



The Holy Trinity Church of England Secondary School



History – Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.

- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work. Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

Subject Intent Statement:

The intent of History at Holy Trinity School is to make all students historians.

The History curriculum is designed to have a golden thread of diversity running through it. Students should understand that History takes place on a local and global scale and that it has an impact on a diverse number of people, societies, times and places.

Our curriculum builds to three different end points; KS3, KS4 and KS5. We want students who end at each of these points to have had the ability to have achieved the intent mentioned above. Therefore, these are a consistent theme that run throughout the whole curriculum and are built upon at each key stage.

Within the team knowledge and skills needed to acquire and secure in each unit will be communicated as a knowledge organiser at the start of the unit and using the curriculum map to see key historical themes and skills that are progressing through the curriculum. This will also make clear the different end points.

The curriculum has been designed to ensure that key historical themes and skills are running throughout the three key stages and are built upon throughout each year to allow student progression. This will allow students to need to retain knowledge throughout topics and schemes as they will learn the connections throughout history rather than looking at each topic as individual instead of a series/part of the bigger picture.

History will contribute to the develop of students' cultural capital by a few different ways:

- Selection of topics/themes e.g. protests, dictatorship and democracy, religion etc
- Long term plan of introducing trips and inclusion in the enrichment week
- Class activities that involve public speaking and transferable writing skills
- Use of different materials in the classroom e.g. sources, interpretations, films etc

History will support the wider school by:

- Including a range of literacy texts that stretch and challenge students
- Including literacy as a key part of our schemes of work
- Including maths where appropriate such as chronology and analysing graphs
- Mentioning future pathways in displays and in lessons.
- Pathways will also be explicitly discussed at end of key stages as part of options process
- Planning for a range of children of backgrounds and abilities by looking at key topics that may be of interest to students, including monster challenges, working alongside whole school intervention.

Next Steps:

- To develop the history curriculum we will be working on improving schemes of work within in the new history team over 2020/21 academic year
- A key focus will be helping to support non specialist teachers at KS3 – will use second department time for this and central planning and resourcing so that history is consistent in all classrooms with all teachers.

Curriculum Aim:

Is to make all students historians, which would mean that they:

- Have a secure grasp of subject vocabulary
- Have substantive knowledge
- Understand secondary concepts of significance, cause, consequence
- Understand the usefulness of historical sources
- Understanding how historical interpretations are created and how they can be analysed
- Develop transferable writing skills
 - Use of appropriate language
 - Articulate themselves
 - Develop an argument

In addition, we want learners to enjoy their learning, which should allow them to progress and reach their potential.

Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for History.
- Each of the aspects of knowledge, explanation and analysis (including second order concepts), sources and interpretations are featured and links between them highlighted.

Key Stage 3:

- The curriculum in Year 7 -9 is designed to allow students to have a broad historical knowledge as they look at the earliest settlers in England up to the present day
- Timescales and topic groupings are designed to be allowed to be explored over an extended period so that variation and depth can be used to ensure students are fluent in their historical understanding
- At the end of Year 7 students should be secure in their understanding of what is a historical source and interpretation and their uses. They should also be confident in describing historical events.
- At the end of Year 8 students should be confident in the skills required to use historical sources and interpretations at a deeper level including usefulness of provenance. They should be confident in explanation of historical writing.
- At the end of Year 9 students should be ready to begin GCSE so should be confident in evaluating historical sources and interpretations and should be confident of explanation with some elements of analysis in their extended writing.
- In addition, knowledge retention is a core principle of the whole school curriculum so time will be dedicated in lessons towards this including two knowledge tests per unit and knowledge tests being a part of end of unit assessments.

- Key stage three will also be an opportunity to help develop the key historical skills that will be a key part of KS4 but they should not just be a 'mini-GCSE' and therefore, assessments will explore GCSE style questions but also transferable written tasks that use key historical skills assessment.
- A key part of this Key Stage is also the options process so time in lesson will be dedicated to recruitment of students. In line with school principles of every child is a child of God we have an inclusive uptake to GCSE History

Key Stage 4:

- Following Edexcel GCSE specification, we aim to deepen the key historical skills introduced in KS3
- The topics have been chosen to deepen some key historical themes but while introducing new topics to allow students who have continued to study history to broaden their knowledge
- We have chosen two topics that allow a study of British History over time from Medieval to present day and two topics that look at the development of America. This continues history's intent to see history on a local to global scale.
- Students will look at the themes of religion, politics, war, civil rights, kingship
- Students will be encouraged to see the development of these but also allow them still time to engage in the transferable writing skills and their own role they play in History.
- Key skills will be assessed through regularly exam questions in class and more formalised assessments

