

History

INTENT- KS3

History is more than just a timeline of significant events and dates. Through the study of history we hope to equip students with the skills and knowledge to make sense of the world around them. We offer a broad curriculum to stimulate interest and topics are chosen that are relevant to modern society – allowing students to recognise the importance of History as a subject. We actively encourage students to become independent thinkers, critically analyse historical sources and form their own judgements and opinions. Community is at the centre of our intent. We want students to develop a sense of community and believe it can be through the study of local history. Across all key stages, students are provided with regular opportunities to develop their understanding of local history. Students are also presented with opportunities to engage with the local community by partaking in events like the Commonwealth Ceremony. Students will also study topics that are invaluable to moral development. Topics such as the transatlantic slave trade, the Holocaust and Civil Rights movement are taught, demonstrating the dangers of prejudice, discrimination and dehumanization- allowing students to deepen reflection about issues impacting society today, encouraging tolerance and compassion.

SKILLS AND KNOWLEDGE

Students will develop their KNOWLEDGE of		Students will develop their SKILLS in	
7	<p>The development of Church, state and society in Medieval Britain 1066-1509, including;</p> <ul style="list-style-type: none"> The Norman Conquest The struggle between Church and crown Magna Carta and the emergence of Parliament <p>Society, economy and culture 1066-1509, including;</p> <ul style="list-style-type: none"> Feudalism, health and hygiene and religion in daily life. Black Death and its impact The Wars of the Roses <p>The development of Church, state and society in Britain 1509-1745;</p> <ul style="list-style-type: none"> The English Reformation and Counter Reformation Elizabethan religious settlements Causes and events of the English Civil War. 		<ul style="list-style-type: none"> Describing important figures and key events from the past, describing different viewpoints and changes in their history. Identifying, explaining and giving some reasons why a person or event might be significant, identifying a range of causes and consequences of events. Analysing how significance can vary according to different viewpoints, from different people at different times. Students can analyse change and continuity, as well as cause and consequence. Applying chronology, being able to explain the order in which events took place.
Students will develop their KNOWLEDGE of		Students will develop their SKILLS in	
8	<p>Ideas, political power, industry and empire: Britain, 1745-1901, including;</p> <ul style="list-style-type: none"> Britain's transatlantic slave trade: its effects, impact on our local area and its eventual abolition. Britain as the first industrial nation and its impact on society. The development of the British Empire with depth study. <p>Challenges for Britain, Europe and the wider world, 1901 to the present day;</p> <ul style="list-style-type: none"> The First World War, including peace settlements Women's suffrage The rise of 20th century dictators The Second World War, including key battles and the war time leadership of Winston Churchill. 		<ul style="list-style-type: none"> Significance, interpretations and change and continuity. Identifying why changes happen, as well as identifying and explaining a range of causes and consequences (long-term, political, economic, social etc.) Gaining a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament'. Explaining their own judgements about historical significance, change and continuity, and causation using a wide range of source material.
Students will develop their KNOWLEDGE of		Students will develop their SKILLS in	
9	<p>Challenges for Britain, Europe and the world, 1901 to the present day;</p> <ul style="list-style-type: none"> The Holocaust Social, cultural and technological change in Post-War British society. USA in the 20th Century. 		<ul style="list-style-type: none"> Explaining why some changes or events are more important than others. Making a judgement about change and continuity. Evaluating why a source might be useful for a historian considering its nature, origin and purpose. Investigating different reasons for significance and making a judgement about them. Explaining why some causes and consequence are more important than others. Understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

INTENT- KS4

During our KS4 curriculum we build on the strong foundations we have developed in KS3, students feel confident with the knowledge and skills they have developed and are successful applying this into theoretical contexts and sporting situations. Their ability to thrive in sport continues and they are now encouraged to apply more scientific knowledge into their practice.

The transition from participants to leaders is vital during this stage. Students will take ownership of their curriculum and the sessions within it.

We aim to ensure all students leave the school possessing the skills, motivation and knowledge to enjoy a lifelong engagement with sport and physical activity. Removing barriers to participation to prolong the enjoyment of sport into adulthood and promote positive associations with PE.

Opportunities to explore the careers they can access through the new skills and knowledge developed within PE. Exposing students to pathways to succeed in a sporting role from universities, apprenticeships and volunteer roles that can be accessed alongside other careers. Students will have opportunities to complete additional qualifications to strengthen their employability in sport such as referee qualifications and coaching levels.

