



## History Curriculum Map

### **Intent:**

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

**Faith-inspired:** learning from the wisdom of religion

*Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.*

**Virtues-led:** nurturing compassionate, responsible human beings

*We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.*

**Aspiring for Excellence:** in all that we do.

*Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.*

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

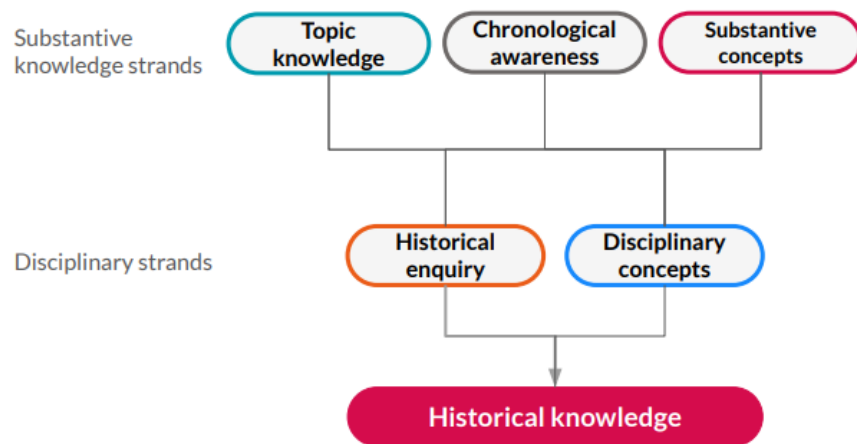
Studying History will develop and extend students' knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. History lessons will seek to engage students in historical enquiry, to develop them as independent learners and as critical and reflective thinkers. History will allow students to develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

History lessons will support students in developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. History will empower students to continuously question why the world is the way it is and understand the mistakes that have been made in the past. It will spark a curiosity and help them to see that understanding the past will enable them to shape the future.

#### **Implementation:**

The History curriculum has been created to explore enquiry questions, linking the student's knowledge and learning across the curriculum and across the key stages.

The Primary phase is guided by the Kapow History scheme of work. The structure of the curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram below:



These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the students to investigate history as historians do.

Each unit has a focus on chronology to allow students to explore the place in time of the period they are studying and make comparisons in other parts of the world. Students will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support students in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. Units are organised around an enquiry-based question and students are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, students develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These disciplinary concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, students will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow.

The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, students progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

In the Primary phase, we block the delivery of subject content for Art & Design/Design Technology/History/Geography so that we can limit the risk of what is known as cognitive overload - the process where an individual's working memory is overloaded and unable to process new information effectively due to the amount of information it is being required to process. Block teaching allows for all subjects to be taught in equal equity and have quality focused time. It allows us to ensure that no single subject or subjects are given reduced attention and that no subjects are missed from the curriculum. We ensure that there is full coverage of the knowledge and skills required in each block for Art & Design/Design Technology/History/Geography across each year group, as per the Kapow scheme.

It also allows for staff to focus on quality implementation, as the intent of each block is pre-determined. Staff spend time ensuring there is effective building of sequential knowledge, with shorter time periods between adding new knowledge to existing knowledge. We also provide meaningful opportunities to revisit, recap and assess following a teaching sequence. We believe block teaching also allows for staff to address any misconceptions quickly and within a block. We recognise that cognitive overload could be a key barrier to preventing the full learning of subject content for our pupils if we expect them to continuously process content from 14 different subjects every single week. We are aware that if we can limit the amount of new information from different subjects that the pupils must hold in their short-term memory then this will have obvious benefits. This approach is grounded in careful research and neuroscience.

In the Secondary phase, the History curriculum seeks to embed key skills from the start of Key Stage 3. Students broadly follow the National Curriculum during Years 7, 8 and 9 and then embark on the Edexcel GCSE pathway at Key Stage 4. Students learn content through both breadth and depth studies and are guided to develop key skills in all areas of the curriculum. The key second order historical skills of similarity and difference, change and continuity, consequence and significance are taught alongside the AO1 skill of demonstrating knowledge and understanding of key features and characteristics of the periods studied. In addition, students are taught to analyse and evaluate sources to make substantiated judgements about interpretations in Year 7 and these skills are reinforced throughout Key Stage 3.

