

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>Elizabeth I (Paper 2B) – Topic 1: Elizabeth &amp; her government</b></p> <ul style="list-style-type: none"> <li>• Years of Crisis</li> <li>• Marriage</li> <li>• Succession crisis (x2)</li> </ul> <p><b>Elizabeth I (Paper 2B) – Topic 2: Elizabethan life</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Theatre (x2)</li> <li>• Cult of Elizabeth</li> <li>• Poverty Crisis</li> <li>• Attitudes towards the poor</li> <li>• English exploring</li> <li>• English colonisation</li> </ul>	<p><b>Elizabeth I (Paper 2B) – Topic 3: Elizabethan Conflicts</b></p> <ul style="list-style-type: none"> <li>• Elizabethan religious settlement</li> <li>• Responses to Catholic opposition</li> <li>• Responses to Puritan opposition</li> <li>• Mary Queen of Scots (x2)</li> <li>• Causes of conflict with Spain</li> <li>• The Spanish Armada (x2)</li> <li>• Historic environment – Kenilworth castle</li> </ul>	<p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Recaps start/end lesson</li> <li>- Verbal questioning and feedback sessions</li> <li>- Revision homework</li> <li>- Timeline/fact/definition tests</li> <li>- Revision homework – based around 3 part revision method:               <ol style="list-style-type: none"> <li>1. Make revision notes</li> <li>2. Learn revision notes</li> <li>3. Apply revision notes</li> </ol> </li> </ul>
<b>Key Words</b>	Barons, Church, Succession, Council, Patronage, Court, Parliament, Catholic, Protestant, Reformation, Taxation, Suitors, Monopolies, Authority, Rebellion, Gentry, Gloriana, Exploration, Colony, Grammar Schools, Poverty, Paupers, Alms, Circumnavigate, Voyage	Counter-Reformation, Jesuit, Missionaries, Puritans, Separatist, Exile, Trial, Execution, Naval Warfare, Raids, Armada	<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>
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• This unit continues from the previous lessons of this module on Elizabeth as well as to the Tudor period studied during Power and the People</li> <li>• It also revisits elements of Tudor Society studied during the Reformation in year 8</li> </ul>	<ul style="list-style-type: none"> <li>• This unit continues from the previous lessons of this module on Elizabeth as well as to the Tudor period studied during Power and the People</li> <li>• It also revisits elements of Tudor Society studied during the Reformation in year 8 as well as to Puritanism, which is</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>- What is a Golden Age?</li> </ul>

		<p>learned about in the context of Cromwell and the Civil War as well as the colonisation of America in year 8.</p> <ul style="list-style-type: none"> <li>● Discussion of the historic environment links to the purpose of castles for the Normans (year 7)</li> </ul>	<ul style="list-style-type: none"> <li>- How do leaders create narratives around themselves?</li> <li>- What is religious conflict?</li> <li>- Why does religious conflict happen?</li> </ul>
<b>Assessment</b>	<p><b>Informal assessments:</b> students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p><b>Formal assessments:</b> x1 in this half term, assessing students on 3 of the exam questions that come up in this paper: single interpretation, explain the importance and write an account</p>	<p><b>Informal assessments:</b> students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p><b>Formal assessments:</b> x2 in this half term, assessing students on all 4 of the exam questions that come up in this paper: single interpretation, explain the importance and write an account and the historic environment</p>	<ul style="list-style-type: none"> <li>- What are different ways rulers can deal with conflict?</li> <li>- What is succession? Why can it lead to conflict?</li> </ul> <p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>- Analysing interpretations</li> <li>- Exploring the purpose and uses of buildings and what they tell us about a time period</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 each assessment</li> <li>- Assessment feedback (both whole class &amp; personal) allows for teachers to identify particular mistakes with exam questions</li> </ul>		<p><b>Literacy</b> <b>Students develop the ability to write:</b> Analysis of interpretations Judgement of importance and assessing impact</p> <p><b>Numeracy</b> Timelines</p>
<b>Cultural capital lessons</b>	<ul style="list-style-type: none"> <li>● What were the challenges to female rulers in the Early Modern period?</li> <li>● What is the difference between Catholic and Protestant?</li> <li>● What were attitudes to poverty in Elizabethan England?</li> </ul>	<ul style="list-style-type: none"> <li>● What is religious conflict?</li> <li>● How does a ruler maintain control?</li> <li>● What is exile?</li> <li>● How do you measure threat to leadership?</li> </ul>	



	<ul style="list-style-type: none"><li>• How was culture changed in society?</li><li>• What is colonisation and why did it happen?</li><li>• Why is secure succession important in governing a country?</li></ul>	<ul style="list-style-type: none"><li>• How have international relations changed over a period?</li><li>• How can different buildings show us what life was like during a time period?</li></ul>	
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