

# Curriculum Intent for History



At Todmorden High School the History department believes all students can thrive in the study of History. Knowledge rich lessons are planned to inspire debate, discussion and engagement with current historical discourse.

The History department aims to deliver a coherently planned curriculum that has a spiral core through the central concepts and themes of History. To achieve this aim, the department has two primary foci. The first of these is to ensure that the knowledge required to address these concepts and themes is constantly built upon and developed, not simply encountered and fleetingly experienced. Each student is encouraged to unlock their unique potential through the careful scaffolding of activities and the design of the curriculum. Interleaving and recall activities, supported by carefully curated knowledge organisers, are built into the curriculum through silent retrieval activities and home learning tasks. This is all used to close the feedback loop and ensure that any misconceptions are addressed in lessons. The second focus is to develop students who are fluent in the art of argument. Enquiry questions have been selected to encourage curious minds and lessons are structured in a way that allows teachers to expose students to historiography and to unpick the influences that have changed the interpretation of History.

History is a subject that deepens the cultural capital of students. The department is careful to ensure that links are made to the world around us, not just in the past but also as a key to unlocking the understanding of current affairs. Students are exposed to etymology which enables them to understand other curriculum areas and gives a good grounding in the classical influences that have played a part in constructing elements of our society today. This debate and discourse resulting from using History to inform the present is especially pertinent today as pupils become more engaged with the issues facing the planet and young people start to play more of an explicit role in shaping the future policies of our government and international governments.

# KS3 History – Concept mapping

Historical interpretation	Source analysis	Change and continuity	Cause and consequence	Significance	Similarity and difference
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 3
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Year 7	Anglo-Saxon England & 10 <sup>th</sup> Century Baghdad	Norman Conquest	Medieval Kings	Her-story	The Black Death	The Reformation						

Year 8	Elizabethan England	English Civil War & Cromwell's England	Age of Revolutions	Slave Trade	The British Empire	Industrial Revolution						

Year 9	Suffragettes	World War One	Nazi Germany	European Dictators	The Holocaust	The Cold War					

<b>Year 7</b>	Anglo-Saxon England and Golden Age of Baghdad
	Did the Normans bring a truckload of trouble?
	Were medieval kings free to do as they pleased?
	Her-story; women from history who broke the mould
	The Black Death
	Tudor England and the Reformation
<b>Year 8</b>	Elizabethan England
	The English Civil War and Cromwell's England
	The Age of Revolutions; American, French and Haitian Revolution
	The Slave Trade
	The British Empire
	The Industrial Revolution and fight for rights
<b>Year 9</b>	Women's Suffrage
	Causes of World War One and life on the Western Front
	Hitler's Germany
	European Dictatorships
	The Holocaust
	The Cold War

# KEY STAGE 3 - AUTMNHALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

		Comparing Baghdad Golden Age and Anglo-Saxon England						Norman Conquest	
YEAR 7	CONTENT	Bridging lesson	Time travellers guide to Anglo-Saxon England Time travellers guide to Baghdad	Silk Roads and Trade	Social structure and law Education/medicine	Women Assessment Prep		Contenders to the throne in 1066 Battle of Stamford Bridge	Battle of Hastings Bayeux Tapestry
	ASSESSMENT				<b>Diagnostic</b> "Describe why the Silk Roads were so important to medieval trade"	Knowledge Assessment #1 Scores on spreadsheet	<b>Guided writing with peer assessment:</b> "Compare 10 <sup>th</sup> century Baghdad and Anglo-Saxon England. How are they similar?"		
	HISTORICAL SKILL						<b>Similarity</b>		
	HOMEWORK	Carousel #1		Carousel quiz #2		Study pack in preparation for knowledge quiz	Historical fiction – The Wind Eye	Carousel quiz #3	Carousel quiz #4

		Elizabethan England							
YEAR 8	CONTENT	Introduction to Elizabeth	Elizabeth's religious settlement	Voyages of discovery	Mary Queen of Scots	Spanish Armada	Wealth Poverty		Elizabethan portraits
	ASSESSMENT			<b>Diagnostic mark</b> "Describe two ways Elizabeth attempted to settle the issue of religion."			Knowledge Assessment #1 Scores on spreadsheet	<b>Guided writing with peer assessment:</b> "How accurate is Helen Castor's interpretation of Elizabethan England as a Golden Age?"	
	HISTORICAL SKILL							Historical interpretation	
	HOMEWORK	Carousel #1		Carousel quiz #2		Historical fiction – A Traveller in Time	Study pack in preparation for knowledge quiz	Carousel #3	Carousel quiz #4

