

Curriculum Plan

Department/subject: History

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn 1	Autumn 2	Signpost/notes
<b>Knowledge to be taught</b>	<p><b>World War One</b> – enquiry question: “Why did World War One Break out in 1914?”</p> <ul style="list-style-type: none"> <li>• Alliances</li> <li>• Assassination; <i>H/W – arms race</i></li> <li>• Moroccan/Balkans Crises</li> <li>• German responsibility</li> <li>• Causation (x2)</li> </ul>	<p><b>Extremism in the 20th century</b> – enquiry question: “How significant was extremism in the 20th century?”</p> <ul style="list-style-type: none"> <li>• What is extremism?</li> <li>• Communism</li> <li>• Communism impact</li> <li>• Fascism</li> <li>• Fascism impact</li> <li>• World War II</li> <li>• Extremism significance</li> </ul>	<p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Returning to knowledge in conceptual lessons via enquiry question</li> <li>- Recaps start/end lesson</li> <li>- Verbal questioning and feedback sessions</li> <li>- Revision homework</li> <li>- Timeline/fact/definition tests</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Data analysis</li> <li>- Research</li> <li>- Debate (politics/law)</li> <li>- Writing (publishing/journalism)</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>- What is imperialism?</li> <li>- What was the impact of alliances between countries?</li> <li>- What is the impact of a build-up in international tension?</li> </ul>
<b>Key Words</b>	Source, Inference, Alliance, Empire, Nationalism, Navy/naval, Assassination, Propaganda, Civilians, Morale, Stalemate, Censorship	Change, Continuity, Communism, Capitalism, Revolution, Democracy, Autocracy, Government, ideology, Fascism, Radical, Extremists, Protest	
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• World War One draws on the idea of Empire and Imperialism that students have studied in year 8 (The British Empire)</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on the idea of protest and revolt studied in year 8 (The Peasants’ Revolt)</li> <li>• Links to social structure and hierarchy seen in year 7 (The Normans) and year 8 (The Black Death/Peasants’ Revolt)</li> <li>• Students have previously studied the idea of fighting for an ideological cause (e.g. the Crusades), now they will look at how this idea has shaped the 20th century</li> </ul>	
<b>Assessment</b>	<p><b>World War One = causation enquiry</b> – students are given opportunities in paired discussion, whole-class discussion &amp; written work to explore causation as a concept. Students will also explore interpretations of the causes of war. By the end of the enquiry all students should be able to identify some events that led to the outbreak of war and some students will be able</p>	<p><b>Extremism = significance enquiry</b> – students are given opportunities in paired discussion, whole-class discussion &amp; written work to explore changes &amp; continuities. By the end of the enquiry all students should be able to define the terms ‘communist’ and ‘fascist’, most should be able to pick out examples of the impact of extremist ideology, and some should</p>	

	<p>to use causal reasoning to judge which events were the most important.</p> <p><b>Formal assessments:</b> x1 in this half term, based on making judgements.</p>	<p>be able to explain how this links to our criteria of significance in a piece of extended writing.</p> <p><b>Formal assessments:</b> x1 in this half term (memory assessment at the end of term).</p>	<ul style="list-style-type: none"> <li>- What is extremism?</li> <li>- What is ideology?</li> </ul> <p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>- Exploring and comparing different causes in order to come to a judgement about the most important.</li> <li>- Exploring the idea of how societies can be changed by significant events/times of hardship</li> </ul>
<p><b>How gaps will be addressed</b></p>	<ul style="list-style-type: none"> <li>- Differentiated reading/work and support sheets are available for each lesson</li> <li>- Hands down questioning used to assess students' understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired work allows students to work together to develop their understanding</li> <li>- Medal and mission used to highlight and address misconceptions</li> <li>- Teach checks students' work throughout lesson and addresses misconceptions if needed</li> <li>- Conceptual lessons allow for recapping and consolidating knowledge</li> <li>- Revision homework &amp; lessons take place before end of term memory assessment</li> </ul>		
<p><b>Cultural capital lessons</b></p>	<p><b>World War One:</b></p> <ul style="list-style-type: none"> <li>● When was World War One?</li> <li>● Where does that fit into world &amp; British history?</li> <li>● Which countries were involved and why?</li> <li>● What is empire/imperialism?</li> <li>● What is a database?</li> <li>● What is censorship?</li> <li>● How do governments use propaganda?</li> </ul>	<p><b>Extremism:</b></p> <ul style="list-style-type: none"> <li>● How has the structure of society changed over time?</li> <li>● What is a 'political ideology'?</li> <li>● What is social class?</li> <li>● What is Communism/Capitalism/Democracy?</li> <li>● What is 'fascism'?</li> <li>● How does extremist ideology grow?</li> <li>● How does extremism link to conditions such as poverty?</li> </ul>	<p><b>Literacy</b></p> <p><b>Students develop the ability to write:</b></p> <p>Inferences from a source</p> <p>Analysis of the usefulness of a source</p> <p>Explanation of causation, change &amp; continuity</p> <p>Explain how and why historians have different interpretations of the same event</p> <p><b>Numeracy</b></p> <p>Timelines – understanding how much of a timeline certain periods cover.</p>