

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	Spring 1	Spring 2	Signpost/notes
Knowledge to be taught	<p>The Civil War – enquiry question: “What can sources tell us about the Civil War?”</p> <ul style="list-style-type: none"> • Charles I • Blame for war • Oliver Cromwell • Battle of Naseby • Charles’ execution • Usefulness of different sources 	<p>Empire – enquiry question: “How similar were the British colonies in the Gold Coast and India?”</p> <ul style="list-style-type: none"> • What is empire • Colonising India • Indian independence • Colonising the Gold Coast; H/W – The Scramble for Africa • Gold Coast independence • Comparing the colonies 	<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"> - How does Parliament work? - What is the difference between democracy and monarchy, and how can the two be linked?
Key Words	Parliament, Civil War, Execution, propaganda, dictator, massacre, MP	Empire, colony, colonist, native inhabitant, independence, revolution, peaceful protest	
Links to prior knowledge	<ul style="list-style-type: none"> • Students have already been introduced to the importance of kingship, and the ideas of strong vs weak leaders (Normans, Y7 Autumn 1, Crusades, Y7 Spring 1, Peasants’ Revolt, Y8 Autumn 1, Henry VIII, Y8 Autumn 2). This topic takes the ideas of kingship further, and builds on them by examining different ways in which a country can be run. • This topic also builds on students’ understanding of sources, gained in Y7, as well as their exploration of propaganda when initially looking at Henry VIII. 	<ul style="list-style-type: none"> • Students have already looked at Martin Luther King in Y7 RPS, and lessons on Gandhi will draw a link due to the idea of peaceful protest. • Students have also covered empires previously (including the Roman Empire (KS2) and Islamic Empires in Y7), so the concept is not new to them. This enquiry builds on their understanding of what a colony can be, and why and how countries within an empire might seek independence (previously students focused more on how the ‘mother country’ maintained control). 	
Assessment	Civil War = sources enquiry – throughout the enquiry, students are continually exposed to different types of sources, from which they make inferences. This leads into paired discussion	Empire = similarity and difference enquiry – students build on work from Year 7, and consider different ways in which colonies could be compared. This informs the memory assessment, as	

	<p>and written work on the usefulness of different types of sources, which ultimately informs the assessment at the end of the topic.</p> <p>Formal assessments: x1 in this half term (usefulness question).</p>	<p>well as being assessed through paired and whole class discussion, and written work in lessons.</p> <p>Formal assessments: x1 in this half term (memory assessment at the end of term).</p>	<ul style="list-style-type: none"> - What is an empire, and how does the relationship between colonies and their 'mother country' differ?
<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"> - Analysing the usefulness of different types of sources. - Comparing and contrasting different colonies according to different criteria.
<p>Cultural capital lessons</p>	<p>Civil War:</p> <ul style="list-style-type: none"> ● What is Parliament, and how has it developed over time? ● What is the origin of the terms 'cavalier' and 'roundhead'? ● What are the origins of the religious tension in Ireland? ● Who were the infamous British leaders: Charles I and Cromwell? 	<p>Empire:</p> <ul style="list-style-type: none"> ● How has the British empire affected world history? ● How has the British Empire affected British culture today? ● How and why did India assert its independence? 	<p>Literacy</p> <p>Students develop the ability to write:</p> <p>Explanation of similarity and difference.</p> <p>Analysis of the usefulness of sources.</p> <p>Numeracy</p> <p>Timelines on different scales (both the 7 years of the Civil War and the several hundred years of Empire)</p>