		Women's Suffrage				World War One			
YEAR 9	CONTENT	Women's place Suffragette and Suffragist				<b>Formal Assessment #1</b> • 40 question knowledge • Age of Revolutions source • Suffragettes describe • Peterloo factors	Intro to Europe 1914 The Alliances	International crises M.A.I.N Causes	The Assassination of Franz Ferdinand Schlieffen Plan
	ASSESSMENT				<b>Diagnostic mark</b> "Is it fair to call the Suffragettes terrorists?"	Data on spreadsheet			
	HISTORICAL SKILL								
	HOMEWORK	Carousel #1		Carousel study pack and revision sheet in preparation for formal assessment			Historical fiction – "This Girl Can"	Carousel quiz #4	Carousel quiz #5

# KEY STAGE 3 - AUTUMN HALF TERM 2

YEAR 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>The Norman Conquest</b>							
CONTENT	Threats to William Motte and Bailey Castles	Domesday Book Feudal System	Law, Language and culture	<b>Formal Assessment #1</b>  <ul style="list-style-type: none"> <li>• 40 question knowledge</li> <li>• Golden Age Baghdad</li> <li>• Battle of Hasting</li> <li>• Norman Conquest</li> </ul>	Assessment feedback Medieval village	Medieval towns Medieval religion	History of Christmas
ASSESSMENT	<b>Diagnostic mark</b> "Describe two ways that William stopped threats to his invasion"				Data on spreadsheet		
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Carousel study pack and revision sheet in preparation for formal assessment		Carousel quiz #3	Historical fiction – Knight's Fee	Carousel #4	Carousel quiz #5

YEAR 8

	English Civil War and the Protectorate						
CONTENT	Charles I and causes of the English Civil War	Roundheads and Cavaliers Parliament win and New Model Army	Trial and execution of Charles I	<b>Formal Assessment #1</b>  <ul style="list-style-type: none"> <li>• 40 question knowledge</li> <li>• Elizabeth I</li> <li>• Tudor Religion</li> <li>• Causes of English Civil War</li> </ul>	Assessment feedback Cromwell's protectorate	Interpretations of Cromwell	Levellers and Diggers The Restoration
ASSESSMENT					Data on spreadsheet	<b>Diagnostic mark</b> "Does Oliver Cromwell deserve a statue?"	
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Carousel study pack and revision sheet in preparation for formal assessment		Historical fiction – Mist Over Pendle	Carousel quiz #4	Carousel quiz #5	Carousel quiz #6

YEAR 9

	World War One						
CONTENT	German blame for war	Weapons Life in the Trenches	Recruitment Pals Battalions	Battle of the Somme Douglas Haig		Gallipoli Todmorden Soldiers	Empire soldiers Ending the war
ASSESSMENT	<b>Diagnostic</b> "Which historians view do you find most convincing about the start of World War One?"			Knowledge quiz	<b>"What do these sources tell a historian about the Battle of the Somme?"</b>	Data on spreadsheet	
HISTORICAL SKILL				Source skills			
HOMEWORK	Carousel #1	Carousel #2	Study pack in preparation for knowledge quiz	Carousel #3	Historical fiction – War Girls	Carousel quiz #5	Carousel quiz #6

# KEY STAGE 3 - SPRING HALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

YEAR 7

		Medieval monarchs			The Crusades	
CONTENT	Thomas Becket and Henry II	King John and Magna Carta	Simon de Montfort		The Crusades	
ASSESSMENT		<b>Diagnostic mark</b> ----- "Describe two reasons why the Magna Carta is significant."		<b>"Were medieval monarchs free to do whatever they wanted?"</b> ----- <b>Factors</b>	Data on spreadsheet	
HISTORICAL SKILL						
HOMEWORK	Carousel #1	Carousel quiz #2	Study pack in preparation for knowledge quiz		Carousel quiz #4	Carousel quiz #5

