

The History Department

The Teachers

Mr R Firbank – *Head of Department*

Mrs R Warner – *Teacher of History and teacher in charge of Politics*

Mr M Dawson – *Teacher of History*

Miss E Nash – *Teacher of History*

The Curriculum Intent

The History curriculum equips students with a strong command of explicit knowledge on British History and embeds an appreciation for our rich and varied heritage. Chronologically, students gain fluency on how the people of Britain have shaped this nation and the impact of Britain's role in the wider world. This is in line with the national curriculum that also has a clear focus on the wider world. This process will also enable them to apply second order concepts to demonstrate critical thinking and reasoning skills, which will allow our students to be culturally aware. Throughout the curriculum, there are opportunities for students to explore important topics linked to their wider world such as British values and healthy lifestyles. The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout the curriculum. Students are challenged to investigate debate and consider a range of different viewpoints on topics that develop their critical thinking. Diversity is celebrated throughout the curriculum with a focus on key individuals who have changed the world for the better. A focus on significant individuals or places in Britain encourages students to reflect on their own cultural assumptions and values.

Our curriculum model is a skilfully sequenced, broad and coherent knowledge pathway, which leads students to success at GCSE and A-Level. This sequence begins when students enter the Woodhouse Grove in Year 7 and all students begin a spiral pathway through to Year 11. The choice of units within the KS3 programme is based on the range of popular topics available at GCSE and provides a platform of knowledge, which is built upon throughout students' historical studies. All unit's link through the development of knowledge from sequenced prior learning. Knowledge Organisers provide a base of knowledge that all students must retain. This knowledge is then used to provide depth and understanding to historical periods, an automaticity and fluency to key historical knowledge and develop students' understanding of historical concepts.

History Learning Journey

Anglo-Saxon and Norman England

What impact did William's victory have on England? How did he consolidate his power and change society?

11



Russia and the Soviet Union
1917-1941



The Cold War
1941-91

The Cold War

Why after allied victory in 1945 did hostilities between East and West arise?
Why ultimately did Communism collapse by 1991?

Russia and the Soviet Union

This unit focuses on why Russia had a revolution in 1917 and what the impact was for the Russian people. This moves in Stalin's Russia and building a superpower

10

Medicine through Time 1050 - Present



Anglo-Saxon and Norman England
1060-88

GCSE style question:
Formative
Summative
Full Paper

Medicine through time
The continuity and change across time is vital here. How has medicine and public health developed to the present day?

Year 10
The full GCSE begins with exam style questions and developed assessments.

GCSE style question:
Formative
Summative
Full Paper at the end of the unit

The First World War
How did European powers allow a world war to develop?

The First World War



Life In Nazi Germany



WW2 and the Holocaust

The Second World War
How did the WW2 impact peoples live in Britain and Germany? Key focus on the Holocaust

Life in Nazi Germany
How did the Nazis emerge from the First World War and what was it like to live in a dictatorship?

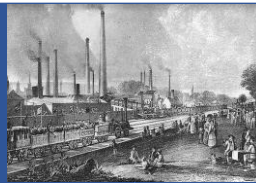
Assessment introduces developed source analysis



The British Empire

9

The Industrial Revolution



The Industrial Revolution
Why did Britain have an industrial revolution? What was the impact on Britain

End of year exam

Year 9 – The British Empire moves the curriculum into the Twentieth Century

The British Empire
What was the impact of the British Empire across the world?

The Civil War



Assessment point introduces the 'write a narrative account'

The Civil War

Why did parliament go to war with King Charles and what was the impact on Britain?

The Elizabethan Age



The 'Golden Age'
Queen Elizabeths reign has been seen as a 'Golden Age' is this accurate?

Assessment point. Explain questions

The Rise of the Tudors
How did the Tudors gain power and what impact did they have on Britain?

The Tudors



8

Year 8 – The Tudors and The Stuarts
What was the impact of these two royal households on Britain?

End of Year Exam

The Crusades



Why did the Crusades happen?
Why did the Christians and the Muslims fight over Jerusalem?

The Crown V the Church

Power and the Church
How did the Church and its beliefs challenge Kings and queens?

Life in Medieval Britain
What was life like for the people of Britain, how did they live?

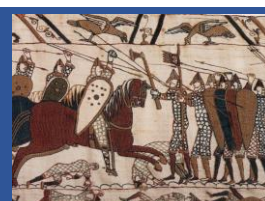
Assessment Point – Describe questions

How did the defeat of Harold change England?
What was the impact structure and governorship of England

Year 7- What is History?
Students ensure they have an understanding of the key Historical concepts

Assessment on skills

Norman Conquest



7

Why Study History?

- How else can you make sense of the present unless you have a good understanding of the past?
- It develops the skills of questioning and assessing arguments and evidence needed for good citizenship.

The Nature and format of the lessons

- All students are taught in form groups. There are 3 x 55-minute lessons (Year 7 and Year 8) and 4 x 55 minute lessons for Year 9 with an average of one prep each fortnight. Lessons involve a variety of methodology to include: research, source analysis, extended writing, note-making, interactivity, discussion and group presentations.

Co-Curricular Activities

Year 9 – Battlefields Tour WW1: France and Belgium

A-Level – Poland with Auschwitz. We rotate this with Munich and Nuremberg Trip.

Further KS3 and KS4 trips include Leeds Royale armouries and visits to the theatre and historical workshops.

