

GRANVILLE ACADEMY



Curriculum Guide for History

1. Curriculum Rationale
2. What students will learn in History
3. Curriculum Map and Assessment Plan
4. Specialist Vocabulary
5. Cultural Capital
6. Homework and Independent Learning



The de Ferrers Trust

1. Curriculum Rationale

For History

What is History at Granville?

The Curriculum at KS3 is designed to offer the opportunity for students to develop an enjoyment of History. This is achieved with a chronologically sequenced and broad scope of significant events under the theme of 'Power and Control'. We look at various periods in history, using and developing a variety of key substantive and disciplinary historical knowledge (listed below). For those who don't continue with historical studies, interleaving these key skills throughout KS3, alongside core knowledge, will allow students to access History for themselves in the future. For those who do follow onto GCSE, they will have a broader context and skill set granting the opportunity to engage and thrive at ks4 History.

History at Granville provides students with:

- Interesting and challenging lessons that will inspire students to enjoy History and understand its relevance and importance today.
- The opportunity to develop their knowledge of significant events in British and world History.
- The language to be able to present opinions and arguments that are well written, clearly expressed, organised and supported by evidence.
- An understanding of the key historical concepts of change, continuity, significance, cause and consequence.
- The skills to question sources, interpretations and narratives of the past and apply this to the information-rich world they live in.
- A greater understanding of how national and global events have affected the lives of the people in Woodville and Swadlincote.
- The opportunity to apply their developing historical knowledge to different time periods and prepare them for further study.
- Enrichment opportunities through visits to London, the WW1 battlefields, the local area and external speakers that broaden their horizons and bring to life the History studied in the classroom.

SEND

Our curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies, such as the Magnificent 7, where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments, where needed, to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Specifically, within History, adaptations would include:

- Use class charts to inform teachers of pupil's individual needs
- Do now tasks for every lesson based around recall
- Chunking of instructions and deliberate recall to ensure understanding
- Deliberate modelling of extended writing and use of I.D.E.A structure
- Equipment provided if required

Sequencing:

Our curriculum is sequenced broadly chronologically, following National Curriculum guidelines and under the theme of 'Power and Control' to help students understand the key themes of change, continuity, cause and consequence. This allows students to connect ideas from different time periods and see how they interrelate. It also allows them to place them into time order so they develop their chronological understanding, supplemented with wider contextual knowledge.

The History team has made a conscious decision to focus on a small number of units in each year group in order to provide time to explore them in depth and produce quality written outcomes. We have planned an interleaving approach and will revisit skills and knowledge gained from earlier units to ensure that students have the opportunity to recall prior learning.

We have actively selected areas of study that we know will engage students but also help them to see how the local area connects to the past.

All topics allow us to explore the spiritual, moral and cultural dimensions of History as it relates to this country.

The topics allow students to develop, practise and improve their subject specific vocabulary and literacy skills in order to prepare them for the demands of GCSE.

2 What students will learn in History.

| | End of Year 9 | End of Year 11 |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge | Students to have knowledge of key information as outlined on the curriculum map - with the features of Power and Control throughout. Such as the dates of major conflicts, the names of sides in wars and conflict, the reasons for victory or defeat, changes to societies over time and the similarities and differences between time periods. | In depth specific knowledge of the key features and characteristics of the areas studied including key individuals and developments, causes and consequences of events, dates of key events, subject specific vocabulary such as Gleichschaltung. |
| Skills | Analyse and evaluate historical sources and texts. Write extended reasoned arguments, justifying their responses based on their learning. Evaluate historical interpretations and use evidence to justify their opinions. | Write narrative accounts of historical events. Write extended reasoned arguments that consider several viewpoints. Evaluate historical interpretations in detail and use evidence to justify their opinions. Analyse, evaluate and make substantiated judgements about sources in the context of historical events studied. |
| Understanding | That events have causes and consequences. That events have both short term and long term significance. How the struggle for Power and Control has led to some of the significant historical events in Britain. How Britain's place in the world has developed over time. The utility and validity of sources varies depending on time, author and place. | Understand through the study of the content the second order concepts of: Causation Consequence Similarity Difference Change Continuity Significance. |

3. Curriculum Map and Assessment Plan

4. GCSE Curriculum Map

Power and Control -KS3 History.