YEAR 8

		Age of Revolutions				
CONTENT	Age of Enlightenment Why were the 13 colonies angry?	American Revolution	Why were the French angry? Louis and Marie Antoinette	French Revolution	The Terror Haitian Revolution	
ASSESSMENT		<b>"What can a historian learn about reasons for the American Revolution?"</b> ----- <b>Source skills</b>	Data on spreadsheet		<b>Knowledge quiz</b>	<b>Diagnostic mark</b> ----- How enlightened was the Haitian revolution?
HISTORICAL SKILL						
HOMEWORK	Carousel #1	Carousel quiz #2	Historical fiction – Sofia's War	Study pack in preparation for knowledge quiz	Carousel #3	Carousel quiz #4

YEAR 9

		Nazi Germany				
CONTENT	Effects of World War One on Britain Effects of World War One on Germany	Why did people vote for Hitler?	Women, Children and Police State in Nazi Germany			Opposition to the Nazis
ASSESSMENT		<b>Diagnostic mark</b> ----- "Describe two reasons why people voted for Hitler."			<b>"Nazi Germany relied on fear and intimidation to keep control of its population"</b> ----- <b>Factors</b>	Data on spreadsheet
HISTORICAL SKILL						
HOMEWORK	Carousel #1	Carousel #2	Historical fiction – Night of Fog	Study pack in preparation for knowledge quiz	Carousel #3	Carousel quiz #4

# KEY STAGE 3 - SPRING HALF TERM 2

YEAR 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<b>Thematic study – Her-story – link with Women’s History Month</b>						
CONTENT	Cleopatra – Femme Fatale or ruthless ruler?  Boudicca	Joan of Arc – Saint, Witch or Warrior?  Sacagawea – how did a 16 year old native American map the US?	Ada Lovelace – the first human computer  Anne Lister – The first modern lesbian		Female spies of WWII  Katherine Johnson – why was Johnson a ‘hidden figure?’		
ASSESSMENT			<b>Diagnostic</b> ----- “Describe two reasons why Ada Lovelace is important”			“Explain how women in history broke the mould” ----- Significance	Data on spreadsheet
HOMEWORK	Carousel #1	Historical fiction – The Queen’s Daughter	Carousel quiz #2	Carousel quiz #3	Study pack in preparation for knowledge quiz		

YEAR 8

	<b>The Slave Trade</b>						
CONTENT	16 <sup>th</sup> century Africa	The Triangular Trade Conditions of slavery		Abolition of the slave trade			
ASSESSMENT			<b>Diagnostic mark</b> ----- “Describe the conditions of the Atlantic voyage”			“Explain how the slave trade was abolished in England and across the Empire” ----- Cause and consequence	Data on spreadsheet
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Carousel quiz #2	Historical fiction – Cane Warriors	Carousel quiz #3	Study pack in preparation for knowledge quiz		

YEAR 9

	<b>European dictators</b>			<b>The Holocaust</b>			
CONTENT	Political spectrum  Mussolini’s Italy	Franco’s Spain  Stalin’s Russia	Comparison	Intro to historic anti-Semitism Europe pre-Holocaust	Persecuted Groups Ghettos	Death Camps Perpetrators, Bystanders, Collaborators and Resisters	“We Knew Nothing”  Remembering the Holocaust
ASSESSMENT			“Explain similarities between the dictatorships of Europe” ----- Similarity				<b>Diagnostic mark</b> ----- <b>Holocaust memorial</b>
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Study pack in preparation for knowledge quiz	Historical fiction - "The Tattooist of Auschwitz"	Carousel #2	Carousel #3	Study pack in preparation for knowledge quiz	Carousel study pack and revision sheet in preparation for formal assessment

# KEY STAGE 3 - SUMMER HALF TERM I

Week 1

Week 2

Week 3

Week 4

Week 5

YEAR 7

Black Death					
CONTENT	Medieval medicine Causes and symptoms of the Black Death	Treatment of Black Death	Impact of the Black Death; was the Black Death a disaster?	Peasant's Revolt	<b>End of Year Assessment:</b> <ul style="list-style-type: none"> <li>• 40 knowledge quiz</li> <li>• Norman England</li> <li>• Medieval Kings</li> <li>• Black Death</li> </ul>
ASSESSMENT		Diagnostic			
HISTORICAL SKILL		"Describe two ways that people tried to cure the Black Death"			
HOMEWORK	Carousel #1	Historical fiction - Plague	Carousel study pack and revision sheet in preparation for formal assessment		