GCSE sees students study two depth studies, each covering a substantial and short time span, a depth study, a period study, a study into the historic environment and a thematic study. Key Stage 3 is taught chronologically, whilst Key Stage 4 is taught in the following order: Paper1,

Paper 2 and Paper 3. Homework tasks are used to support the taught content and are an opportunity for students to respond to the feedback they are given. Tasks are often intended to assess a particular key skill and will often be examination style questions at GCSE.

### Curriculum Overview

<b>EYFS</b>	<b>Early Learning Goal : Understanding the World</b> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul> <b>Past &amp; present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Year</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>1</b>	<b>How am I making History?</b>  -Looking at personal chronology and finding out about the past within living memory.  -Examining photographs and asking questions, children investigate chronology.		<b>How have toys changed?</b>  -Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions.  -Learning how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.		<b>How have explorers changed the world?</b>  -Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant.  -Creating a timeline and investigate which parts of the world they explored, before	

	-Beginning to look at a simple timeline extending back to before they were born.				comparing explorers and discussing ways in which these significant people could be remembered.	
<b>2</b>	<p><b>How was school different in the past?</b></p> <p>-Understanding that although schools have been in the local area for a long time, they have not always been the same.</p> <p>-Identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>		<p><b>How did we learn to fly?</b></p> <p>-Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.</p> <p>-Learning about the individuals who contributed to the history of flight.</p>		<p><b>What is a Monarch?</b></p> <p>-Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past.</p> <p>-Investigating how William the Conqueror became King and learn how he used castles to rule.</p> <p>-Studying different types of castles and consider how these evolved over time.</p>	
<b>3</b>	<p><b>British History 1: How hard was it to invade and settle in Britain?</b></p> <p>-Looking at the chronology of mankind,</p>		<p><b>What was important to the Ancient Egyptians?</b></p> <p>-Finding out about Egyptian beliefs, children make inferences about beliefs</p>		<p><b>British History 2: Why did the Romans settle in Britain?</b></p> <p>-Investigating why the Romans invaded Britain and the reaction of the</p>	

	<p>children are introduced to Britain's story.</p> <p>-Using archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>		<p>about the afterlife using primary sources.</p> <p>-Investigating pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>		<p>Celts and learning how the Romans changed life in Britain.</p>	
4	<p><b>British History 3: How hard was it to invade and settle in Britain?</b></p> <p>-Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity.</p> <p>-Assessing the contribution of the Anglo-Saxons to modern Britain.</p>		<p><b>British history 4: Were the Vikings raiders, traders or something else?</b></p> <p>-Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences.</p> <p>-Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>		<p><b>How have children's lives changed?</b></p> <p>-Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed.</p> <p>-Exploring the most crucial change – work – in more detail.</p> <p>-Learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>	

5	<p><b>What is the legacy of the Ancient Greek civilisation?</b></p> <p>-Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>		<p><b>Sikh Empire</b></p> <p>-Investigating how the Sikh Empire was formed &amp; Maharaja Ranjit Singh's leadership success.</p> <p>-Learning about what life was like in the Sikh Empire.</p> <p>-Examining what led to the decline of the Sikh Empire and what was the legacy left behind.</p>		<p><b>British History 5: What was life like in Tudor England?</b></p> <p>-Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy.</p> <p>-Examining how monarchs tried to control their public images using portraits and royal progresses.</p> <p>-Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	
6	<p><b>Unheard histories: Who should go on the banknote?</b></p> <p>-Investigating why historical figures are on banknotes, learning about the criteria for historical significance,</p>		<p><b>British History 6: What was the impact of World War II on the people of Britain?</b></p> <p>-Investigating the causes of WW2; learning about the Battle of Britain.</p> <p>-Investigating the impact of the Blitz and evacuation on</p>		<p><b>What does the Census tell us about our local area?</b></p> <p>-Investigating local history during the Victorian period, children carry out an enquiry using census and factory records.</p>	



