

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
Knowledge to be taught	<p>Slavery – enquiry question: “What was the impact of the African Slave Trade?”</p> <ul style="list-style-type: none"> • Slave Trade • Middle Passage • Life of a slave - UK & USA • Slave resistance • Abolition • Short and long-term impacts • Interpretations and modern day slavery 	<p>Industrial Revolution – enquiry question: “How did the Industrial Revolution change England?”</p> <ul style="list-style-type: none"> • Britain in 1800 • Inventions & economic change • Social change – life for different groups • Political change – welfare • Political change – protests • Greatest change 	<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 - Memory assessments <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"> - What is industry? How is that different from agriculture?
Key Words	Slavery, abolition, abolish, Atlantic Slave Trade, plantation, resistance.	Industry, revolution, class (working, middle, upper), Parliament, social, economic, political, reform, welfare, factory.	
Links to prior knowledge	<ul style="list-style-type: none"> • When studying Empire (Y8 Spring 2), students have already covered the benefits of Empire for Britain. This topic explores further why Britain established a slave trade within the Empire, but then takes it further to look at slavery in more detail, and why it was abolished. • Students also often have some previous knowledge of slavery from KS2, which is picked up on in the first lesson of this enquiry (slavery over history). 	<ul style="list-style-type: none"> • When looking at Empire (Y8 Spring 2), students touched on the idea of trade, and how raw materials from the Empire were important in fuelling the Industrial Revolution. • Students also have a lot of prior knowledge about agricultural societies, from studying the Black Death (Y8 Autumn 1). They also often start the topic with an understanding (gained at KS2 or through general knowledge) of factories and life in Victorian England. 	
Assessment	Slavery = impact enquiry – students build on discussion of impact in year 7 and 8 to look at categorising different impacts into both different factors and short and long-term This is	Industrial Revolution = change & continuity enquiry – building on work that students did in Y7, they now develop a more complex understanding of change & continuity, by looking at different themes within the change (political, social &	

	<p>assessed in discussion, written work, and in students' analysis of different interpretations.</p> <p>Formal assessments: x1 in this half term (end of year memory assessment).</p>	<p>economic). These skills are assessed in whole or paired discussion, through written work in lessons, and in the end of year memory assessment.</p>	<ul style="list-style-type: none"> - How did concepts like welfare emerge from the Industrial Revolution? - What is slavery? Why has slavery been a theme across history? - Does slavery still exist today in any form?
<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>Mental/physical development</p> <ul style="list-style-type: none"> - Categorising economic, political and social change. - Reading & understanding interpretations. - Prioritising causes.
<p>Cultural capital lessons</p>	<p>Industrial Revolution:</p> <ul style="list-style-type: none"> ● When did major British towns (e.g. Manchester, Birmingham) become important, and why? ● What is welfare, and why was it linked to the Industrial Revolution? ● What is a slum, and why were so many created in the Industrial Revolution? ● What is meant by the terms 'upper-class', 'middle-class' and 'working-class'? 	<p>Slavery:</p> <ul style="list-style-type: none"> ● How does the word 'slave' differ in different contexts? ● How has slavery affected our concepts of race and racism today? ● How do we remember slavery in modern Britain? 	<p>Literacy</p> <p>Students develop the ability to write:</p> <p>Explanation & judgement of change & continuity, and similarity & difference.</p> <p>Analysis of the usefulness of sources.</p> <p>Numeracy</p> <p>Timelines on different scales</p>