

CURRICULUM ROADMAP

Year 7

Subject	History	Key Stage	3

Intent

Our overarching aim when teaching History is to foster a love for the subject and enjoyment of the stories. The Key Stage Three History curriculum intends to build in skills required to be successful in History now and in the future, as well as contextual knowledge relevant to students' future study of the subject, whilst engaging and enthusing students with History that is most relevant to them and their lives. We want students to be able to coherently tell the stories of History that make it such an interesting and exciting subject! We therefore aim to develop students' reading comprehension and written accuracy, as well as developing source skills and the key concepts of History (such as significance, cause and consequence, change and continuity, interpretation and similarity and difference), thus enabling them to communicate their thoughts accurately and effectively.

Implementation

- In Year 7, students will tell the stories of Early Britain, the Norman Conquest, life for ordinary Medieval people, Royal Power in Medieval England, war in Medieval England and the Renaissance.
- Covering these topics will enable students to develop the use of all the key skills of History mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of historical learning.
- These topics also give important context to the GCSE study without repeating topics covered at GCSE too often. Therefore, the design of the lessons will be sharply focused on those things that students need to know to understand and succeed at GCSE and beyond as a historian.
- Students will also develop their reading skills through reading texts and analysing and evaluating source material and interpretations.
- We also aim to give students whatever opportunities we can to experience History outside the classroom; this may be through trips, involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend.

Assessments

- Will always be in the form of a knowledge test of ten questions mid topic, and a written essay telling the story as an end of topic assessment.
- Will occur as per the assessment calendar and feedback and marking policy.

Impact

- Students enjoy reading and learning about a range of historical topics and themes
- Students are able to understand both the long and short views of History and track themes over time.
- Students are able to analyse and evaluate both source and interpretations of History and are able to write their answers in a coherent manner.
- Students are able to express their thoughts on issues of significance, cause and consequence, change and continuity, interpretation and similarity and difference) effectively in writing,
- Students improve their ability to write a coherent narrative in History, which includes accurate spelling, punctuation and grammar.
- Students are able to explain the significance and relevance of evidence used by constructing effective PEEL paragraphs.
- Students understand how and why we study history so that we can understand the world in which we live today.
- Students build on their cultural capital by experiencing History outside of school and by increasing their historical knowledge and understanding.

Key Knowledge and Skills Cross Curricular		

Year 8

Intent	
Our overarching aim when teaching History is to foster a love for the subject and enjoyment of the stories. The Key Stage Three History curriculum intends to build in skills required to be successful in History now and in the future, as well as contextual knowledge relevant to students' future study of the subject, whilst engaging and enthusing students with History that is most relevant to them and their lives. We want students to be able to coherently tell the stories of History that make it such an interesting and exciting subject! We therefore aim to develop students' reading comprehension and written accuracy, as well as developing source skills and the key concepts of History (such as significance, cause and consequence, change and continuity, interpretation and similarity and difference), thus enabling them to communicate their thoughts accurately and effectively.	
Implementation	Impact

- In Year 8, students will tell the stories of Sixteenth century religion, sixteenth century India and Africa, the Industrial Revolution, transatlantic slavery, and the rise of the British Empire.
- Covering these topics will enable students to develop the use of all the key skills of History mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of historical learning.
- These topics also give important context to the GCSE study without repeating topics covered at GCSE too often. Therefore, the design of the lessons will be sharply focused on those things that students need to know to understand and succeed at GCSE and beyond as a historian.
- Students will also develop their reading skills through reading texts and analysing and evaluating source material and interpretations.
- We also aim to give students whatever opportunities we can to experience History outside the classroom; this may be through trips, involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend.

Assessments

- Will always be in the form of a knowledge test of ten questions mid topic, and a written essay telling the story as an end of topic assessment.
- Will occur as per the assessment calendar and feedback and marking policy.

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- Students are able to explain the significance and relevance of evidence used by constructing effective PEEL paragraphs.
- Students understand how and why we study history so that we can understand the world in which we live today.
- Students build on their cultural capital by experiencing History outside of school and by increasing their historical knowledge and understanding.

Key Knowledge and Skills Cross Curricular

Year 9

Intent

Our overarching aim when teaching History is to foster a love for the subject and enjoyment of the stories. The Key Stage Three History curriculum intends to build in skills required to be successful in History now and in the future, as well as contextual knowledge relevant to students' future study of the subject, whilst engaging and enthusing students with History that is most relevant to them and their lives. We want students to be able to coherently tell the stories of History that make it such an interesting and exciting subject! We therefore aim to develop students' reading comprehension and written accuracy, as well as developing source skills and the key concepts of History (such

as significance, cause and consequence, change and continuity, interpretation and similarity and difference), thus enabling them to communicate their thoughts accurately and effectively.