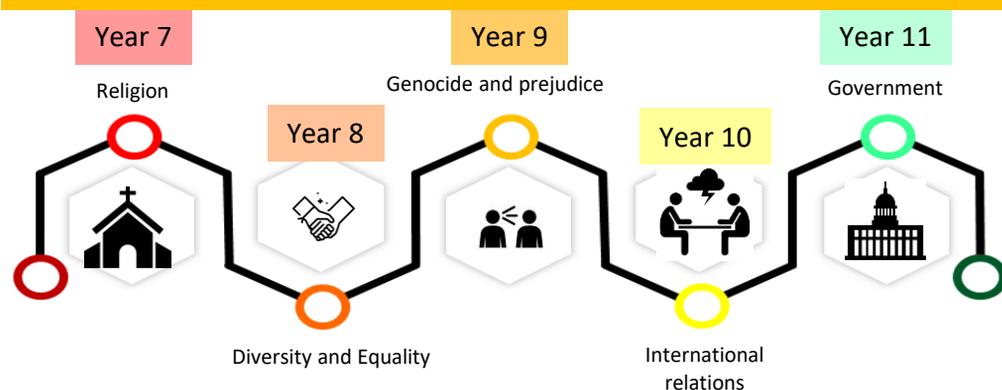
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
10	Understanding the modern world; <ul style="list-style-type: none"> USA Opportunity and Inequality 1920-73 Conflict and Tension, the inter-war years 1918-1939 	<ul style="list-style-type: none"> Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Using historical terms and concepts in increasingly sophisticated ways. Demonstrating knowledge and understanding of the key features and characteristics of the period studied.
11	Shaping the Nation <ul style="list-style-type: none"> Britain, Health & the People c1000-present day <i>Medieval medicine, the Renaissance, Industrialisation, modern medicine.</i> <ul style="list-style-type: none"> Norman England, 1066-1100 <i>Conquest and control, life under the Normans, the Norman Church and monasticism, the historic environment.</i>	<ul style="list-style-type: none"> Explaining and analysing historical events and periods studied using second-order historical concepts. Analysing, evaluating and using sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Analysing, evaluating and making substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

OVERVIEW

Qualification gained by the end of year 11: AQA GCSE History

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> Community links with local clubs International sporting opportunities to promote languages British values through sportsmanship Outdoor and adventurous activity Promotion of high ambition from university visits. Inclusive for all- same setting but adapted work. Opportunities outside of the school community Working with local providers 	<ul style="list-style-type: none"> History teacher Librarian Reporter Journalist Historian Business consultant Heritage manager Data analyst 	<ul style="list-style-type: none"> Archaeologist Solicitor Police officer Politician Education officer Academic researcher Archivist Historic buildings inspector

HISTORY CURRICULUM THEMES



Cross Curriculum links in History

- Geography: understanding why and how maps have changed overtime.
- English: historical context needed to deepen understanding of core texts.
- Science: historical understanding about key developments that have shaped medicine.
- Maths: analysis of graphs and surveys to extract key information.
- Cumbria Award: allows students to make the links between History and our local area.

"DREAM BIG, WORK HARD, DON'T QUIT"

History Curriculum Year 7

Cumbria Futures Federation

KS2 Recap

Topics covered; the British Empire, World War 1, the Mayan Civilisation, Britain since 1066, Battle of Britain (local history), D-Day Landings, Black Civil Rights transition unit.

The Norman Conquest

This unit provides students with the opportunity to learn about life in England prior to 1066. Students will then study the succession crisis and the battles of Fulford Gate, Stamford Bridge and Hastings before looking at William's consolidation of power.

The Tudors

Students will focus on one of the most turbulent times in British history. They will develop an understanding of the role of the monarchy and the impact this had on changes to religion. In addition they will also look at the rule of Elizabeth I and the Spanish Armada.

The American Civil Rights Movement

Students will develop an understanding of the origin of the Jim Crow law and racism in the south before studying the Civil Rights Movement of the 1950s and 60s. They will study key figures and events including; the development of the NAACP, Rosa Parks, Martin Luther King, Brown vs. Board of Education and Little Rock.

Medieval Realms

Students will explore the medieval period focusing on key themes; religion, education, health, crime and punishment. They will cover key content like public health in towns and villages, whilst comparing with Islamic medicine, the Black Death, class divides and religious beliefs at the time.

The English Civil War

Students will study the divides between parliament and monarchy between the period 1642-1651. They will focus on the key battles as well as the aftermath and the significance of the war today.

Progressing into year 8

The British Empire, Transatlantic Slave Trade, World War 1, Rise of 20th Century Dictators, World War 2.



