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 pupils to be historians – discerning, curious, questioning and critical.

Due to a recent change in curriculum time allocation, year 9 have not studied World War One at the end of year 8. This document outlines the intent for the full curriculum for year 7-9 as intended. Therefore, the current year 9 will begin with the year 8 topic of World War One and the Cold War and Ireland units will be abridged.

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| Year group and unit | Topic | Rationale/Intent |
| Year 7 Unit 1 | Why is 1066 significant? | * Significant turning point in British history leading to introduction of the second order concept of significance * 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 concept of significance * Introduces academic history and allows pupils to engage with scholarship right from the beginning * Local history included through Carlisle Castle * 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? | * Develops understanding of history to include everyday life instead of just a serious 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 pupils where historians find this information and how to extract it for themselves. Key skill that links through to GCSE history. * 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 and comparative studies of other places at a similar time * Provides basis for GCSE Norman England unit * Links with National Curriculum point 1: the development of Church, state and society in Medieval Britain 1066-1509 |
| Year 7  Unit 3 | Why did the Crusades happen? | * Importance of understanding other cultures and traditions, especially in an age when Islamophobia is prevalent * Links to GCSE Health and the People section about the contributions of Islamic doctors * Builds on understanding of medieval society from previous unit by using the importance of religion to English peasants as a way into the importance of religion in the Middle East and town life in medieval Baghdad * Links with National Curriculum point 1: the development of Church, state and society in Medieval Britain 1066-1509 and point 7: study of a significant society or issue in world history |
| Year 7  Unit 4 | What was life like in the Kingdom of Mali? | * Importance of understanding other cultures and traditions, especially in an age when Islamophobia is prevalent * Links to previous units of everyday life in England and Baghdad * Develops ideas of empire and monarchy * Provides a window to a different culture and challenges stereotypes of medieval West Africa * Allows some of our increasing number of West African pupils to feel seen in our curriculum * Develops understanding in preparation for year 8 study of the transatlantic trade in enslaved Africans * Links with National Curriculum point 7 |
| Year 7 Unit 5 | How did Tudor religious changes impact the people of England? | * 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. Links with importance of religion in previous units * Builds sense of chronology from the previous 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 change and continuity * 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 8 Unit 1 | To what extent was ‘the world turned upside down’ by the English Civil War? | * Developing chronological understanding from year 7 into year 8 * Building on concepts of monarchy from Normans and Mali units in year 7 and preparing for further exploration of monarchy and democracy in year 8 units on suffrage, empire and year 9 unit on the Cold War * Links with National Curriculum point 2 |
| Year 8 Unit 2 | How did the Industrial Revolution affect people’s working lives? | * 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 pupils in their analysis of the provenance of sources * 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 3 | To what extent did abolition solve the problems created by the trade in enslaved Africans? | * Important for pupils to understand that way that black people have been treated in the past and how this connects to the present. * Links to year 7 unit about medieval Mali * Strong link to Human Rights, British Values and Citizenship * Taught in year 8 when pupils 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 4 | How significant were the Suffragettes? | * Builds on Industrial Revolution unit and themes of protest and resistance * Suffrage reforms and Matchgirls strikes links with increased politicising of the working class which builds on elements from year 7 such as Tudor rebellions and year 8 work about abolition and social reform * 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 pupils 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 5 | How did colonisation and decolonisation affect India? | * Builds on chronological study and ideas of protest, resistance, state, empires * Builds on transatlantic trade in enslaved Africans 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 6 and 7 | What was the biggest problem facing soldiers on the Western Front?  Why did World War One start and end? | * Significant event in world history that pupils should understand * Relevant to the modern day with current talk of war by allowing pupils 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 pupils have developed a little more maturity to handle such a significant and challenging topic by this point * Educates pupils 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 9  Unit 1 | What were the key turning points in World War Two? | * Significant event in world history that pupils should understand * Builds understanding of empire and conflict * Lays foundation of knowledge for GCSE Germany unit * Builds chronologically on year 8 history but also taught in year 9 when pupils have developed maturity to handle a significant and challenging topic * Links with National Curriculum point 4 |
| Year 9  Unit 2 | The Holocaust | * Designed in conjunction with the Holocaust Education Trust and based on their principles * Pupils are too young to deliver this other than in year 9 * Builds on previous unit about World War Two and brings marginalised groups to the forefront * Lesson on pre-war Jewish life links with principles of our studies of West Africa and Mughal India in previous year groups * Links with National Curriculum point 4 |
| Year 9 Unit 3 | What can the story of Berlin reveal about the Cold War? | * The Cold War is within living memory for many and its impacts can still be felt today * Builds on previous units about WW2 * Introduces concepts of capitalism and communism in preparation for GCSE Germany unit and with links to the English curriculum * Links with National Curriculum point 4 |
| Year 9 Unit 4 | Why is there conflict in Northern Ireland? | * Ongoing issue in the world which pupils should be aware of * Understanding of how history affects the present * Links with prior learning about empire and colonisation * Links with National Curriculum point 4 |
| Year 9 Unit 5 | How did the Romans impact health in Britain? | * Bridging unit to GCSE * Links KS2 studies of the Romans with GCSE study of medicine * Establishes key concepts and figures such as Hippocrates, Galen, Four Humours, public health in preparation for GCSE Health and the People * Links with National Curriculum point 6 – a study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge before 1066 |
| GCSE Unit 1 | GCSE Norman England Part One – The Norman Conquest | * Most accessible and familiar part of the GCSE to encourage pupils to opt for history * Links with KS3 study of the Norman Conquest in year 7 |
| GCSE Unit 2 | GCSE Health and the People Part One – Causes and Cures | * Also straightforward and accessible so as not to accelerate the difficulty of GCSE too quickly for year 9s. |
| GCSE Unit 3 | GCSE Health and the People Part One – Causes and Cures | * Completing the unit from year 9 summer 2 ensures that pupils 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 | * We have chosen to study the key events before the causes of World War One as pupils 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 pupils have developed more academic maturity. Studying the key events such as trench warfare and individual battles is often the part of the course that pupils 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 | * 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 | * Revisiting medicine in year 10 forces pupils 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 | * 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 | * 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 | * Returning to causes in year 11 when pupils have developed more academic maturity to understand the difficult concepts. |
| GCSE Unit 10 | GCSE Health and the People Part Three – Public Health | * Returning to medicine with recaps of each time period |
| GCSE Unit 11 | GCSE Germany Part Three – Nazi Regime | * Completing chronological study of Germany unit |
| 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 | * 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 pupils’ minds |

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 pupils 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 pupils.
* Germany unit chosen because we feel that it is important for pupils 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, pupils find it the most interesting and easily accessible

We have split each unit into 3 sections and planned to interleave the topics so that pupils 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 pupils 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. Pupils 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 pupils’ learning of history. For the NEA, pupils study the Suffragists and Suffragettes either in the context of wider suffrage campaigns (1819 to 1928) or in the context of women’s rights more widely (1866 to 1970). This builds directly on Key Stage 3 work.