

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	Summer 1	Summer 2	Signpost/notes
Knowledge to be taught	<p>20th Century Protest, Civil Rights – enquiry question: “How successful were protest movements in gaining civil rights in the 20th century?”</p> <ul style="list-style-type: none"> • Womens’ rights • Womens’ rights impact • LGBTQ+ rights • LGBTQ+ rights impact • Nationalist movements • Impact of nationalist movements 	<p>9/11 – enquiry question: “What caused 9/11?”</p> <ul style="list-style-type: none"> • 9/11 • Terrorism • Al-Qaeda • US responsibility <p>Project: Letchworth in the 20th century – Students look at the development of Letchworth, revisiting the area in Medieval times, through to the creation of Letchworth as the first Garden City</p>	<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
Key Words	Parliament, suffrage, election, discrimination, segregation	Terrorism, Ideology, Radical, Significance, memorial	<p>Careers</p> <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism)
Links to prior knowledge	<ul style="list-style-type: none"> • Building on ideas of protest studied in Year 8 (The Peasants’ Revolt) and Year 9 (The Russian Revolution) • Links to persecution of certain groups in society from the Holocaust • End of year exam takes place which recaps all knowledge from the year. 	<ul style="list-style-type: none"> • Students use their knowledge of tense international relations and protest to examine reasons for the 9/11 terrorist attacks • Students also revisit the concept of significance, using criteria to explain what makes an event significant as well as the importance of memorials for significant events 	<p>SMSC</p> <ul style="list-style-type: none"> - What is discrimination and how can segregation affect certain groups? - What are different types of protest? - What is the impact of protest?
Assessment	Civil Rights = impact – Students will use paired work, class discussion and written work to explore the concept of similarity and difference. At the end of the enquiry, all students will be able to identify key moments in the different campaigns as well	9/11 = causation - Students will use paired work, class discussion and written work to explore the concept of causation. At the end of the enquiry, all students will be able to	

	<p>as identify specific impacts. Some students will be able to judge the extent of the impact of each movement.</p> <p>Formal assessments: x1 in this half term (end of year memory assessment).</p>	<p>identify reasons for the 9/11 terrorist attacks and some will be able to explain why these different reasons led to the attack</p>	<ul style="list-style-type: none"> - How can religion cause conflict? - How have different cultures developed? - How does radicalisation happen?
<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"> - Analysing different forms of protest - Analysing how and why certain movements develop in different countries - Exploring ideas of significance with regards to historical events – how do these events impact our lives today?
<p>Cultural capital lessons</p>	<p>Civil Rights:</p> <ul style="list-style-type: none"> ● What is discrimination? ● How can discrimination be seen in social, political and economic contexts? ● What is protest? ● What is the difference between active/passive resistances? 	<p>9/11:</p> <ul style="list-style-type: none"> ● What is terrorism? ● What is radicalisation/extremism? ● How do countries use memorialisation? ● Why do we memorialise certain events? ● What role do significant events play in our national identity? 	<p>Literacy</p> <p>Students develop the ability to write:</p> <p>Interpretations of an event Analysis of the usefulness of a source Explanation of similarity, difference, change, significance & causation</p> <p>Numeracy</p> <p>Timelines – understanding how much of a timeline certain periods cover.</p>