History Curriculum Year 8

Cumbria Futures Federation

Year 7 recap

Topics covered: Civil Rights Movement, Norman Conquest, Medieval Realms, Tudors, English Civil War.

Transatlantic Slave Trade

Students will examine current issues through historical investigation. They will use sources to deepen their understanding about why it happened, how it impacted those involved and the abolition of slavery. At the end of study students will look at present day racism and modern day slavery.

World War 1

Students will have the opportunity to show their understanding of causation whilst studying the causes of the First World War. In addition, they will study the military tactics used during the war, key battles and the impact on social changes on the home front.

World War 2

During this unit students will focus on the causes of the second world war, military tactics and key battles. It will present them with the opportunity to assess change across time.

The British Empire

Students will develop an understanding of British Empire stemming from 1497 to 1924, zooming in on the role of the British Empire in the 18th century. They will look at the origins, benefits, criticisms and historiography surrounding the empire.

The Industrial Revolution

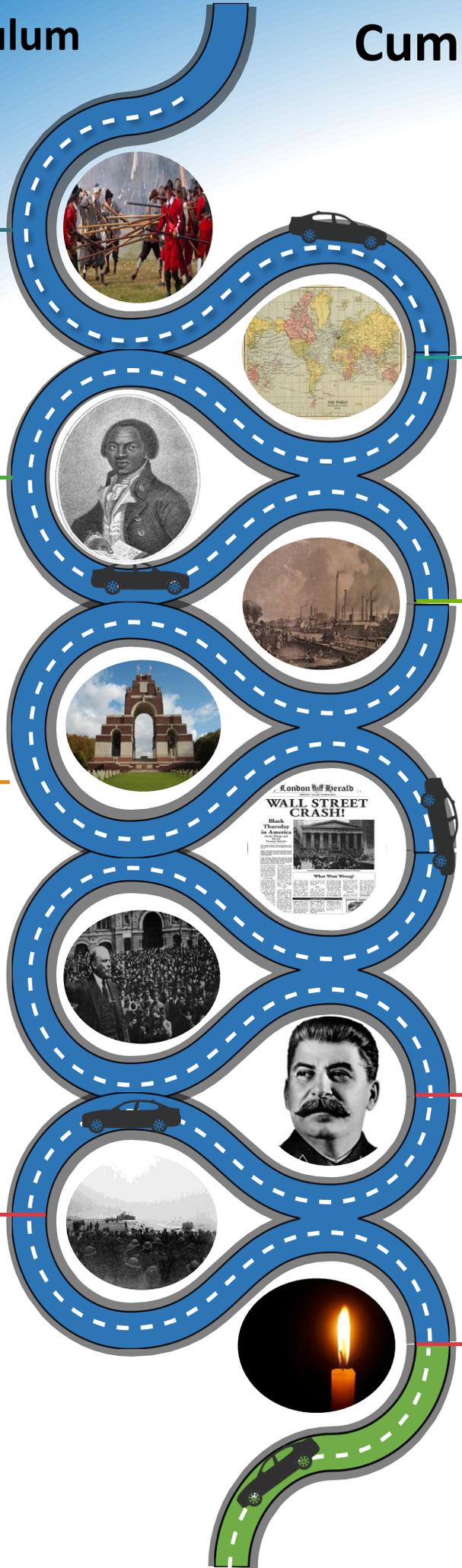
This study will assess the impact the industrial revolution had on Britain as a nation. Students will focus on the shift from agriculture to industry, migration patterns and social changes. Students will also carry out a local study, assessing to what extent the industrial revolution impacted Cumbria.

Rise of 20th century dictators

Following on from the First World War students will focus on the key economic and political changes that led to the rise of 20th century dictators. They will then focus on the impact of Stalin's rule within Russia.

Progressing into year 9

The Holocaust, post-war Britain and The Cold War period.



History Curriculum Year 9

Cumbria Futures Federation

Year 8 recap

Topics covered: empire, transatlantic slavery, Industrial Revolution, World War 1, World War 2, the rise of 20th century dictators.

Post-War Britain

After focusing on survivor stories of those in Britain, students will move on to look at other aspects of post-war Britain. This unit will allow them to explore political history, whilst focusing on key changes to society such as the creation of the NHS and Welfare State.

Progressing into year 10

Conflict and tension, inter-war years
This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

The Holocaust

Students will study the Holocaust and the impact it had on those involved. Focusing on; the victims, perpetrators, bystanders, resistance and liberation. Study of the unit is invaluable to social, emotional and moral development.