| Year 7 – Middle Ages and Tudor England 1066-1600 | Year 8 – Civil War, Renaissance, French revolution and Empire & Slavery 1600-1850 | Year 9 – Industrial Britain, WW1, inter-war period, Nazi Germany, WW2 and post-War world studies 1850-now |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Medieval England (14 lessons)</p> <ul style="list-style-type: none"> ✓ Baseline assessment ✓ Introduction to History lessons - Use of evidence and chronology ✓ Succession crisis and who should be King? ✓ Battle of Stamford Bridge ✓ Battle of Hastings ✓ Consolidation of power - castles and Feudal system and changes to England as a result of William’s leadership ✓ Assessment 1 ✓ Extension: Leisure in Medieval England - what did people do for fun? | <p>Stuarts, Civil War and Renaissance period (14 lessons)</p> <ul style="list-style-type: none"> ✓ Guy Fawkes and the gunpowder plot - guilty or set up? ✓ Background to the Civil War ✓ Civil War ✓ Execution of Charles I ✓ Cromwell investigation ✓ Great Plague and impact ✓ Great Fire of London and impact ✓ Assessment 1 ✓ Extension: Plague at Eyam - local History investigation | <p>Industrial Britain and WW1 (28 lessons)</p> <ul style="list-style-type: none"> ✓ Industrialisation in Britain and impact on society ✓ Changes better or worse ✓ Population explosion ✓ Inventors and Inventing ✓ Protest and reform ✓ Transport ✓ Mining ✓ Brunel ✓ Public Health ✓ Assessment 1 ✓ Women's suffrage - suffragettes and women’s suffrage movement ✓ Why war in 1914? ✓ Main battles and chronology of WW1 from 1914 to 1918’s armistice ✓ Haig and the Somme investigation ✓ Trench system and environment ✓ Home front in Britain and domestic impact of WW1 - ✓ Impact of WW1 in Germany - Treaty of Versailles, inter-war years and the rise of the Nazis |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Medieval England (10 lessons)</p> <ul style="list-style-type: none"> ✓ Life in Medieval England - Church and governance ✓ Life in Medieval England - medicine and health ✓ Life in Medieval England - crime and punishment ✓ Becket - murder in the Cathedral investigation ✓ Black Death investigation project ✓ Assessment 2 ✓ Extension: King John - good or bad King? | <p>French revolution (10 lessons)</p> <ul style="list-style-type: none"> ✓ Context - France in the 1770s and 1780s ✓ American War of Independence (for context) ✓ Louis and Marie Antoinette ✓ The Enlightenment and new beliefs about democracy, liberty, equality, fraternity ✓ Why was there a revolution in 1789? ✓ Impact of the revolutionary events ✓ Napoleon's wars - Trafalgar, Austerlitz, Russia and Waterloo ✓ Napoleonic France - hero or villain? ✓ Assessment 2 ✓ Extension: International impact of the revolution | <p>Nazi Germany and WW2 (18 lessons)</p> <ul style="list-style-type: none"> ✓ Rise of the Nazis – policies, leadership and popularity ✓ Hitler becomes Chancellor ✓ Consolidation of power ✓ Nazi control: terror and propaganda ✓ Concentration camps and Holocaust ✓ Women and youth under the Nazis ✓ Assessment 2 ✓ WW2 key studies: Dunkirk, Stalingrad, D-Day ✓ Home front during WW2 including black out, Blitz, Land Army, development of the Welfare State |
| <p>Tudor England (12 lessons)</p> <ul style="list-style-type: none"> ✓ Henry VIII investigation including his marriages and character ✓ Break from Rome ✓ Mary Rose investigation ✓ Protestants Vs Catholics ✓ Elizabeth investigation - who was she, what was she like? How is/was she portrayed now and then? ✓ Spanish Armada ✓ Assessment 3 ✓ Mary, Queen of Scots (Tutbury Castle local History link) ✓ Extension: Britain's place in the world from Medieval to the end of the Tudor period | <p>Slavery, empire and the American Civil War (12 lessons)</p> <ul style="list-style-type: none"> ✓ British Empire - what was it and links to slavery (context) ✓ The Slave trade - triangular trade triangle beginnings and transportation ✓ Sale of slaves and life on the plantations ✓ Contemporary justification and modern views of slavery ✓ Abolition in Britain ✓ Civil War in the US ✓ Abolition in the USA ✓ Assessment 3 ✓ Extension: British Empire post-slavery case studies: options of trade, transport, India, sport, culture, etc | <p>Conflict in the 20th Century (15 lessons)</p> <ul style="list-style-type: none"> ✓ What did communists believe in and why was it appealing? ✓ What was the Russian revolution and the West's reaction to it? ✓ What is fascism, who was Adolf Hitler and what did he believe in? ✓ Were Nazi ideas the main cause of conflict in 1939? ✓ Why did the USA drop nuclear bombs on Hiroshima and Nagasaki? (2) ✓ Why did Cuba become such a threat to the USA? ✓ Who won the Cuban missile crisis? ✓ Why did the USA become involved in the Vietnam war? ✓ How was Vietnam a different type of war? ✓ Assessment 2 |

| | | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> ✓ What were the causes of the Gulf War? ✓ How did new ideas cause conflict in the twentieth century? |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

