

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	Power & Protest (Paper 2A) – Topic 1: Medieval Period <ul style="list-style-type: none"> • Introduction to power & protest • Magna Carta – causes, events & significance • Simon de Montfort & the development of Parliament • Peasants’ Revolt – causes, events & significance • Medieval overview 	Power & Protest (Paper 2A) – Topic 2: Early Modern Period <ul style="list-style-type: none"> • Context of the Early Modern Period • Pilgrimage of Grace – causes, events & significance • Civil War/Glorious Revolution – causes, events & significance • American Revolution – causes, events & significance • Early Modern overview 	Strategies to embed concepts in long term memory <ul style="list-style-type: none"> - Recaps start/end lesson - Verbal questioning and feedback sessions - Revision homework (including interleaving topics from previous units) - Timeline/fact/definition tests - Revision homework – based around 3 part revision method: <ol style="list-style-type: none"> 1. Make revision notes 2. Learn revision notes 3. Apply revision notes Careers <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism) SMSC
Key Words	Political power, political protest, implement, Parliament, governance, monarchy, electorate, Prime Minister, Commons, barons, peasants, villeins, Pope, church, revolt, rebellion.	Nobles, Civil War, Pilgrimage, Protestant, Catholic, Tudor, Stuart, Hanover, migrant, revolution.	
Links to prior knowledge	<ul style="list-style-type: none"> • Throughout Key Stage Three, we have introduced students to different periods of history, and different types of power (e.g. monarchy, democracy), as well as what Parliament/government has been across history. • Students also study different protests, including Civil Wars & the Civil Rights Movement. 	<ul style="list-style-type: none"> • We are building on the work from Summer 1, developing students’ understanding of how power and protest changes more over time. • Students also have an understanding of the arguments between Protestant and Catholic from Year 8. 	
Assessment	Informal assessments: 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.	Informal assessments: in revision activities, students are given opportunities to practise exam skills and self/peer/teacher assess their answers. Formal assessments: x1 in this half term – mock on Paper 1 (both sections).	

	<p>Formal assessments: x2 in this half term, one assessing students on Paper 2A (usefulness and significance questions), and one on Paper 1B/1A (questions dependent on what students need to work on the most).</p>		<ul style="list-style-type: none"> - Who currently holds power in the UK? How has that changed over time? - What is a Parliament, and how has the British Parliament developed? - What role does the electorate have in running the country? - What is the impact of popular protest on how England has been ruled over time?
<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 each assessment - Assessment feedback (both whole class & personal) allows for teachers to identify particular mistakes with exam questions – particularly after formal mock, when several lessons will be spent going through the mock & talking with students individually 		<p>Mental/physical development</p> <ul style="list-style-type: none"> - Analysing sources (their messages & usefulness) - Coming to a judgement about the significance of events
<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> ● What is the Magna Carta? Why is it still significant today? ● How was Parliament set up, and why did it become more powerful over time? ● What were the origins of the political language we use today, e.g. House of Commons, Parliament? ● Why is the Peasants' Revolt still significant today? 	<ul style="list-style-type: none"> ● What is the difference between Catholic and Protestant beliefs? How have they caused conflict? ● What was the English Civil War? What was the origin of terms like Puritan, Roundhead & Cavalier? ● What were the origins of America as an independent country? How did this link to other important events, such as the French Revolution? 	<p>Literacy Students develop the ability to write: Analysis of sources Explain questions – focusing on good paragraph structure</p> <p>Numeracy Timelines over a long period of time, what a century is</p>