

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 | Summer 1 | Summer 2 | Signpost/notes |
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| Knowledge to be taught | <p>Medieval African Kingdoms – enquiry question: “How far are Mali and Benin evidence of the ‘booms’ in Medieval West Africa?”</p> <ul style="list-style-type: none"> • Intro to Medieval Africa • Mali overview • Mali economy • Mali society • Benin overview • Benin economy • Benin society • Medieval Africa comparison with Britain | <p>Medieval Letchworth – enquiry question: “What were the key features of the Medieval Period?”</p> <ul style="list-style-type: none"> • What was Medieval Letchworth like? • How would our town compare with similar towns in the Middle East? • How would our town compare with similar towns in Africa? • How would our town compare with similar towns in Asia? • How does Letchworth develop through the Medieval and Early Modern Period? | <p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - Returning to knowledge in conceptual lessons via enquiry question - Recaps start/end lesson - Verbal questioning and feedback sessions - Revision homework - Timeline/fact/definition tests |
| Key Words | Propaganda, prejudice, trade, ‘boom’, economy, society | Village, Town, Development, growth | <p>Careers</p> <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism) |
| Links to prior knowledge | <ul style="list-style-type: none"> • Students will now have developed a picture of Medieval England, including the power structure and what society was like. They will now be able to compare that with the Medieval African Kingdoms to address preconceptions about African history • End of year test covers all topics learnt over the year | <ul style="list-style-type: none"> • Students use their knowledge of the Medieval Period to complete a series of case studies looking, first at our own town through history, then comparing it with the development of similar towns in different parts of the world. | <p>SMSC</p> <ul style="list-style-type: none"> - What makes an effective leader? - How can religion cause conflict? - How have different cultures developed? |
| Assessment | Medieval Africa = similarity/difference enquiry – students are given opportunities in paired discussion, whole-class discussion & written work to explore similarity/difference as a concept. By | Medieval Islam = similarity/difference enquiry - Students continue to build on their abilities to draw comparisons between different societies. As well as class and paired | |

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| | <p>the end of the enquiry all students should be able to identify ways in which African society was advanced for the Medieval period, and some students should be able to draw comparisons with Medieval England</p> <p>Formal assessments: x1 in this half term (end of year memory exam).</p> | <p>discussion, students will use group work and research skills to complete presentations from the case studies used.</p> | <p>Mental/physical development</p> <ul style="list-style-type: none"> - Analysing how convincing an interpretation is, based on evidence. |
| <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 end of term memory assessment | | <p>Literacy</p> <p>Students develop the ability to write:</p> <p>Inferences from a source Analysis of the usefulness of a source Explanation of similarity, difference, change & causation</p> |
| <p>Cultural capital lessons</p> | <p>African Kingdoms:</p> <ul style="list-style-type: none"> ● What was Africa like before the arrival of Europeans? ● What does it mean for a country to be 'booming'? ● What is the impact of a 'boom' on a country's history? ● How is our history similar to that of other countries? | <p>Medieval Islam:</p> <ul style="list-style-type: none"> ● How do world events (e.g. the Crusades, Islamic expansion) differ when presented from a different perspective? ● What is the impact of conquest on a country? ● What makes an event significant? Which events should be judged as significant? ● How do I research from a book (using index etc.)? | <p>Numeracy</p> <p>Timelines – understanding how much of a timeline certain periods cover.</p> |