- Historical knowledge will continue to be an important part and as students move into KS4 then they will have low stakes knowledge tests at the beginning of every lesson
- A key part of this key stage will be discussing the importance of history as a future pathway to allow them to move onto the next key stage

Key Stage 5:

- Will follow Edexcel A level specification as this allows a balanced curriculum between exam and coursework assessments.
- We again have chosen to select topics which continue to develop student understanding of themes they have already addressed but again look at brand new topics so students have the opportunity to widen their historical knowledge
- In each year there will be two history specialists who lead the teaching
- We endeavour to provide students with knowledge, skills and attitudes that are valued by higher education institutions and employees
- We aim to provide experiences inside the A Level classroom that continue to broaden the transferable and facilitating skills

Curriculum Overview for Year 7:

Year 7 History		
Key topics		Assessment
Year 7 History topics are themed: Settlement and Power		
Autumn 1: Local History: How has Crawley developed? How did William the Conqueror change England?	<p>Students start the term focusing on the fundamentals of history. This is to help bring all students from different primaries to the same level. It will also allow for the department to secure consistent historical language which is needed at secondary school level. This will be completed as part of a 4 lesson study on the development of Crawley and provide opportunity for a base line assessment</p> <p>This topic develops interpretation skills by comparing the knowledge they will gain against the Ladybird book. Students will cover:</p> <ul style="list-style-type: none"> • Contenders in 1066. • Battle of Hastings • Feudal System • Harrying of the North • Domesday Book • Castles 	<p>Preparation: Knowledge Debating skills Key words</p> <p>Other assessments: Spelling and key term test Homework metacognition revision techniques end of topic assessment.</p>
Autumn 2: How powerful were Medieval monarchs?	<p>Students will consider <i>change and continuity</i> in this topic. During this topic students will cover:</p> <ul style="list-style-type: none"> • Matilda • Henry II • King John • Peasants Revolt • Princes in the Tower. 	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Homework metacognition revision techniques</p> <p>End of topic assessment</p>
Spring 1: Who are the British?	<p>The topic will cover source and interpretation skills. Students will cover:</p> <ul style="list-style-type: none"> • The history of migration into Britain • It will include <ul style="list-style-type: none"> ○ Celts ○ Romans ○ Anglo-Saxons ○ Vikings ○ Religious migration ○ Economic migration ○ Long term impact of migration 	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Homework metacognition</p>

	<ul style="list-style-type: none"> They will look at similarities and differences between the groups and their impact in Britain. 	revision techniques End of topic assessment
Spring 2:	Continued from Spring 1: The topic will cover source and interpretation skills. Students will cover: <ul style="list-style-type: none"> The history of migration into Britain It will include <ul style="list-style-type: none"> Celts Romans Anglo-Saxons Vikings Religious migration Economic migration Long term impact of migration They will look at similarities and differences between the groups and their impact in Britain. 	Preparation: Knowledge Research skills Debating skills Key words Other assessments: Spelling and key term test Homework metacognition revision techniques End of topic assessment
Summer 1: How did Tudor Monarchs change religion? <ul style="list-style-type: none"> NB: Time wise of 2 lessons per fortnight may mean this is not done till Autumn 1 of Year 8 	Students continue to develop their comparative skills and written skills and to develop their depth knowledge. Develop interpretation skills. <ul style="list-style-type: none"> Henry VII Henry VIII Edward VI Mary I Elizabeth I 	Preparation: Knowledge Research skills Debating skills Key words Other assessments: Spelling and key term test Homework metacognition revision techniques mid of topic assessment
Summer 2: Finish the Tudor Monarch SOW	Continue with Tudor Monarch unit	Preparation: Knowledge Research skills Debating skills Key words Other assessments: Spelling and key term test Final piece of work.

Suggestions for independent study and home support:

See History Reading list.

