

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>Black Death & Peasants’ Revolt – enquiry question: “What had a greater impact on England – rats or rebels?”</p> <ul style="list-style-type: none"> • Feudal System & the Medieval village • Medieval Village story • Deadly Black Death • Immediate impact of the Black Death • Long-term impact of the Black Death • Black Death to Revolt • Threat of Peasants’ Revolt • Impact of Peasants’ Revolt 	<p>The Reformation – enquiry question: “Why did Henry VIII break with Rome?”</p> <ul style="list-style-type: none"> • Henry VIII • Protestant vs. Catholic • Break with Rome • Monasteries & money • Pilgrimage of Grace • Causation 	<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 available labour impact how an economy can be run?
Key Words	Feudal System, Lord, Villein, Peasant, Plague, Noble, Revolt, Tax	Catholic, Protestant, Monastery, Convent, Pope, Rome, Pilgrimage	
Links to prior knowledge	<ul style="list-style-type: none"> • Students were introduced to the Feudal System as a way of controlling Norman England in Year 7. In this enquiry, they look at it again from a social point of view, and consider how these two major events (the Black Death & Peasants’ Revolt), changed English society. • The Peasants’ Revolt topic also encourages students to remember knowledge about different revolts from Year 7. 	<ul style="list-style-type: none"> • Following on chronologically from the Peasants’ Revolt, whose impacts stretched to the end of the Medieval Period, students now build on this by studying the causes of the Reformation. • This draws on work on religion, done in the Crusades topic in Year 7, as well as understandings of kingship and control developed throughout Year 7 and 8. 	
Assessment	<p>Black Death & Peasants’ Revolt = impact enquiry – students are given opportunities in paired discussion, whole-class discussion & written work to explore impact as a concept. They complicate the idea by looking at long and short-term impact,</p>	<p>Break with Rome = causation enquiry – students build on work from Year 7, and begin to consider how different causes may link together, and the implications for prioritising causes.</p>	

	<p>and finally come to a judgement about which event had the greater impact. This conceptual understanding is also assessed in their formal assessments.</p> <p>Formal assessments: x1 in this half term (explain questions).</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 a revolt? How can revolts have an impact on the way society is controlled? - What are different types of Christianity, and why was there tension between them?
<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"> - Exploring and comparing the impact of different events in order to come to a judgement about the greatest impact. - Prioritising and linking causes of an event.
<p>Cultural capital lessons</p>	<p>Black Death & Peasants' Revolt:</p> <ul style="list-style-type: none"> ● What are manor houses, and where do they come from? ● What was the Black Death <i>really</i> caused by? ● Why did the Black Death have such a major impact on Europe? ● What is a Poll Tax, and how has it been relevant in recent history? 	<p>Causation:</p> <ul style="list-style-type: none"> ● What are the differences between the Catholic and Protestant denominations? ● How has the English/western Church divided over time? ● Who was Henry VIII, and why did he have six wives? ● Why is there a 'Church of England'? ● What is a monastery, and why are so many of them in ruins? 	<p>Literacy Students develop the ability to write: Explanation of causation & impact Judgement answers – coming to a conclusion about a statement</p> <p>Numeracy Timelines Understanding of how loss of labour means that individuals can ask to be paid more</p>