	participating in a tennis rally debate.  -Creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00		people's lives and evaluating the effectiveness of primary sources.		-Learning about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events.  -Planning their own historical enquiry and researching a local family or street.	
7	<b>How Britain was made:</b> <ul style="list-style-type: none"><li>- What is history?</li><li>- Britain pre-1066 – The Anglo-Saxons</li><li>- Who were the contenders to the throne in 1066?</li><li>- Why did William win the Battle of Hastings?</li><li>- How did William change England?</li><li>- What was life like in the Medieval period?</li></ul>	<b>Power and religion in Britain, 1066-1500:</b> <ul style="list-style-type: none"><li>- Power of the Church</li><li>- The role of religion in the medieval period</li><li>- The murder of Thomas Beckett</li><li>- Islamic civilisations</li><li>- The Crusades</li><li>- Perspectives on the Crusades</li></ul>	<b>Changes in power up to 1500:</b> <ul style="list-style-type: none"><li>- Controlling the power of the King – Magna Carta</li><li>- Crime and punishment in Medieval England</li><li>- What were the causes and consequences of the Black Death?</li><li>- What were the causes and consequences of the Peasants' Revolt?</li><li>- How has migration to Britain changed over time?</li></ul>			
8	<b>Power in Britain 1500-1750:</b> <ul style="list-style-type: none"><li>- Henry VIII and the Reformation</li><li>- Edward, Mary and Elizabeth</li><li>- Who was the most effective Tudor monarch?</li></ul>	<b>The Stuarts:</b> <ul style="list-style-type: none"><li>- Were the gunpowder plotters framed?</li><li>- The English Civil War</li><li>- Why did the King lose his head?</li><li>- Was Oliver Cromwell a hero or a villain?</li></ul>	<b>The British empire and its legacies:</b> <ul style="list-style-type: none"><li>- The early empire and America</li></ul>			

	<b>Life in Tudor towns</b> <ul style="list-style-type: none"> <li>- What were schools like?</li> <li>- The role of Shakespeare</li> <li>- Tudor crime and punishment</li> <li>- Social class and hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>- Changing ideas: The Enlightenment period</li> </ul> <b>The Transatlantic Slave Trade:</b> <ul style="list-style-type: none"> <li>- Africa before the slave trade</li> <li>- Capture and the Middle Passage</li> <li>- Life on the Plantations</li> <li>- Resistance of enslaved people</li> <li>- Emancipation</li> <li>- Legacies of the slave trade</li> </ul>	<b>Pre-British conquest:</b> <ul style="list-style-type: none"> <li>- The Mughal Empire</li> <li>- The Sikh Empire</li> <li>- The East India Company</li> </ul> <b>How has the British empire been remembered?</b> <ul style="list-style-type: none"> <li>- Interpretations of Empire</li> <li>- Case studies from the Empire</li> <li>- Decolonisation</li> </ul> <b>The impact of the Industrial Revolution:</b> <ul style="list-style-type: none"> <li>- Social history of the Victorian period</li> <li>- Research inquiry into life in the Industrial period</li> </ul>	
9	<b>World War Two:</b> <ul style="list-style-type: none"> <li>- Relevant causes of World War Two, The Treaty of Versailles and the legacy of World War One, The rise of aggressive powers and the policy of appeasement.</li> <li>- To what extent was World War Two a Global War?</li> <li>- What was the impact of World War Two in different regions around the world, The creation of the NHS and the Welfare State, The Cold War and the Creation of the state of Israel</li> </ul>	<b>Inter-war years 1919-1939:</b> <ul style="list-style-type: none"> <li>- Ideologies of the interwar period; Germany</li> <li>- What was life like in Nazi Germany?</li> <li>- The Holocaust.</li> </ul> <b>Human Rights</b> <ul style="list-style-type: none"> <li>- The creation of the Universal Declaration of Human Rights</li> <li>- <b>Women's rights and experiences:</b></li> <li>- What was life like for women in 1900?</li> <li>- The Suffragette and suffragist movements.</li> </ul>	<b>Civil rights in the UK:</b> <ul style="list-style-type: none"> <li>- Rights for Afro-Caribbean community</li> <li>- South Asian rights</li> <li>- LGBT+ rights</li> <li>- Research inquiry into Civil Rights.</li> </ul>	<b>Civil rights case study</b> <ul style="list-style-type: none"> <li>- Apartheid in South Africa</li> </ul>