KEY SKILLS

Literacy: Monarchy Empire Migration Contenders Interpretation	Numeracy: Use of data from sources such as graphs, or charts.	Other: Independent learning –development of cube for the battle. Research skills
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Curriculum Overview for Year 8:

Year 8 History		
Key topics		Assessment
Year 8 History topics are themed: Politics and Believing		
Autumn 1: How did Tudor Monarchs change religion? NB: this may change in Sept 2023 if current Year 7 complete within the year	Students continue to develop their comparative skills and written skills and to develop their depth knowledge. Develop interpretation skills. <ul style="list-style-type: none">Henry VIIHenry VIIIEdward VIMary IElizabeth I	Preparation: Knowledge Research skills Debating skills Key words Other assessments: Spelling and key term test Cube battle Homework metacognition revision end of topic assessment.
Autumn 2: How significant was the English Civil War? NB: short unit of 6 lessons	For this topic students will have a second opportunity to develop their <i>cause and consequence</i> skills. Students will also use their source skills when addressing the interpretations of the English Civil War. <ul style="list-style-type: none">The role of King Charles I and Parliament in causing a civil war.The New Model Army and Cromwell.Battles of the Civil War.Execution of King Charles I. An opportunity to view different film versions of this event. Students use source information to analyse the utility of each film.	Preparation: Knowledge Research skills Debating skills Key words Other assessments: Spelling and key term test PEEL homework Metacognition homework End of topic assessment

<p>Spring 1:</p> <p>How did the British Empire change the world? NB: will most likely start at end of Autumn 2</p>	<p>Students will consider <i>change and continuity</i> in this topic. During this topic students will cover:</p> <ul style="list-style-type: none"> • What the British Empire was. • How the British Empire affected: <ul style="list-style-type: none"> ○ The Americas ○ India ○ Africa ○ Australia/ New Zealand ○ Caribbean • The fall of the Empire • The views of the Empire 	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Metacognition homework End of topic assessment</p>
<p>Spring 2:</p> <p>How did the Industrial Revolution impact Britain?</p>	<p>Students will use sources to consider the impact of the Industrial Revolution on Britain by looking at:</p> <ul style="list-style-type: none"> • Move away from agriculture • Technological developments • Housing and health • Transport • Jobs • Political situation <p>Students will make links with the previous topic of empire</p>	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Metacognition homework End of topic assessment</p>
<p>Summer 1:</p> <p>What was the Slave Trade?</p>	<p>This topic, slavery, links with the British Empire topic. Students continue to develop their written skills and to develop their depth knowledge.</p> <ul style="list-style-type: none"> • What was life like in Africa before the Slave Trade? • Trade in the Atlantic. • Life as a slave. • Resistance. <p>Abolition of slavery.</p>	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Metacognition homework End of topic assessment</p>
<p>Summer 2:</p> <p>Student led enquiry</p>	<p>It is likely that topics will have overrun as they are 10-14 lessons which does not always fit in a half term.</p> <p>A student led enquiry is a great opportunity for students to carry out research and create a final piece of their choosing. Students will show their research, source and PEEL skills in this topic. They</p>	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Final piece of work.</p>

	will be empowered to work independently.	
Suggestions for independent study and home support: See History Reading list.		
KEY SKILLS		
Literacy: Literacy (keyword link) Wider reading	Numeracy: Use of data from sources such as graphs, or charts.	Other: Independent learning –development of cube for the battle. Research skills

Curriculum Overview for Year 9:

Year 9 - History		
Key topics		Assessment
Autumn 1: How did World War One create change?	<p>In Year 9 students continue chronologically but within the theme of cooperation and conflict.</p> <p>The first topic of Year 9 focuses on the impact of the First World War. Students will develop their <i>change and continuity</i> skills. There will also be source skills, which directly link to the GCSE Paper 1 First World War section.</p> <ul style="list-style-type: none"> • Causes of the First World War. • Technology of Warfare. • Medicine in the war. • The trenches. • The Battle of the Somme • Women and the vote. • The Homefront. 	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments: Spelling and key term test Metacognition homework End of topic assessment.</p>
Autumn 2: How did Hitler create the Third Reich? What was the most significant event of World War Two?	<p>In this short unit students will look at the causation and consequence of Nazi Germany.</p> <ul style="list-style-type: none"> • What is a dictatorship • How Hitler gained power • Propaganda • Rewards and police state • Appeasement • <p>This term, students focus on the skill of <i>significance</i>. In this topic on the Second World War students will cover what happened during</p>	<p>Preparation: Knowledge Research skills Key words</p> <p>Other assessments: Spelling and key term test Metacognition homework</p>