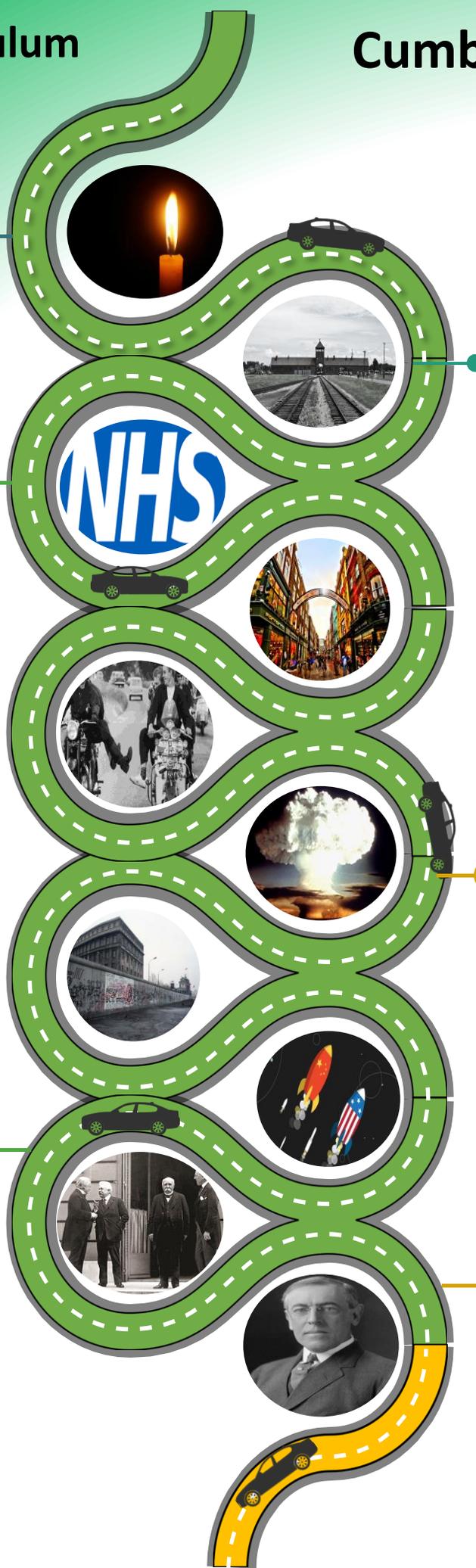
The Cold War

Students will learn about conflicting ideologies that existed during this period. They will learn about the key events of the cold war including; the Berlin Blockade, space race and the collapse of Communism.

Progressing into year 10

USA 1920-73

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.



History Curriculum Year 10

Cumbria Futures Federation

Year 9 recap

Topics covered: The Holocaust, post-war Britain and the Cold-War.

Part 2: League of Nations

Students will then focus on the creation of the League of Nations. They will focus on the leagues successes and the border disputes of the 1920s before looking at the problems facing the league in the 1930s.

USA 1920-73

Part 1: Boom

Students will focus on the economic boom and the impact it had on the USA throughout the 1920s. This will include focusing on social and cultural developments, such as; entertainment and the position of women. They will also look at those groups that didn't benefit and problems surrounding organised crime.

Part 3: Post-War

The final unit will look at the impact of the Second World War on the American economy. Students will also focus on changes to popular culture, McCarthyism, the Civil Rights Movement and the development of feminist movements.

Conflict and Tension

Part 1: Peacekeeping

During this unit students will focus on the Treaty of Versailles and the measures put into place to prevent future war. They will look at the decisions made at the treaty, allied responses to the treaty, Germany's responses as well as focusing on the treaties aimed at Germany's allies.