			<ul style="list-style-type: none"><li>- What were the contributions of women in World War One?</li><li>- Legacies of the suffrage movement</li></ul>			
10	<p><b>GCSE History Paper 1</b></p> <p><b>Migration</b></p> <p><b>c800–c1500: Migration in medieval England</b></p> <ul style="list-style-type: none"><li>-The context for migration</li><li>-The experience and impact of migrants</li><li>-Case study - The city of York under the Vikings.</li></ul> <p><b>c1500–c1700: Migration in early modern England</b></p> <ul style="list-style-type: none"><li>-The context for migration</li><li>-The experience and impact of migrants</li><li>- Case studies - Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. The experience of Huguenots in</li></ul>	<p><b>Migration</b></p> <p><b>c1900–present: Migration in modern Britain</b></p> <ul style="list-style-type: none"><li>-The context for migration</li><li>-The experience and impact of migrants</li><li>-Case studies -<ul style="list-style-type: none"><li>- Bristol in the mid-twentieth century: the experiences of migrants and their impact on society</li><li>- The experience of Asian migrants in Leicester from 1945.</li></ul></li></ul> <p><b>Notting Hill, c1948–c1970</b></p> <ul style="list-style-type: none"><li>-Notting Hill, c1948–c1970</li><li>-Knowledge, selection and use of sources for historical enquiries</li></ul>	<p><b>GCSE History Paper 2</b></p> <p><b>Early Elizabethan England</b></p> <ul style="list-style-type: none"><li>- The situation on Elizabeth's accession</li><li>-The 'settlement' of religion</li><li>-Challenge to the religious settlement</li><li>-The problem of Mary, Queen of Scots</li><li>-Plots and revolts at home</li><li>-Relations with Spain</li><li>-Outbreak of war with Spain, 1585–88</li><li>-The Armada</li></ul>	<p><b>Early Elizabethan England</b></p> <ul style="list-style-type: none"><li>-Education and leisure</li><li>-The problem of the poor</li><li>- Exploration and voyages of discovery</li><li>-Raleigh and Virginia</li></ul>	<p><b>GCSE History – Paper 2</b></p> <p><b>Superpower Relations and the Cold War</b></p> <p><b>Early tension between East and West</b></p> <ul style="list-style-type: none"><li>- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</li><li>-The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li><li>-The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and</li></ul> <p><b>Superpower Relations and the Cold War</b></p>	<p><b>Superpower Relations and the Cold War</b></p> <ul style="list-style-type: none"><li>- The Cuban Missile Crisis</li><li>- Czechoslovakia, 1968-69</li></ul> <p><b>The end of the Cold War-1970-1991</b></p> <ul style="list-style-type: none"><li>-Attempts to reduce tension between East and West, 1969-79</li><li>- Flashpoints in superpower relations, 1979-84</li><li>- The collapse of Soviet control in Eastern Europe, 1985-91</li></ul>

	<p>seventeenth century England.</p> <p><b>c1700–c1900: Migration in eighteenth- and nineteenth-century Britain</b></p> <ul style="list-style-type: none"> <li>- The context for migration</li> <li>-The experience and impact of migrants</li> <li>-Case studies - Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. The experience of Jewish migrants in the East End of London in late nineteenth century</li> </ul>				<ul style="list-style-type: none"> <li>- The Development of the Cold War</li> <li>- Berlin 1958-63: - Increased tension and the impact of the Berlin Wall</li> </ul>	
11	<p><b>Weimar and Nazi Germany</b></p> <ul style="list-style-type: none"> <li>- Introduction to and overview of Weimar and Nazi Germany</li> <li>- The origins of the Republic, 1918–19</li> <li>- The early challenges to the Weimar Republic, 1919–23</li> </ul>	<p><b>Weimar and Nazi Germany</b></p> <ul style="list-style-type: none"> <li>- The growth in support for the Nazis, 1929–32</li> <li>- How Hitler became Chancellor, 1932–33</li> <li>- The creation of a dictatorship, 1933–34</li> <li>-The police state</li> </ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- Paper 2 (Cold War and Elizabethan England)</li> <li>- Paper 3 (Weimar and Nazi Germany)</li> </ul>		<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>-Paper 3 (Migration)</li> </ul>	

