

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
<b>Knowledge to be taught</b>	<p><b>Historical mysteries</b> – skills of understanding sources, making inferences &amp; using evidence to back up those inferences.</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Herculaneum</li> <li>• Headless Romans (x2 lessons)</li> </ul> <p><b>Normans (continued into Autumn 2)</b> – enquiry question: “What kind of conquest was the Norman conquest?”</p> <ul style="list-style-type: none"> <li>• Rightful ruler</li> <li>• Battle of Hastings</li> <li>• Bayeux Tapestry</li> <li>• Usefulness</li> <li>• Control over England</li> <li>• Harrying of the North</li> <li>• Castles</li> <li>• Feudal System</li> <li>• Conceptual lesson on causation (x2)</li> </ul>	<p><b>Normans</b> (see Autumn 1).</p> <p><b>Medieval Church</b> – Bridging project on the role of the Medieval Church in England</p>	<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>- How did the Normans take control?</li> </ul>
<b>Key Words</b>	Source, Inference, Religion, Military, Gladiator, Citizen, Execution, Purpose (of a source), Revolt, Rebel, Fort, Tactics, Formation, Useful & Limited (sources), Propaganda, Conquest, Tapestry, Monarch, Heir, Feudal System	The Church(a church), worship, pilgrimage, tithe, Archbishop	
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• History mysteries topic draws on existing knowledge about ‘what is a source’ and the Romans, providing key word definitions for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Following the Normans topic, students learn about the power of the Medieval Church. This will link to work done at KS2 as well as to cross-curricular knowledge from RPS</li> </ul>	

	<ul style="list-style-type: none"> <li>Normans topic will build on KS2 work on monarchs and conquest (e.g. comparisons with the Roman conquest)</li> </ul>		<ul style="list-style-type: none"> <li>What was the impact of popular protest on the Normans?</li> <li>How did society change in the Norman period? What was the position of different groups in those societies, e.g. women, different religions?</li> </ul>
<b>Assessment</b>	<p><b>Normans = causation enquiry</b> – students are given opportunities in paired discussion, whole-class discussion &amp; written work to explore causation as a concept. By the end of the enquiry all students should be able to identify methods by which the Normans took control over England, and some students should be able to explain how these methods worked.</p> <p><b>Formal assessments:</b> x1 in this half term, based on source skills.</p>	<p><b>Normans = causation enquiry</b> – see Autumn 1 information</p> <p><b>Formal assessments:</b> x1 in this half term (memory assessment at the end of term).</p>	<p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>Exploring and comparing different causes in order to come to a judgement about the most important.</li> </ul>
<b>How gaps will be addressed</b>	<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>Literacy</b> <b>Students develop the ability to write:</b> Inferences from a source Analysis of the purpose of a source Explanation of causation, change &amp; continuity</p> <p><b>Numeracy</b> Timelines – understanding how much of a timeline certain periods cover.</p>
<b>Cultural capital lessons</b>	<p><b>History mysteries:</b> What is a source? What is an inference?</p> <p><b>Normans:</b></p> <ul style="list-style-type: none"> <li>What makes an effective leader?</li> <li>What does it mean to be the heir to a throne?</li> <li>How can popular protest impact leadership?</li> <li>What is a castle and why were they built?</li> <li>Where do the Normans fit on the timeline of British history?</li> <li>What is the difference between ‘British’ and ‘English’?</li> </ul>	<p><b>Normans:</b> see Autumn 1</p>	