

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
<b>Knowledge to be taught</b>	<p><b>The Holocaust (continues to Spring 2)</b> – enquiry question: “Who or what was responsible for the Holocaust?”</p> <ul style="list-style-type: none"> <li>• Ideology (x2); <i>H/W – Rise of Hitler from WW1</i></li> <li>• Growing persecution</li> <li>• Ghettoisation</li> <li>• Final Solution &amp; German people; <i>H/W – Other countries</i></li> <li>• <u>Interpretations</u> about German people (how responsible)</li> <li>• Responsibility debate (x2)</li> <li>• Planning an argument</li> <li>• Kitty Hart Moxon</li> <li>• Experiences</li> </ul>	<p><b>20<sup>th</sup> Century Protest, Civil Rights</b> – enquiry question: “How similar were the British and American Civil Rights Movements?”</p> <ul style="list-style-type: none"> <li>• Existing discrimination</li> <li>• US movement (x2)</li> <li>• GB movement</li> <li>• Comparing protests</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>- Why do people choose certain leaders?</li> <li>- What is persecution?</li> </ul>
<b>Key Words</b>	Ghetto, Segregation, Ideology, Persecution, Anti-Semitism, Democracy and Dictatorship, Genocide	Parliament, suffrage, election, discrimination, segregation	
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• Students learn about conflict between Christians and Jews during the Crusades in year 7. In year 8, they learn how Jewish populations were accused of starting the Black Death by poisoning wells. They also visit the idea of persecution of certain groups through the Romans in year 7.</li> </ul>	<ul style="list-style-type: none"> <li>• Building on ideas of protest studied in Year 8 (The Peasants’ Revolt) and Year 9 (The Russian Revolution)</li> <li>• Links to persecution of certain groups in society from the Holocaust</li> </ul>	
<b>Assessment</b>	<b>Holocaust = causation enquiry</b> – students use class discussion, written work and card sorts to prioritise reasons for the	<b>Civil Rights = similarity and difference</b> – Students will use paired work, class discussion and written work to explore the	

	<p>Holocaust. By the end of the enquiry all students should be able to identify reasons why the Holocaust happened, and some should be able to explain why those reasons led to the Holocaust.</p> <p><b>Formal assessments:</b> x1 in this half term.</p>	<p>concept of similarity and difference. At the end of the enquiry, all students will be able to identify ways that each movement was different as well as what they had in common. Some students will be able to explain reasons for the differences between the two movements.</p> <p><b>Formal assessments:</b> x1 in this half term (explain similarity and difference, most useful source)</p>	<ul style="list-style-type: none"> <li>- How can persecution develop over time?</li> <li>- How can people be indoctrinated?</li> <li>- How can events over a long period be linked?</li> <li>- Analysing different forms of protest</li> <li>- Analysing how and why certain movements develop in different countries</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>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>- Analysing how small acts of discrimination can escalate to serious persecution/genocide</li> </ul>
<p><b>Cultural capital lessons</b></p>	<p><b>The Holocaust:</b></p> <ul style="list-style-type: none"> <li>● When was the Holocaust?</li> <li>● Why is the Holocaust important?</li> <li>● What is a dictatorship?</li> <li>● Why does persecution happen?</li> <li>● How does persecution develop over time?</li> <li>● How can dictators use fear to control people?</li> <li>● How can dictators use propaganda to control people?</li> <li>● What is indoctrination?</li> </ul>	<p><b>Civil Rights:</b></p> <ul style="list-style-type: none"> <li>● What is discrimination?</li> <li>● How can discrimination be seen in social, political and economic contexts?</li> <li>● What is protest?</li> <li>● What is the difference between active/passive resistances?</li> <li>● What is segregation?</li> </ul>	<p><b>Literacy</b></p> <p><b>Students develop the ability to write:</b></p> <p>Explanation of causation and building an argument in an essay          Interpretations of an event          Their own presentations based on independent research</p> <p><b>Numeracy</b></p> <p>Timelines – understanding how much of a timeline certain periods cover.          Statistics – effect of persecution on different population groups</p>