	<ul style="list-style-type: none"> <li>- The 'Golden Years' of the Republic, 1924–29</li> <li>- Changes in society, 1924–29</li> <li>- Early development of the Nazi Party, 1920–22</li> <li>- The Munich Putsch and the lean years, 1923–29</li> </ul>	<ul style="list-style-type: none"> <li>-Controlling and influencing attitudes</li> <li>- Opposition, resistance and conformity</li> <li>- Nazi policies towards women</li> <li>- Nazi policies towards the young</li> <li>- Employment and living standards</li> <li>- The persecution of minorities</li> </ul>				
12	<p><b>Paper 1, Option 1H: Britain transformed, 1918–97.</b></p> <p><b>Introduction to A level History and the historical context of Paper 1.</b></p> <p><b>1 A changing political and economic environment, 1918–79</b></p> <p>A changing political landscape: changing party fortunes,</p>	<p><b>2 Creating a welfare state, 1918–79:</b></p> <ul style="list-style-type: none"> <li>- Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79.</li> </ul>	<p><b>4 The changing quality of life, 1918–79:</b></p> <ul style="list-style-type: none"> <li>- Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of 'total war' and austerity, 1939–51; the growth of a consumer society, 1951–79.</li> </ul>	<p><b>Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge.</b></p> <p><b>1. Affluence and conformity, 1955–63:</b></p> <ul style="list-style-type: none"> <li>- Urbanisation and affluence: the changing nature of cities; expansion of the suburbs; highway development; growing ownership and use of cars; white collar jobs and service industries;</li> </ul>	<p><b>2. Protest and reaction, 1963–72 continued.</b></p> <ul style="list-style-type: none"> <li>- Johnson's Great Society, 1964–68: tackling poverty and unemployment; improving housing and education; Medicare and Medicaid; civil rights laws; Johnson's achievements.</li> <li>- Reactions to the counter-culture, 1968–72: the rise of the 'silent majority'; the role of the media in influencing attitudes; the impact of</li> </ul>	<p><b>4. Republican dominance and its opponents, 1981–92:</b></p> <ul style="list-style-type: none"> <li>- New directions in economic policy: the impact of Reagan's policies on workers and the family; the trade and budget deficit; the significance of Bush's decision to raise taxes.</li> <li>- The Religious Right and its critics: the promotion of</li> </ul>

