

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>Crusades – enquiry question: “How successful was the Christian Crusade?”</p> <ul style="list-style-type: none"> • What is a crusade • Why go on Crusade • First Crusade • Jerusalem • Richard & Saladin • Children’s Crusade • Third Crusade • Interpretations with success/failure 	<p>Medieval Islam – enquiry question: “What were the most significant moments in the first thousand years of Medieval Islam?”</p> <ul style="list-style-type: none"> • What is significance • Islamic expansion • Baghdad • Suleiman the Magnificent • Comparison (x2 lessons) 	<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 <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 makes an effective leader? - How did Britain develop?
Key Words	Propaganda, Crusade, Crusader, Pope, Catholic, Muslim, Interpretation	Islam, Expansion, Mosque, Medieval, Significance	
Links to prior knowledge	<ul style="list-style-type: none"> • Building on the Medieval Church lessons, students continue to examine the impact of religion on medieval history, as well as considering medieval leadership. • Sourcework recaps on skills learnt through the Autumn term 	<ul style="list-style-type: none"> • Students use their knowledge of the Crusades to rethink the impact of the Crusades, this time focusing on the Muslim point of view rather than Christian. They then compare the significance of the Crusades to other events. 	
Assessment	<p>Crusades = interpretations enquiry – at the end of the enquiry, students consider two interpretations on the Crusades (that they were & were not a failure) and use evidence to explain which they agree with the most.</p>	<p>Medieval Islam = significance enquiry – students use class discussion, based around a criteria developed by the class, to explain the significance of events in their written work. By the end of the enquiry all students should be able to define the</p>	

	Formal assessments: x1 in this half term	term 'significance', most should be able to begin explaining what makes each event significant, and some may be able to prioritise the events according to their significance.	- How much power can the Church exert?
How gaps will be addressed	<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"> - Comparing impacts and events to compare the importance of them in history <p>Literacy Students develop the ability to write:</p>
Cultural capital lessons	<p>Crusades:</p> <ul style="list-style-type: none"> ● What is a religious crusade? What other kinds of crusade are there? ● What is a pilgrimage? ● How do you draw a timeline? ● Why is there still conflict in the Middle East? ● How was modern Europe altered by the Crusades (e.g. introduction of Arabic numerals)? 	<p>Medieval Islam:</p> <ul style="list-style-type: none"> ● How do world events (e.g. the Crusades, Islamic expansion) differ when presented from a different perspective? ● What is the impact of conquest on a country? ● What makes an event significant? Which events should be judged as significant? ● How do I research from a book (using index etc.)? 	<p>Inferences from a source Analysis of the usefulness of a source Explanation of impact, significance & causation</p> <p>Numeracy Timelines – understanding how much of a timeline certain periods cover.</p>