YEAR 8

The British Empire					
CONTENT	British Empire (intro)	Case Study: Australia and Tasmanian Massacre	Case study: India and Sepoy Massacre	Case study: Africa and Cecil Rhodes	<b>End of Year Assessment:</b> <ul style="list-style-type: none"> <li>• 40 knowledge quiz</li> <li>• Slave Trade</li> <li>• Oliver Cromwell</li> <li>• British Empire</li> </ul>
ASSESSMENT	Diagnostic mark				
HISTORICAL SKILL	"Describe two reasons that the British wanted an empire"				
HOMEWORK	Carousel #1	Historical fiction – Indian Mutiny	Carousel study pack and revision sheet in preparation for formal assessment		

YEAR 9

The Cold War					
CONTENT	Context and Conferences Satellite states	The Berlin Blockade	The Berlin Wall Communism in the East	<b>End of Year Assessment:</b> <ul style="list-style-type: none"> <li>• 40 knowledge question</li> <li>• Causes of World War One</li> <li>• Berlin Blockade source</li> <li>• European dictators</li> </ul>	The Space Race Cuban Missile Crisis
ASSESSMENT					Data on spreadsheet
HISTORICAL SKILL					
HOMEWORK	Carousel #1	Carousel study pack and revision sheet in preparation for formal assessment		Carousel #2	Historical fiction – Code Red



# KEY STAGE 3 - SUMMER HALF TERM 2

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

YEAR 7

The Tudors							
CONTENT	War of the Roses Henry VII	Henry VIII the Reformation in Europe	Changes Henry made to the Church John Blanc	Henry's wives Edward VI	Mary I and the Counter-Reformation Tudor religious rollercoaster	Black Tudors	Tudor portraits
ASSESSMENT	Data on spreadsheet				Diagnostic		
HISTORICAL SKILL					Describe how religion changed across the Tudor period		
HOMEWORK	Carousel #1	Carousel quiz #2	Historical fiction - Treason	Carousel quiz #3	Carousel quiz #4	Carousel quiz #5	

YEAR 8

Industrial Revolution 19 <sup>th</sup> Century Protest							
CONTENT	Industrial Revolution in England			Politics in 1800 Peterloo Massacre	Other protests 1832 Reform Act	Chartists	
ASSESSMENT	Data on spreadsheet						
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Historical fiction – Diary of Mill Girl	Carousel quiz #2	Carousel quiz #3	Carousel quiz #4	Carousel quiz #5	

YEAR 9

Cold War			Post-War Britain				
CONTENT	Afghanistan Fall of the USSR	Russia into 21 <sup>st</sup> Century	Workers' rights	British Civil Rights Movement	LGBTQ Rights		
ASSESSMENT							
HISTORICAL SKILL							
HOMEWORK	Carousel #1	Carousel #2	Carousel quiz #3	Carousel quiz #4	Carousel quiz #5	Carousel quiz #6	

## Historical skills progression at Key Stage 3

KS3 progression			Year 9		
	Year 8				
	Year 7				
Historical interpretation	Identify features of a historical interpretation	Supporting detail to support an aspect of	Supporting detail to support multiple aspects of interpretation	Supporting detail to challenge/reference missing aspects of interpretation	Evaluation of interpretation using provenance
Source analysis	Identify features of a source	Describe source and begin to link supporting detail	Use of supporting detail to explain feature(s) of source	Use of supporting detail to explain multiple features of source	Evaluate source using provenance
Change and continuity	Identify elements of change	Describe change/continuity	Explain aspect(s) of change with supporting detail of before	Explain multiple aspects of change/continuity with supporting detail	Evaluate extent of change and link through time/perspective
Cause and consequence	Identify cause/consequence	Describe cause/consequence	Explain cause(s)/consequence(s)	Explain multiple causes/consequences, beginning to link together	Evaluate causes/consequences to form substantiated judgement
Significance	Identify aspects of significance	Describe elements of significance	Explain aspect(s) of significance	Explain aspects of significance, beginning to consider long-term and short-term importance	Evaluate significance based on short-term and long-term importance
Chronology	Be able to place events in chronological order and link to wider context of curriculum				