	<p>1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79.</p> <p>- Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939–51; the response to economic challenges, 1951–79.</p> <p>-Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s</p>	<p>- Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances.</p> <p>- Education and widening opportunities: education policy, 1918–43; the significance of the 'Butler Act' 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.</p> <p><b>3 Society in transition, 1918–79:</b></p> <p>- Class and social values: class, social change and the impact</p>	<p>- Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79.</p> <p>- Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.</p> <p><b>What impact did Thatcher's governments (1979–90) have on</b></p>	<p>consumerism and domestic technology.</p> <p>- Cultural conformity and challenge:</p> <p>- suburban conformity and social change in film and TV; advertising; the challenge of teenage culture and music; 'beatnik' culture.</p> <p>- The civil rights movement, including the Montgomery and Birmingham protests; the impact of the Washington march; the Ku Klux Klan and White Citizens' Committees.</p> <p>- Kennedy's New Frontier: social welfare and unemployment programmes; environmentalism and expansion of the National Park system;</p>	<p>events in Vietnam and at Kent State; Nixon's appeal and his attack on the Great Society.</p> <p><b>3. Social and political change, 1973–80.</b></p> <p>- The crisis of political leadership: the impact of Watergate on politics and the presidency; Ford, Carter and a new style of leadership; growing political disillusion, including the impact of the Iranian hostage crisis; the political impact of environmentalism.</p> <p>- The impact of economic change on society: the effects of inflation on family incomes; the growth of homelessness; the oil crisis and the end of cheap energy; the impact of foreign competition; the response of the government.</p>	<p>traditional values; campaigns against abortion and homosexuality; Nancy Reagan's 'Just Say No' campaign; the growth of bitter political divisions and their significance.</p> <p>- Cultural challenge: trends in youth culture; the impact of technology on popular culture; the growth of cable television and the influence of MTV; the impact of the AIDS crisis; controversial social issues in film and television.</p> <p>- <b>Social change:</b> the changing status of ethnic minorities; the impact of black American success in politics, business, sport and popular</p>
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		<p>of wars, 1918–51; the emergence of the 'liberal society', and its opponents, 1951–79.</p> <ul style="list-style-type: none"> <li>- The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79.</li> <li>- Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.</li> </ul>	<p><b>Britain, 1979–97? (Interpretations)</b></p> <ul style="list-style-type: none"> <li>- The effect of Thatcher's economic policies.</li> <li>-The extent to which state intervention and the public sector were 'rolled-back'.</li> <li>-The extent of political and social division within Britain.</li> <li>- The effect of Thatcherism on politics and party development.</li> </ul>	<p>the Peace Corps; the space programme; extent of Kennedy's domestic achievements.</p> <p><b>Protest and reaction, 1963–72.</b></p> <ul style="list-style-type: none"> <li>- Civil rights: the significance of Malcolm X, Black Power and the Black Panthers; King's changing priorities, including the campaigns in Selma and Chicago; King's achievements and the impact of his assassination; the work of Cesar Chavez.</li> <li>- Protest and personal freedom: student protest; counterculture and its key features; the growth of the women's movement; the impact of sexual liberalisation; the origins of gay rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Changing popular culture: business interests in sports; the fragmentation of popular music; contradictions in film and TV, including the depiction of political and social tensions and a return to escapism; developments in news media.</li> <li>- The extent of progress in individual and civil rights: the political and social impact of Roe v. Wade; women's rights; workers' rights; gay rights; Native American rights and the impact of Red Power; the status of black Americans.</li> </ul>	<p>culture; the extent of racial tolerance and integration by 1992; the impact of women in politics and the workplace; the changing status of women by 1992.</p> <p><b>Introduction to coursework task.</b></p> <p><b>Key skills Introductory lessons.</b></p> <p>Coursework topic TBC.</p>
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13.	<p><b>Paper 3, Option 35.1:</b></p> <p><b>Britain: losing and gaining an empire, 1763–1914</b></p> <p><b>Aspects in depth: losing, gaining and governing territory</b></p> <p><b>1.The loss of the American colonies, 1770–83</b></p> <ul style="list-style-type: none"> <li>- Tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact.</li> <li>- Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation.</li> <li>- Britain's defeat, 1777–83: French and Spanish involvement; Britain's</li> </ul>	<p><b>3. Learning from past mistakes: Canada and the Durham Report, 1837–40</b></p> <ul style="list-style-type: none"> <li>- The political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA.</li> <li>- The revolts of 1837–38: causes, course and impact.</li> <li>- The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report.</li> </ul> <p><b>4. Nearly losing an empire: the British in India, 1829–58.</b></p>	<p><b>5. The Nile valley, 1882–98</b></p> <ul style="list-style-type: none"> <li>- Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign.</li> <li>- Egypt as a 'veiled protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring.</li> <li>- The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French</li> </ul>	<p><b>2. The changing nature of the Royal Navy.</b></p> <ul style="list-style-type: none"> <li>- The changing Royal Navy, 1763-1914: the significance of changing ship types; the growing role of commerce protection, including protecting, and later suppressing, the slave trade; suppressing piracy and defending British commerce (key development: the attack on Algiers 1816); the work of exploration and mapping (key development: Captain Cook's exploration of the South Seas, 1768-71).</li> <li>- The importance of the acquisition and retention of key strategic bases around the globe, 1763-1914 (key developments: Gibraltar retained</li> </ul>	<p><b>Coursework will continue throughout Year 13.</b></p> <p><b>Revision.</b></p>	
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	<p>limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783.</p> <p><b>2. The birth of British Australia, 1788–1829:</b></p> <ul style="list-style-type: none"> <li>- Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns.</li> <li>- Impact of British settlement on Aborigines in Tasmania and New South Wales, 1788-1829.</li> <li>- The spreading impact: penal settlement in Van Diemen's</li> </ul>	<ul style="list-style-type: none"> <li>- The role of the East India Company and the Governor General; the importance of Bengal and the Company Army.</li> <li>- William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries.</li> <li>- The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow; reasons why the British retained control.</li> </ul>	<p>occupation; the role of Kitchener; the significance of Omdurman.</p> <p><b>Aspects in breadth: ruling the waves.</b></p> <p><b>1. The changing nature and extent of trade</b></p> <ul style="list-style-type: none"> <li>- Reasons for, and nature of, the changing patterns of trade, 1763-1914, including the slave trade, trade in coal and textiles, new trading patterns with the Americas, India and the Far East, the impact of industrialisation on trade and the importance of government policy (key</li> </ul>	<p>1783, and the acquisition of Malta, Ceylon and Cape Town in 1815, the Falklands in 1833, Aden in 1839 and Cyprus in 1878).</p>		
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	<p>land 1803; development of whaling; first crossing of the</p> <p>Blue Mountains 1813; first settlements in Western Australia</p> <p>1826; extent of colonial control by 1829.</p>		<p>developments: the abolition of the slave trade 1807, the adoption of free trade 1842–46, the repeal of the Navigation Acts 1849).</p> <p>- The changing importance of ports, entrepôts and trade routes within the UK and throughout the Empire, 1763-1914 (key developments: the acquisition of Singapore 1819 and Hong Kong 1842, the opening up of Shanghai to trade 1842, the purchase of the Suez Canal shares 1875, the acquisition of Zanzibar 1890, the lease of Wei hai- wei 1898).</p>			
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### **Year 6 to 7 Transition**

