Health and the People • Introduces theme of protest and resistance • Links with National Curriculum point 3: ideas, political power, industry and empire: Britain 1745-1901 |
| Year 8 Unit 2 | Black Peoples of America – slave trade to Civil Rights | <ul style="list-style-type: none"> • Important for students to understand that way that black people have been treated in the past and how this connects to the present. West African Kingdoms before the slave trade has been included to give students greater understanding of the diverse and sophisticated cultures in Africa to challenge misconceptions • Strong link to Human Rights, British Values and Citizenship • Taught in year 8 when students have developed more maturity to handle such a serious and sometimes upsetting topic • Develops source analysis and justification skills • Links to relevant issues in the world today • Builds on the theme of protest and resistance • Links with National Curriculum point 3: ideas, political power, industry and empire: Britain 1745-1901 |
| Year 8 Unit 3 | How significant were the Suffragettes? | <ul style="list-style-type: none"> • Builds on year 7 study of Tudor women and year 8 Industrial Revolution studies of Chartism and the Matchgirls' Strike • Chartism and Matchgirls strikes links with increased politicising of the working class which builds on elements from year 7 such as the Peasants' Revolt and prepares students for later year 8 units such as the abolition campaigns and suffrage campaigns • Introduces World War One in a way that may capture interest and demonstrates the diversity of experiences • Local connection: Devil's Porridge and the first female police officers in Carlisle • Second order concepts of change and continuity, causation and significance • Engages students with an interest in politics and rights • Builds on studies of civil rights and workers' rights and ideas of protest and resistance • Links to other countries' suffrage campaigns shows global element of the issue • Links with National Curriculum point 4 • British Values: Democracy |
| Year 8 Unit 4 | How did the British Empire impact India? | <ul style="list-style-type: none"> • Builds on chronological study and ideas of protest, resistance, state, empires |

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| | | <ul style="list-style-type: none"> • Builds on slave trade study by looking at India before Empire like we studied Africa before enslavement • Second order concepts of change and continuity • Links to ideas that are very relevant in current affairs • Encourages a global approach to history • British values: Democracy, Individual Liberty, Tolerance and Respect • Links with National Curriculum point 3: ideas, political power, industry and empire: Britain 1745-1901 |
| Year 8 Unit 5 | What was a soldier's experience of World War One? | <ul style="list-style-type: none"> • Significant event in world history that students should understand • Relevant to the modern day with current talk of war by allowing students to understand why WW1 began, the dangers of excessive nationalism, militarism and imperialism, and the impacts of the war • Further builds on the second order concept of cause and consequence • Taught at the end of year 8 due to chronological approach but also because students have developed a little more maturity to handle such a significant and challenging topic by this point • Educates students on how key events have shaped the modern world • Builds knowledge basics for GCSE Conflict and Tension unit • Provides the context for World War Two study next year • Links with National Curriculum point 4: challenges for Britain, Europe and the wider world 1901 to the present day |
| Year 8 Unit 6 | 1920s America | <ul style="list-style-type: none"> • Builds directly on previous unit • Provides contextual knowledge for GCSE Germany unit on concepts such as inflation, cultural developments and the Great Depression without simply being a repetition of the same content • Links with National Curriculum point 4: challenges for Britain, Europe and the wider world 1901 to the present day |
| <p>Currently, year 9 are studying GCSE topics. Due to changes in the whole school curriculum provision, year 9 next year will study the following KS3 topics:</p> <ul style="list-style-type: none"> • World War Two and the Holocaust • Communism and Capitalism – Russian Revolution, Cold War, Iron Curtain • A 20th century case study of a non-European country • Ancient Medicine | | |
| GCSE Unit 1 | GCSE Norman England Part One – The Norman Conquest | <ul style="list-style-type: none"> • Most accessible and familiar part of the GCSE to encourage students to opt for history • Links with KS3 study of the Norman Conquest in year 7 |
| GCSE Unit 2 | GCSE Health and the People | <ul style="list-style-type: none"> • Also straightforward and accessible so as not to accelerate the difficulty of GCSE too quickly for year 9s. |