	<p>the war, then analyse the key events</p> <ul style="list-style-type: none"> • Key battles • Blitz • War in Asia 	End of WW2 unit assessment
<p>Spring 1:</p> <p>What was life like for Jews in Nazi Germany?</p>	<p>The Holocaust is a compulsory unit in KS3 History education. At Holy Trinity we teach this topic using resources from the Holocaust Education Trust. For this topic, one research homework will be set and there will not be an assessment.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Pre-war Jewish life. • Nazi persecution- ghettos. • The 'Final Solution'. • Jewish resistance. • Liberation. 	<p>Preparation: Knowledge Research skills Key words</p> <p>Other assessments: Spelling and key term test Research a survivor account</p>
<p>Spring 2:</p> <p>How did Civil Rights progress after WW2?</p>	<p>Students start the term focusing on the skill <i>significance</i> with a topic that celebrates Black History</p> <p>Students will look at Civil Rights from the view of Britain. This will link to the migration unit in Year 7</p> <ul style="list-style-type: none"> • Bristol • Brixton • Brighton and Hove <p>Students will have an opportunity to analyse why it is less well known than USA Civil Rights</p>	<p>Preparation: Knowledge Research skills Key words</p> <p>Other assessments: Spelling and key term test Research Metacognition homework End of term assessment</p>
<p>Summer 1:</p> <p>What is the most significant event in the 20th century?</p>	<p>This unit has been designed to look at key events over the modern era.</p> <ul style="list-style-type: none"> • Suffragettes • Russian Revolution • Cold War • 9/11 <p>There will be the ability for teachers and student interest to dictate some of the lessons here.</p> <p>Will end with independent research projects and group presentations</p>	<p>Preparation: Knowledge Research skills Key words</p> <p>Other assessments: Spelling and key term test Research PEEL homework End of term assessment</p>
<p>Summer 2:</p> <p>Start of GCSE History course</p>	<p>This term, students have an opportunity to begin their GCSE History course. To help students transition into GCSE we offer the unit which is continuing the main skills from KS3 extended writing. We will start with <i>Richard and</i></p>	<p>Preparation: Knowledge Research skills Debating skills Key words</p> <p>Other assessments:</p>

	<i>John</i> . Students will also complete exam style questions and practice their research skills.	Spelling and key term test Exam questions
Suggestions for independent study and home support: See reading list.		
KEY SKILLS		
Literacy: Literacy (keyword link) Wider reading	Numeracy: History- use of data in sources.	Other: Independent learning Research skills Communication- debating skills. Source skills

Curriculum Overview for Year 10:

Year 10 - History GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel History 1H10/24/B2	Paper 2: Depth Study Reigns of King Richard I and King John I 1189-1216	Summer Year 11	20%
Edexcel History 1H10/ 11	Paper 1: Medicine in Britain, c1250-present <i>and</i> The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.	Summer Year 11	30%
Edexcel History 1H10/ 24/ B2	Paper 2: Period Study - The American West	Summer Year 11	Paper 2 in total is worth 40% in total
Key topics	Course content	Assessment	
Autumn 1: Paper 2: Richard and John	Students will continue with Paper 2 which they will have completed the first unit of in Year 9. Key topic 2: Involvements overseas, 1189-1204 <ul style="list-style-type: none"> The nature of crusading. Richard, the Crusader King. Aftermath of the crusade. Richard, John and the loss of Normandy.	Knowledge test every lesson Practice questions Creation of revision resources End of term/unit assessment	

	<p>Key topic 3: King John's downfall, 1205-16</p> <ul style="list-style-type: none"> • The dispute with the Papacy. • Worsening relations with the barons. • Magna Carta and the First Barons' War. <p>The succession.</p>	
<p>Autumn 2:</p> <p>Paper 1: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p>	<p>Students will start with Medicine in Britain and take a chronological approach to the course.</p> <p>C1250-c1500- medicine in medieval England. Covering:</p> <ul style="list-style-type: none"> • Ideas about the cause of disease and illness. • Approaches to prevention and treatment. <p>Case study- the Black Death 1348-49</p> <p>C1500-c1700- medicine in the Medical Renaissance in England. Covering:</p> <ul style="list-style-type: none"> • Ideas about the cause of disease and illness. • Approaches to prevention and treatment. • Case studies- <ul style="list-style-type: none"> ○ William Harvey ○ Dealing with the Great Plague in London, 1665. 	<p>Preparation:</p> <p>Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions End of term test</p>
<p>Spring 1:</p> <p>Paper 1: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p>	<p>C1700-c1900- medicine in eighteenth and nineteenth-century Britain (The Industrial Revolution). Covering:</p> <ul style="list-style-type: none"> • Ideas about the cause of disease and illness. • Approaches to prevention and treatment. • Case studies- <ul style="list-style-type: none"> ○ Jenner and vaccination. ○ Cholera in London, 1854 <p>C1900-present- medicine in modern Britain. Covering:</p> <ul style="list-style-type: none"> • Ideas about the cause of disease and illness. • Approaches to prevention and treatment. • Case studies- <ul style="list-style-type: none"> ○ Fleming, Florey and Chain's development of penicillin. 	<p>Preparation:</p> <p>Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions End of term test</p>