Implementation	Impact	
<ul style="list-style-type: none"> • In Year 9, students will tell the stories of the First World War, the USA in the 1920s, the Holocaust, the fall of the British Empire, and protest. • Covering these topics will enable students to develop the use of all the key skills of History mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of historical learning. • These topics also give important context to the GCSE study without repeating topics covered at GCSE too often. Therefore, the design of the lessons will be sharply focused on those things that students need to know to understand and succeed at GCSE and beyond as a historian. • Students will also develop their reading skills through reading texts and analysing and evaluating source material and interpretations. • We also aim to give students whatever opportunities we can to experience History outside the classroom; this may be through trips, involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend. <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Will always be in the form of a knowledge test of ten questions mid topic, and a written essay telling the story as an end of topic assessment. • Will occur as per the assessment calendar and feedback and marking policy. 	<ul style="list-style-type: none"> • Students enjoy reading and learning about a range of historical topics and themes • Students are able to understand both the long and short views of History and track themes over time. • Students are able to analyse and evaluate both source and interpretations of History and are able to write their answers in a coherent manner. • Students are able to express their thoughts on issues of significance, cause and consequence, change and continuity, interpretation and similarity and difference) effectively in writing, • Students improve their ability to write a coherent narrative in History, which includes accurate spelling, punctuation and grammar. • Students are able to explain the significance and relevance of evidence used by constructing effective PEEL paragraphs. • Students understand how and why we study history so that we can understand the world in which we live today. • Students build on their cultural capital by experiencing History outside of school and by increasing their historical knowledge and understanding. 	
Key Knowledge and Skills Cross Curricular		

Key Stage 4:

Year 10

Intent

Our overarching aim when teaching History is to foster a love for the subject and enjoyment of the stories. The Key Stage Four History curriculum intends to build on and extend the knowledge and understanding of History gained at Key Stage Three, whilst continuing to engage and enthuse students with History that is most relevant to them and their lives. We therefore aim to develop students' reading comprehension and written accuracy, as well as developing source skills and the key concepts of History (such as significance, cause and consequence, change and continuity, interpretation and similarity and difference), thus enabling them to communicate their thoughts accurately and effectively.

Implementation

- In Year 10, students will cover the topics of Medicine in Britain, Weimar and Nazi Germany and Superpower relations and the Cold War. This is taking the topics in increasing order of complexity, allowing students to mature more before tackling complex issues, but also means that they will have covered two from three papers by the end of Year 10.
- Covering these topics will enable students to develop the use of all the key skills of History mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of historical learning.
- Since these topics are aiming towards the GCSE examinations, students will cover the relevant question types that they will need to tackle in each of the topics. However, lessons will be taught in a way where students develop these skills even if there is no explicit reference to the examinations – the first aim is to foster a love of the subject.
- Students will also develop their reading skills through reading texts and analysing and evaluating source material and interpretations.
- We also aim to give students whatever opportunities we can to experience History outside the classroom; this may be through trips, involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend.

Assessments

- Will always be exam questions relevant to the topic being studied.
- Will occur as per the assessment calendar and feedback and marking policy.

Impact

- Students enjoy reading and learning about a range of historical topics and themes
- Students are able to understand both the long and short views of History and track themes over time.
- Students are able to analyse and evaluate both source and interpretations of History and are able to write their answers in a coherent manner.
- Students are able to express their thoughts on issues of significance, cause and consequence, change and continuity, interpretation and similarity and difference) effectively in writing,
- Students improve their ability to write a coherent narrative in History, which includes accurate spelling, punctuation and grammar.
- Students are able to explain the significance and relevance of evidence used by constructing effective PEEL paragraphs.
- Students understand how and why we study history so that we can understand the world in which we live today.
- Students build on their cultural capital by experiencing History outside of school and by increasing their historical knowledge and understanding.

Key Knowledge and Skills Cross Curricular

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Year 11

Intent

Our overarching aim when teaching History is to foster a love for the subject and enjoyment of the stories. The Key Stage Four History curriculum intends to build on and extend the knowledge and understanding of History gained at Key Stage Three, whilst continuing to engage and enthuse students with History that is most relevant to them and their lives. We therefore aim to develop students' reading comprehension and written accuracy, as well as developing source skills and the key concepts of History (such as significance, cause and consequence, change and continuity, interpretation and similarity and difference), thus enabling them to communicate their thoughts accurately and effectively.

Implementation

- In Year 11, students will complete the topic of Superpower relations and the Cold War and Anglo-Saxon and Norman England (leaving the more complex topics until later in the course, as well as these both being topics on Paper 2), as well as interleaving revision for all topics covered for the GCSE.
- Covering these topics will enable students to continue to develop the use of all the key skills of History mentioned in the intent above. All of these topics will give students the opportunity to practise and develop their written communication skills as an essential part of historical learning.
- Since these topics are aiming towards the GCSE examinations, students will cover the relevant question types that they will need to tackle in each of the topics. However, lessons will be taught in a way where students develop these skills even if there is no explicit reference to the examinations – the first aim is to foster a love of the subject.
- Students will also develop their reading skills through reading texts and analysing and evaluating source material and interpretations.
- We also aim to give students whatever opportunities we can to experience History outside the classroom; this may be through trips, involvement in competitions or simply by mentioning when there are exhibitions or lectures on relevant topics that students can attend.

Assessments

- Will always be exam questions relevant to the topic being studied.
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Impact

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- Students improve their ability to write a coherent narrative in History, which includes accurate spelling, punctuation and grammar.
- Students are able to explain the significance and relevance of evidence used by constructing effective PEEL paragraphs.
- Students understand how and why we study history so that we can understand the world in which we live today.
- Students build on their cultural capital by experiencing History outside of school and by increasing their historical knowledge and understanding.
- They should be critically evaluative, able to analyse evidence, expect justifications for view-points and able to construct reasoned arguments.
- They should be skilled at recognising the complexity of human life – its apparent contradictions, the permanence of conflict and the surprising acts of kindness and humility.

Key Knowledge and Skills Cross Curricular