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| | Part One – Causes and Cures | |
| GCSE Unit 3 | GCSE Health and the People Part One – Causes and Cures | <ul style="list-style-type: none"> • Completing the unit from year 9 summer 2 ensures that students recap their learning at the beginning of September and makes it clear that they can't forget everything over the summer holidays |
| GCSE Unit 4 | GCSE Conflict and Tension: The First World War Part One – Key events | <ul style="list-style-type: none"> • We have chosen to study the key events before the causes of World War One as students in the past have struggled with some of the bigger, unfamiliar concepts in the causes so we have decided to leave that until later in the course when students have developed more academic maturity. Studying the key events such as trench warfare and individual battles is often the part of the course that students find the most interesting. This gives them a way into the course without getting bogged down in complicated causes which might turn them off from the beginning. |
| GCSE Unit 5 | GCSE Germany Part One – Weimar Republic | <ul style="list-style-type: none"> • Introducing the Germany unit in a chronological way as this unit is more suited to a chronological approach than a thematic one like Health because each event links to previous ones |
| GCSE Unit 6 | GCSE Health and the People Part Two – Surgery and Anatomy | <ul style="list-style-type: none"> • Revisiting medicine in year 10 forces students to recap the causes and cures unit and returns them to medieval, renaissance, industrial and modern |
| GCSE Unit 7 | GCSE Norman England Part Two – Changes to Society | <ul style="list-style-type: none"> • Revisiting the Normans with a recap of the events of 1066 before looking at the changes that the Normans imposed |
| GCSE Unit 8 | GCSE Germany Part Two – Hitler's Rise to Power | <ul style="list-style-type: none"> • Recapping Weimar Republic in order to build on this to study Hitler's Rise to Power • Constant revisiting and building on prior learning |
| GCSE Unit 9 | GCSE Conflict and Tension: First World War Part Two – Causes of the War | <ul style="list-style-type: none"> • Returning to causes in year 11 when students have developed more academic maturity to understand the difficult concepts. |
| GCSE Unit 10 | GCSE Health and the People Part Three – Public Health | <ul style="list-style-type: none"> • Returning to medicine with recaps of each time period |
| GCSE Unit 11 | GCSE Germany Part Three – Nazi Regime | <ul style="list-style-type: none"> • Completing chronological study of Germany unit |

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| GCSE Unit 12 | GCSE Norman England Part Three – Site Study and GCSE Conflict and Tension: First World War Part Three – the end of the war | <ul style="list-style-type: none"> Site Study is one topic that is guaranteed to be on the exam so we have chosen to leave this until the end so that it is freshest in the students' minds |
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GCSE History

- Norman England chosen because it builds on knowledge and understanding from year 7 to make a coherent line through from KS3 to GCSE and also because students find it accessible and interesting
- Health and the People chosen because it builds on thematic studies and chronological understanding from KS3 and also because it is relevant to modern day life and interests staff and students.
- Germany unit chosen because we feel that it is important for students to gain an in depth understanding of how Nazism was able to be successful. Links through from year 8 study of WW2 and into Sixth Form study of Nazism
- World War One chosen because, of the Conflict and Tension units available, students find it the most interesting and easily accessible

We have split each unit into 3 sections and planned to interleave the topics so that students are regularly revisiting and recapping topics instead of studying a whole unit in year 9 and not revisiting it other than with homework until year 11.

A-level history

We have chosen 1C: The Tudors and 2O: Germany to give the students a broad and balanced view of history in preparation for university level study. The Germany unit builds on their knowledge and understanding from GCSE and KS3 so that it is accessible and interesting to them. Students in the past have enjoyed studying Germany at GCSE so we have chosen to build on that. The Tudors is a topic which has grasped the interest of the nation for a long time. By studying early modern and modern time period, we do not narrow students' learning of history. We also allow students to choose their own topic for their NEA (with advice and guidance) so that they can spend time researching a topic of their own particular interest and that they may want to take further at a higher level. We feel that this is the best way to get students to engage with the research and writing process and get the most out of the NEA as well as helping to prepare them for university studies, if they choose to advance their education beyond A-levels.