Edexcel GCSE History

| Term | Year 10 – GCSE | Year 11 – GCSE |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Medicine through time c1250-present day Paper 1 Section B. <i>Continuity and change paper themes</i></p> <p><i>For each topic area on the medicine paper students need to understand Factors for change and Beliefs in causes, Beliefs in treatments, Preventions and surgery</i></p> <ul style="list-style-type: none"> ✓ Medieval medicine Including case studies on the Black Death ✓ Renaissance medicine Including case studies on Great Plague and the emergence of humanism | <p>American West – 1835- 1895. Paper 2. <i>Cause and consequence paper themes.</i></p> <p>The paper relies on students being able to link short and long term causes to subsequent consequences of the development of the west in America.</p> <ul style="list-style-type: none"> ✓ Early settlement of the West 1835-1862 Plains Indians Migration and early settlement Conflict and tension ✓ Development of the Plains 1862 – 1876 Development of the settlement of the West Ranching and Cattle Industry Changes in the way of life of the Plains Indians |
| 2 | <p>Medicine through time c1250-present day Paper 1. <i>Continuity and change paper themes</i></p> <ul style="list-style-type: none"> ✓ Enlightenment 1700-1900 Vaccinations Laissez faire and Public Health Anaesthetics / Antiseptics Germ Theory | <p>American West – 1835- 1895. Paper 2. <i>Cause and consequence paper themes.</i></p> <ul style="list-style-type: none"> ✓ Conflicts and Conquest c1876-1895 Changes in farming Conflict and tension Destruction of Plains Indians way of life |

| | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3</p> | <p>Medicine through time c1250-present day Paper 1. <i>Continuity and change paper themes</i></p> <p>✓ 1900 – Present day Advances post Germ Theory New technology Health lifestyle NHS Modern medicine</p> | <p>Weimar and Nazi Germany 1918-1939 Paper 3. <i>Interpretations and source paper</i></p> <p>Students will be expected to use source and interpretations skills to analyse features of Weimar and Nazi Germany</p> <p>✓ Weimar and Nazi Germany 1919-1929</p> <p>Origins of the Republic Early challenges to the Republic Recovery ‘Golden Years’ Changes in society</p> <p>✓ Hitler’s rise to power</p> <p>Early development of Nazi Party The Munich Putsch Growth in Nazi support Hitler as Chancellor</p> <p>✓ Nazi control and dictatorship</p> <p>Creation of dictatorship Police state Influencing attitudes Opposition resistance conformity</p> |
| <p>4</p> | <p>Medicine through time c1250-present day Paper 1 - Section A Depth Study WWI medicine.</p> <p>✓ Development of trench warfare 1914-18 New types of injuries Trench conditions New weapons Blood banks Plastic surgery New technology</p> | <p>Weimar and Nazi Germany 1918-1939 Paper 3. <i>Interpretations and source paper</i></p> <p>✓ Life in Nazi Germany Policies towards women Policies towards the young Employment and living standards Persecution of minorities</p> |
| <p>5</p> | <p>Anglo Saxon and Norman England c1060 – 1088. Paper 2 - British <i>depth study</i></p> <p>✓ Anglo Saxon England and the Norman conquest Society Last years of Edward and succession crisis Rivals to the throne Norman Invasion</p> | <p>Revision and exams</p> |

| | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| | <ul style="list-style-type: none"> ✓ William I in power: securing the Kingdom Establishing control Causes and outcomes of resistance Legacy of resistance Revolt of the Earls | |
| 6 | <p>Anglo Saxon and Norman England c1060 – 1088. Paper 2 - British <i>depth study</i></p> <ul style="list-style-type: none"> ✓ Norman England 1066-1088 The Feudal system Norman government Norman aristocracy William I and his sons | Revision and exams |

5. Specialist Vocabulary

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----|----------------|---------------|--------------------|------------------------------------------------|-----------------------------|
| 1 | Succession | Revolution | Militarism | Conquest | Frontier |
| 2 | Contender | Government | Alliances | Novissima Verba (To be promised the throne) | Settler |
| 3 | Heir | Slavery | Nationalism | Post obitum | Plains |
| 4 | Inheritance | Investigation | Imperialism/Empire | Sub Regulus (Deputy King) | Manifest Destiny |
| 5 | Tactics | Abolition | Assassination | Renaissance | Homestead |
| 6 | Feudal | Catholic | Industrialisation | Vaccination | Temperance |
| 7 | Interpretation | Protestant | Urbanisation | Cholera | Mormons |
| 10 | Barons | Monarchy | Front line | Miasma | Polygamy |
| 11 | Church | Divine Right | Reserve | Anaesthetic | Consensus |
| 12 | Monks | Civil War | Genocide | Antibiotic | Proportional representation |
| 13 | Medieval | Parliament | Holocaust | Antiseptic | Democracy |
| 14 | Villein | Royalist | Civilians | Genius | Dictatorship |
| 15 | Peasants | Emancipation | Conflict | Patronage | Hyperinflation |



6. Cultural Capital



| | |
|---------|---------------------------------------------------------------------------------------------|
| | |
| Year 7 | Tutbury Castle trip and local History visit |
| Year 8 | TBC |
| Year 9 | Speaker about William Coltman VC, Poetry and art WW1 competition, Introduction to politics. |
| Year 10 | Battlefields Trip / Leeds Thackery Museum |
| Year 11 | University and History after GCSE |

7. Homework and Independent Learning

Homework in History is set regularly and can take one of these forms: The intention is that homework activities will enable students to transfer the knowledge they have gained from the classroom context to their long term memory.

- Learning of factual knowledge in preparation for a test.
- Learning of spelling and meaning of key vocabulary.
- Creative homework activities based on learning in class.
- Research based homework.
- Discussion homework in preparation for work in class.
- Extended written work.
- Summary of content learned in class.