	<ul style="list-style-type: none"> ○ The fight against lung cancer in the 21st century. 	
<p>Spring 2:</p> <p>The British sector of the Western Front, 1914-18: injuries, treatment and the trenches</p>	<p>This term, students will focus on the context of the British sector of Western Front and the theatre of war in Flanders and northern France. The following points include all the content covered. This section focuses on source skills.</p> <ul style="list-style-type: none"> • the Ypres salient, the Somme, Arras and Cambrai. • The trench system - its construction and organisation, including frontline and support trenches. • The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. • Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. <p>Conditions requiring medical treatment on the Western Front, including:</p> <ul style="list-style-type: none"> • the problems of ill health arising from the trench environment. • The nature of wounds from rifles and explosives. • The problem of shrapnel, wound infection and increased numbers of head injuries. • The effects of gas attacks. • The work of the RAMC and FANY. • The system of transport: stretcher bearers, horse and motor ambulances. • The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. • The underground hospital at Arras. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the 	<p>Preparation:</p> <p>Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources.</p> <p>Other assessments:</p> <p>Exam questions End of term test</p>

	creation of a blood bank for the Battle of Cambrai.	
Summer 1: Paper 2: The American West and The reigns of King Richard I and King John I, 1189-1216	Key Topic 1- the early settlement of the West, c1835-c1895 <ul style="list-style-type: none"> • The Plains Indians: their beliefs and way of life. • Migration and early settlement. • Conflict and tension. 	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments: Exam questions End of term test
Summer 2: Paper 2: The American West and The reigns of King Richard I and King John I, 1189-1216	Key Topic 2: development of the plains, c1862-c1876 <ul style="list-style-type: none"> • The development of settlement in the West. • Ranching and the cattle industry. • Changes in the way of life of the Plains Indians. The end of Summer 1 and beginning of Summer 2 have a crossover of Key topic 3: conflicts and conquest, c1876-c1895. In this term students will cover: <ul style="list-style-type: none"> • Changes in farming, the cattle industry and settlement. • Conflict and tension. <ul style="list-style-type: none"> ○ Extent of solutions to problems of law and order. ○ The range wars- Johnson County War of 1892. 	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments: Exam questions End of term test
Suggestions for independent study and home support: GCSE Bitesize, reading list available on school site.		
KEY SKILLS		
Literacy: Key word sheets and regular review of key terms	Numeracy: There are various opportunities to use numeracy skills such as	Other: Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation

	using graphs, spreadsheets and pie charts	Team work Independent skills Research development Time management
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Curriculum Overview for Year 11:

Year 11 - History GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel History 1HIO/ 24/ B2	Paper 2 Section 24 Period Study American West	Summer - Year 11	Paper 2 in total is worth 40% 20%
1HIO/ 33	Paper 3 Modern Depth Study The USA, 1954-75: conflict at home and abroad	Summer- Year 11	30%
Key topics	Course content	Assessment	
Autumn 1: Paper 2: The American West	This term begins with a review of the first key topic covered in Summer 1 and 2 of Year 10. Key topic 3: conflicts and conquest, c1876-c1895. In this term students will cover: <ul style="list-style-type: none"> Conflict and tension. <ul style="list-style-type: none"> Conflict with the Plains Indians The Plains Indians: the destruction of their way of life. 	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments: Exam questions End of term test	
Autumn 2: Paper 3: The USA, 1954-75: conflict at home and abroad	Key topic 1- the development of the civil rights movement, 1954-60 <ul style="list-style-type: none"> The position of black Americans in the early 1950s. Progress in education. The Montgomery Bus Boycott and its impact, 1955-60. Opposition to the civil rights movement. Key topic 2- Protest, progress and radicalism, 1960-75 <ul style="list-style-type: none"> Progress, 1960-62. Peaceful protests and their impact, 1963-65. 	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments:	