Over the course of the academic year there is regular discussion between the Secondary History Curriculum Lead and Primary Phase History lead. There are opportunities for cross-phase leaders to spend time in classrooms and teach cross-phase.

The knowledge and skills embedded at Key Stage 2 are developed throughout Key Stages 3 and 4. Cross-phase collaboration ensures a smooth transition from Year 6 into 7. The topics studied in Year 6 provide students with the foundation that they will need for study at Key Stage 3 and GCSE. The key skills of analysis, source evaluation, identifying cause and consequence and drawing opinions are taught through the Year 6 topics and these skills are then developed from Year 7 onwards. Students arrive in Year 7 with a strong sense of chronology and a sound understanding of change over time. This ensures a curriculum that is rooted in challenge at every stage and prepares students for the next stage in their History studies. Students are encouraged to carry out historical investigations and this practice is developed over the course of their KS3 learning, culminating in their ability to carry out a university style investigation in Year 13.

### **Enrichment Opportunities:**

#### **Primary phase**

Enrichment goes beyond curriculum requirements for the teaching of history. It will have an impact on a student's learning by creating memorable experiences both in the classroom and beyond. This involves, educational visits, topical workshops, speakers and history projects. Our history curriculum aims to give every child the opportunity to feel like an expert within the subject. We believe that students learn best when they are engaged and see a true purpose to their learning.

Using the National Curriculum as a guide, students cover a range of important British, world and local history topics through a whole school. In addition to this, students have opportunities to investigate History to develop cultural capital, for example 'The Sikh Empire.' The Project learning for history is enriched with opportunities that aim to boost curiosity and cultural capital. Throughout projects, learning is enriched with visits to museums and workshops; access to high-quality artefacts and texts; and opportunities to discover more about their own local and cultural histories. A celebration of History is planned annually where students research and explore a Historical figure, they dress up and present their findings during this 'History Day'.

#### **Secondary phase**

The History curriculum seeks to develop both historical knowledge and understanding and broader skills to support the enrichment of all students. Opportunities to develop oracy are fundamental to creating confident historians. Throughout Key Stages 3 and 4 opportunities are provided for students to present their own interpretations of the history that they have studied. Ensuring the language of A level is shared and used with confidence at Key Stages 3 and 4 equips students with the ability to articulate themselves in an academic fashion. The selection of

sources and resources used in lessons draws upon works of historians, artist, authors and journalists; each providing a unique opportunity to have an enriching experience of the taught course. Students are encouraged to identify links between current events and the historic events that they have studied. Students are supported in being able to explain contemporary issues through their understanding of the historic context.

The curriculum at Key Stage 3 and 4 gives students the opportunity to understand the experiences of people from different parts of the world during different time periods. The culmination of this is the teaching of Paper 1 (Migration c.800 - present day) which explores the experiences of groups that make up the United Kingdom.

All students in Year 8 will have the opportunity to visit the Imperial War Museum in the 2023/24 academic year.

**Impact:**

Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use assessment for learning within lessons to provide live feedback to allow pupils to deepen their understanding and identify gaps in knowledge and skills. Knowledge reviews are planned for spaced retrieval and allow for misconceptions to be addressed and further embed pupils understanding of key knowledge, skills and vocabulary. The progression of skills and knowledge allows teachers to assess the impact over the course of a unit, year and across phases. The scheme of learning is used to identify prior links and future learning which informs teacher assessment and allows building blocks of learning to further develop schemas within topics and across subjects.

Summative assessments are used alongside knowledge organisers to assess the impact of learning at the end of a unit. This in turn informs future teaching adaptations, based on misconceptions and gaps in knowledge and skills. Enquiry questions are used to assess the impact of the teaching of knowledge, skills and vocabulary by allowing pupils to apply their understanding through reflections and critical thinking.

In the Secondary phase, over the course of their studies, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.