Part 3: Road to War

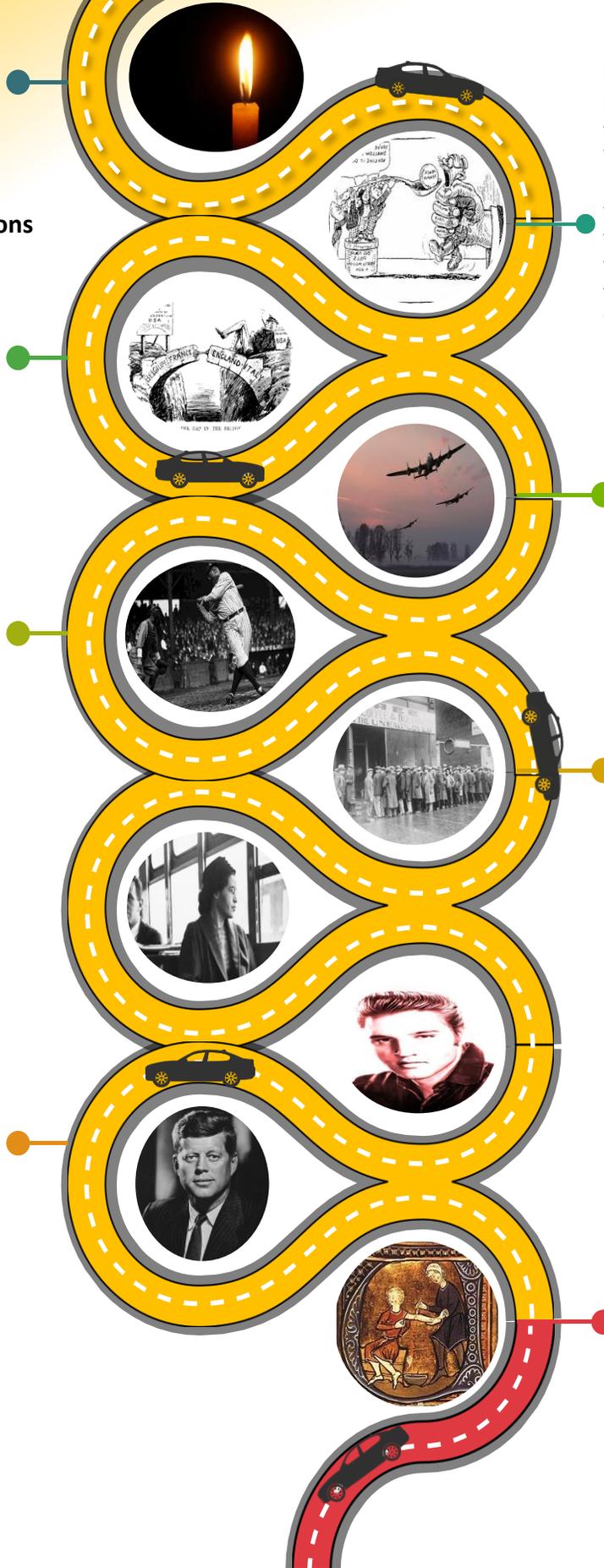
Students will then begin to look at the development of tension leading up to the outbreak of war. They will focus on Hitler's foreign policy and actions which escalated tensions before looking at the occupation of Czechoslovakia and Poland.

Part 2: Bust

Students will look at American society during the Great Depression. They will look at Hoover's response and reasons for his unpopularity before looking at the 1932 election and FDR's New Deal.

Progressing into year 11

The thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.



History Curriculum Year 11

Cumbria Futures Federation

Year 10 recap

Paper 1
Conflict and tension,
inter-war years. USA
1920-1973.

Part 2: The beginnings of change

Students will move on to
look at the impact of the
Renaissance in Britain.
They will look at the work
of Vesalius, Pare and
Harvey, Jenner and the
opposition they faced.

Part 4: Modern medicine

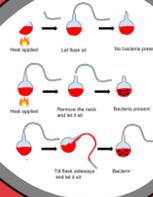
This unit will focus on
modern treatments of
disease, including the
pharmaceutical industry,
penicillin and antibiotic
resistance. Students will
also focus on the impact of
war and technology on
surgery.

Part 2: Life under the Normans

This unit will allow
students to focus on
feudalism and
government, Anglo-Saxon
and Norman government
systems and the legal
system. They will also
explore economic and
social changes and their
consequences.

Part 4: The historic environment

The historic environment is
10% of the overall course.
Students will focus and be
examined on a specific site
in depth. This site will be
specified and changed
annually.



Britain, health and the people

Part 1: Medicine stands still

Students will focus on medieval
medicine covering the ideas of
Hippocratic and Galenic
methods, beliefs about causes
and the medieval doctor. They
will also focus on the impact of
Christianity on medical progress
and the nature and importance
of Islamic surgery.

Part 3: A revolution in medicine

Students will look at the
development of Germ Theory
and its impact of the
treatment of disease in
Britain. They will also look at
the development of surgical
techniques as well as looking
at improvements in public
health.

The Normans

Part 1: Conquest and control

Students will look at the
causes of the Norman
Conquest and explore the
methods William used to
establish and maintain
control.

Part 3: The Church and monasticism

Students will focus on the
changes to the church
under the Normans. They
will look at relations with
the Papacy and the
Norman reforms of
monasteries.

Progressing onto careers/destinations

- Teaching
- Policing
- Law
- Research
- Data analyst
- Media