

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
Knowledge to be taught	<p>Power & the People (Paper 2A) – Topic 3: 19th Century</p> <ul style="list-style-type: none"> • Context of 19th Century • Chartism causes • Failure of Chartists • Significance of Chartists • Campaign groups • Campaign groups significance • Trade Unions (x2) • Trade Unions significance • Changes to power in 19th century <p>Power & the People (Paper 2A) – Topic 4: 20th Century</p> <ul style="list-style-type: none"> • Women’s suffrage • Equal Rights for Women • 20th Century strikes 	<p>Power & the People (Paper 2A) – Topic 4: 20th Century (continued)</p> <ul style="list-style-type: none"> • 20th century strikes significance • Experience of migrants • Multiculturalism • Changes to power in 20th century • Using factor chart <p>Elizabeth I (Paper 2B) – Topic 1: Elizabeth & her government</p> <ul style="list-style-type: none"> • Context of Tudor England • Introducing Elizabeth (x2) • Court, progresses & patronage • Privy Council • Parliament 	<p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - Recaps start/end lesson - Verbal questioning and feedback sessions - Revision homework - Timeline/fact/definition tests - Revision homework – based around 3 part revision method: <ol style="list-style-type: none"> 1. Make revision notes 2. Learn revision notes 3. Apply revision notes <p>Careers</p> <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism) <p>SMSC</p> <ul style="list-style-type: none"> - How does industrialisation affect politics?
Key Words	Political power, political protest, implement, Parliament, governance, monarchy, electorate, Prime Minister, Commons, suffrage, unions, revolt, rebellion, petition	Political power, political protest, implement, Parliament, governance, monarchy, electorate, Prime Minister, Commons, suffrage, unions, migration, civil rights, petition, equality, multiculturalism Barons, Church, Succession, Council, Patronage, Court, Parliament, Catholic, Protestant, Reformation, Taxation, Suitors, Monopolies, Authority, Rebellion	

<p>Links to prior knowledge</p>	<ul style="list-style-type: none"> • This unit draws on work that students completed in Key Stage 3, particularly concepts such as Parliament and control, communism, capitalism, and different classes of society covered in Years 8 & 9. • It also draws on their work on the earlier two units of this course, looking at how the structure of society has developed and how this continues as the power of the people increases throughout this century 	<ul style="list-style-type: none"> • The final unit of this module builds on the previous 3 units as we move towards the democracy they will recognise from today's society • It also draws on work in Y9 on the civil rights movements and forms of protest against the government and against discrimination • The Elizabeth module build on their knowledge of Tudor society from studying the Reformation in year 8 and the concept of succession and the importance of secure succession for the country 	<ul style="list-style-type: none"> - How do different political systems work, and what do they rely on to succeed? - What was the impact of elections and the voters on changes of power in Britain? - What was the impact of greater suffrage on society? <p>Mental/physical development</p> <ul style="list-style-type: none"> - Comparing the power balance and impact of protest across different time periods - Analysing the changing ideologies and the effect of this on political systems <p>Literacy Students develop the ability to write:</p> <p>Comparisons of the usefulness of different sources Judgement essays – longer written answers which come to an evaluated judgement</p> <p>Numeracy Timelines & how groups can be represented in constituencies. What a century is</p>
<p>Assessment</p>	<p>Informal assessments: students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p>Formal assessments: x2 in this half term, assessing students on 3 of the exam questions that come up in this paper: usefulness, significance and similarity & difference.</p>	<p>Informal assessments: students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p>Formal assessments: x2 in this half term, assessing students on all 4 of the exam questions that come up in this paper: usefulness, significance, similarity & difference, and judgement. The final assessment is a full mock of the whole of Paper 1A (Germany), 1B (Cold War) and Power (2A).</p>	
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> - Differentiated reading/work and support sheets are available for each lesson - Hands down questioning used to assess students' understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired work allows students to work together to develop their understanding - Medal and mission used to highlight and address misconceptions - Teach checks students' work throughout lesson and addresses misconceptions if needed - Conceptual lessons allow for recapping and consolidating knowledge - Revision homework & lessons take place before each assessment - Assessment feedback (both whole class & personal) allows for teachers to identify particular mistakes with exam questions 		



<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> • What are different systems of voting & representation? • What does the political spectrum – left and right-wing – look like? • How does Parliament and election campaigns work? • How has society changed over time? • What are different forms of protest? • What is social class? • What is industrialisation? 	<ul style="list-style-type: none"> • How does migration affect social structures? • What is political participation? • How has society changed over time? • When was the Tudor period? • What were the issues facing female rulers in the Early Modern Period? • What was the political structure in the Tudor Period? 	