	<ul style="list-style-type: none"> Malcolm C and Black Power, 1963-70. The civil rights movement, 1965-75. 	Exam questions End of term test
Spring 1: Paper 3: The USA, 1954-75: conflict at home and abroad	Continue with Key topic 2 Key topic 3- US involvement in the Vietnam War, 1954-75 <ul style="list-style-type: none"> Reasons for US involvement in the conflict in Vietnam, 1954-63. Escalation of the conflict under Johnson. The nature of the conflict in Vietnam, 1964-68. Changes under Nixon, 1969-73 	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments: Exam questions End of term test
Spring 2: Paper 3: The USA, 1954-75: conflict at home and abroad	Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964-75. <ul style="list-style-type: none"> Opposition to the war. Support for the war. The peace process and end of the war. Reasons for the failure of the USA in Vietnam.	Preparation: Weekly preparation e.g. keyword test, knowledge test, practice questions, creation of revision resources. Other assessments: Exam questions End of term test
Summer 1: Revision and Exams		
Suggestions for independent study and home support: GCSE Bitesize, see reading list on school site.		
KEY SKILLS		
Literacy: Key word sheets and regular review of key terms	Numeracy: There are various opportunities to	Other: Source skills: inference skills, testing a source for

	use numeracy skills such as using graphs, spreadsheets and pie charts	reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management
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Curriculum Overview for Year 12:

Year 12 - History GCE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel 9HIO/1E	Paper 1: Russia 1717-91: From Lenin to Yeltsin	Summer - Year 13	30%
Edexcel 9HIO/2E.2	Paper 2: The German Democratic Republic, 1949-90	Summer- Year 13	20%
Key topics	Course content	Assessment	
Autumn 1: Russia 1917-91 GDR 1949-90	Students are introduced to Paper 1 & 2, with full course outline and reading list. Teacher 1: students will learn about communist government, industry and agriculture 1917-85 Teacher 2: students will learn about establishing and consolidating the communist rule Students will develop their analytical essay writing skills. Students will be set wider reading to support their analytical skills.	Preparation: Bridging work Exam questions Extended research Reading Other assessments: Knowledge tests Exam questions Section A & B End of term test	
Autumn 2: Russia 1917-91 GDR 1949-90	Teacher 1: students will learn about control of the people 1917-85 Teacher 2: students will learn about the development of the east German state Students will complete timed essays and wider reading.	Preparation: Exam questions Extended research Reading Other assessments: Knowledge tests Exam questions Section A & B End of term test	
Spring 1: Russia 1917-91 GDR 1949-90	Teacher 1: students will learn about social developments 1917-85 Teacher 2: Students will look at life in East Germany	Preparation: Exam questions Extended research Reading Other assessments: Exam questions Section C End of term test	

Spring 2: Russia 1917-91 GDR 1949-90	Teacher 1: This term, students will focus on Section C of Paper 1: <i>What explains the fall of the USSR?</i> For this source section students will analyse historical interpretations Teacher 2: Students will look at the collapse of communist rule	Preparation: Exam questions Extended research Reading Other assessments: Knowledge tests Exam questions Section End of term test
Summer 1: Guided Revision	This term, students will spend some time with taught revision to prepare for their Pre Public Exams. Students will have a week of Pre Public Exams.	Preparation: Exam questions Extended research Reading Other assessments: Knowledge tests Exam questions Section End of term test
Summer 2: Pre Public Exams Paper 3 preparation	Students will have a week of Pre Public Exams. The final weeks of the term are spent preparing for the Paper 3, Rebellion and Disorder under the Tudors	Preparation: Revision skills Past papers Student past essays Other assessments: Pre Public Exams End of topic test Exam questions

Suggestions for independent study and home support:

Please see our subject reading list for the full details of books, podcasts, documentaries and, films students are encouraged to use in their wider research.

KEY SKILLS

Literacy: Wider reading	Numeracy: Graphs and date from sources.	Other: Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management
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Curriculum Overview for Year 13:

Year 13 - History GCE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel 9HIO 31.1	Paper 3: Rebellion and Disorder under the Tudors, 1485-1603	Summer - Year 13	30%
Edexcel 9HIO/ 04	Unit 4: Coursework Origins of the First World War	Deadline February half term Draft due mid-January	20%
Key topics	Course content	Assessment	
Autumn 1: Breadth theme 1- Changes in governance at the centre Breadth theme 2- Gaining the co-operation of the localities Controlled assessment	Introducing an overall timeline of the course 1485-1603 Focusing on changing role of government under the Tudors This theme continues with the breadth approach to the course but focuses on the co-operation of the localities Teacher 2: 5 taught hours of the coursework unit. These hours will cover the objectives of the unit, what the mark scheme means and provide an introduction to the origins of the First World War.	Preparation: Section C Exam questions Extended research Wider reading Other assessments: Section C Exam questions End of term test Timed class essay	
Autumn 2: controlled assessment The Tudors	After the initial taught hours students will begin their independent research and wider reading. Their class teacher will begin tutorial style sessions with each student in rotation. Students will look at the depth units, starting with 'Challenging the succession, 1485-99' and 'Agrarian discontent: Kett's rebellion, 1549'	Preparation: Wider reading Independent research	
Spring 1: The Tudors Coursework	Students will continue to look at the depth units, focusing on 'Queen Takes Queen, 1569-70' Students continue with their independent research and reading.	Preparation: Wider reading Section B Exam questions Source skills for Section A	

	Tutorials continue in a rotation for each student.	
Spring 2: The Tudors Coursework	This term, students will use their knowledge of the timeline to complete source exam questions for Section A and analytical essays for Section B. Complete depth unit 'Troublesome Ireland, 1594-1603' Students will have completed coursework. In coursework lessons revision for Paper 1 and 2 begins	Preparation: Wider reading Section B Exam questions Source skills for Section A Draft essay due mid-January Coursework due by February half term.
Summer 1: Revision for Papers 1, 2 and 3	Students will exclusively focus on content revision and practice papers throughout this term.	Preparation: Reading Exam papers Revision skills
Suggestions for independent study and home support: Please see subject reading list for books, documentaries and films for both Unit 3 and 4.		
KEY SKILLS		
Literacy: Extended reading	Numeracy: Interpreting charts and data in source questions.	Other: Source skills: inference skills, testing a source for reliability/utility; cross referencing. Communication Presentation Team work Independent skills Research development Time management

Subject Assessment Reporting and Recording:

Key Stage Three

- For each scheme of learning/topic:
 - 2 knowledge/key word quizzes at mid point and end point in lessons (this would be set as revision homework twice per scheme of learning)
 - Mid point marking and feedback – set as homework and marked by teacher
 - Summative assessment
- Feedback:

- Using the KS3 history progression grid
- Mark scheme will be created by subject lead that takes into account the progression of each year group
- Consistent feedback sheet created for each assessment with set positive and improvement targets. Teacher provides a personalised action for the students to complete as part of DIRT lesson
- Reporting:
 - The assessment mark out of 30 will be translated to a E1-9 grade
 - The teacher will run their own individual mark books with the mark and grade recorded
 - This will be used to input reports into SIMS
 - Subject lead will analyse SIMS/SISRA analytics

History KS3 Progression Grid:

	AO1: Knowledge and Understanding	AO2: Explanation and Analysis	AO3: Source Skills	AO4: Interpretations
9	I can go beyond the knowledge I have been given and use wider contextual knowledge	I can write an answer that has sustained analysis back to the question and creates a consistent argument	I can use my inferences and judgement of provenance to make comparisons of usefulness between sources	I can create sustained analysis of the interpretations to create an argument of the most convincing
8	I can select & recall a wide range of relevant, detailed, accurate and specific historical examples and keywords which are fully developed	I can write an answer that explains my evidence back to the question in detail. In my judgement I can explain my opinion and analyse why it is the most important by comparing to others.	I can make several inferences from the sources and make detailed connections to the question using a range of contextual knowledge AND I can evaluate my judgement about the provenance of the source	I can begin to create an argument by comparing the interpretations within a paragraph and within individual points rather than separate paragraph.
7	I can select & recall a wide range of relevant, accurate and specific historical examples and keywords which are fully developed	I can write an answer that explains my evidence back to the question in detail. In my judgement I can explain my opinion and offer a simple comparison to another factor	I can make inferences from sources and make detailed connections to the question using a range of detailed knowledge AND I can evaluate my judgement about the provenance of the source	I can support my analysis of differences with quotes and can reach a developed judgement to show which I agree with. I can explain why they are different considering a range of reasons
6	I can select & recall a wide range of relevant, accurate and specific historical examples and keywords and most will be fully developed	I can write an answer that explains my evidence to the question in detail. In my judgement I can describe my opinion and explain it	I can make inferences from sources and make detailed connections to the question using detailed own knowledge AND I can explain my judgement about the provenance of the source	I can support my analysis of differences with quotes and can reach a judgement to show which I agree with. I can explain why they are different considering a range of reasons
5	I can select & recall a wide range of relevant, accurate and specific historical examples and keywords but not all will be fully developed	I can write an answer that explains my evidence to the question in detail. In my judgement I can describe my opinion and begin to explain it.	I can make inferences from a source and make detailed connections to the question using own knowledge. AND/OR I can begin to explain my judgement about the provenance of the source	I can support my analysis of differences with quotes and knowledge and can begin to explain why they are different considering a range of reasons
4	I can recall and use a range of relevant, accurate and specific historical evidence and keywords	I can write an answer that explains my evidence to the question. In my judgement I can describe my opinion	I can make inferences from sources and make detailed connections to the question. OR I can make a simple judgement about the provenance of the source	I can compare the different views of the interpretations using my knowledge and how interpretations are made
3	I can recall and use relevant, mostly accurate and detailed historical evidence and keywords	I can write an answer with a few points that explain the knowledge to the question but it may not be consistent. I have stated a judgement with a simple reason	I can make inferences from sources and make connections to the question. OR I can begin to judge some aspects of the provenance of the source	I can compare interpretations and have an understanding of why historians have different interpretations
2	I can recall and use some relevant and mostly accurate historical examples and keywords but they are not always detailed	I can write an answer with one point that explains the evidence back to the question (cause, change, consequence) I have stated a judgement of importance/opinion	I can make a simple inference from the source with some relevance to the question OR I can identify the provenance of the source	I can select similarities and differences between interpretations and understand how interpretations are made
1	I can recall some examples/facts about the topic and use keywords but lack specific detail and understanding	I can write a description that links to the topic and addresses the question focus (cause, change, consequence)	I can select some information/facts from a source that are relevant to the question	I can identify the historians opinion from their interpretation
E 3	I can recall facts about the past but they are not detailed or always relevant	I can write a description that links to the topic of the question but it may not answer the question	I can select some information/facts from a source but they may not be relevant to the question	I can tell if an interpretation is saying something good or bad about something that has happened.
E 2	I can recall facts about the past but they are not detailed and always relevant	I can write simplistic statements but they may not focus on the topic	I can understand a simple meaning from a historical source and repeat it	I can identify how the interpretation is relevant to a specific event/person etc by picking a quote/specific section
E 1	I can recall facts but they are often not accurate.	I can write statements but they are not relevant to the topic	I can identify a source but I do not refer to it	I can identify the event/person etc that an interpretation is discussing

Key Stage Four

- Have an opportunity for marked teacher feedback twice per half term
- This could come from:
 - In class exam question
 - Homework exam question
 - End of unit assessment
- Start of every lesson 9 mark knowledge quiz based on current and previous learning
 - Marks recorded for each student
 - Class average created as part of boys initiative
- Additional independent work
 - Reward card on front of their books
 - Any additional work completed will result in sticker
 - Stickers are then turned into appropriate rewards
- Reporting
 - Use edexcel mark schemes to give students a mark
 - Using department set grade boundaries these are converted to grades
 - Teacher uses this to complete reports on SIMS
 - Subject lead to analyse data from SISRA analytics

Key Stage Five

- 2 opportunities for marked work and feedback per half term (per teacher)
- This could come from:
 - In class exam question
 - Homework exam question
 - End of unit assessment
- Start of every lesson 9 mark knowledge quiz based on current and previous learning
- Edexcel mark scheme
- Reporting
 - Marks are converted to grades using agreed grade boundaries
 - Two A Level teachers combine grades to complete reports together
 - Subject lead analyse data from SISRA analytics

Three Year Data Overview:

<this will be populated by DFA for you>

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27%	19%	52%	48%	25%
8	210	29%	21%	52%	48%	27%
9	208	28%	25%	47%	53%	28%
10	105	27%	23%	45%	55%	28%
11	62	21%	18%	35%	65%	31%
12	10	10%	10%	50%	50%	20%
13	13	0%	8%	46%	44%	38%

Past 4 years results

Year 11

	2018	2019	2020	2021
Cohort number	77	61	73	69
% above target	23.4%	27.9%	16.4%	21.7%
% on target	19.5%	21.3%	42.5%	29%
% below target	57.1%	50.8%	41.1%	49.3%

Year 13

	2018	2019	2020	2021
Cohort number	17	3	0	8
% above target	0%	0%	-	25%
% on target	52.9%	66.7%	-	50%
% below target	47.1%	33.3%	-	25%