

# 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.

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 10	Health: Understanding disease	Health: Public Health	Health: Surgery	C&T: Treaty of Versailles	C&T: League of Nations	C&T: Causes of World War One

Year 11	USA: Roaring 20s	USA: Great Depression	USA: Post-War	Elizabeth: Government and Elizabethan England	Elizabeth: Conflict and Historic Environment	

<b>Year 10</b>	<b>Health and the People</b>	Medieval medicine – medicine stands still
		Theme 1: Understanding and treating disease
		Theme 2: Developments in public health
		Theme 3: Improvements in surgery
	<b>Conflict and Tension: Interwar Years</b>	Peace making and Treaty of Versailles
		The League of Nations
Road to World War Two		
<b>Year 11</b>	<b>America: Opportunity and Inequality</b>	1920s: Boom
		1930s: Bust
		Post-War: Prosperity and Protest
	<b>Elizabethan England</b>	Theme 1: Elizabeth and her Court
		Theme 2: Life in Elizabethan England
		Theme 3: Trouble at home and abroad
		Historic Environment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		<b>Health and the people – Medieval intro</b>			<b>Health – Understanding disease</b>		
<b>YEAR 10</b>							
CONTENT	Intro to medicine	Hippocrates and Galen Time-travellers guide to medieval Medieval beliefs and treatments	Islamic medicine  Christianity and hospitals	Medieval towns  Black Death  Renaissance intro	Renaissance treatments  Sydenham  Jenner	Industrial Time-Travellers Guide  Female doctors  Germ Theory	Koch/Ehrlich  Penicillin
ASSESSMENT			“How useful is Source A to a historian studying Christian ideas about illness?” (8 marks)		“Explain the significance of the work of Edward Jenner” (8 marks)		““Explain two similarities between the work of Louis Pasteur and Alexander Fleming” (8 marks)
QUESTION TYPE			Source		Significance		Factors
LEVEL OF SUPPORT			Heavily structured, plan one paragraph in detail		Heavily guided, first time with significance question		Heavy guiding
HOMEWORK							

	<b>USA – Roaring Twenties</b>		<b>USA – Great Depression and New Deal</b>				
<b>YEAR 11</b>							
CONTENT	Complete/recap prohibition  Al Capone and gangsters  America and immigration	Red Scare  African Americans and KKK	Wall St Crash  Great Depression  1932 Election	The New Deal  Opposition to New Deal  Impact of New Deal	Isolation to war  America at war	1930s Pop Culture  Review of 1920s and 30s	
ASSESSMENT	Immigration interpretation:  How are they different? Why are they different? Which is most convincing?	Which had greatest impact on American society? • Economic changes • Cultural and social changes (12 marks)	In what ways were Americans affected by the Great Depression?” (8 marks)		FDR interpretation:  How are they different? Why are they different? Which is most convincing?	“Which was most important for America’s recovery; • Roosevelt’s New Deal • Second World War” (12 marks)	
QUESTION TYPE	Interpretation	In what ways	Describe		Interpretation	Bullet point	
LEVEL OF SUPPORT		Heavily guided, planned together	Can be done as silent retrieval independently		Loose planning	Heavily guided, planned together	
HOMEWORK	GCSE Pod – Women	GCSE Pod -	GCSE Pod -	GCSE Pod -	GCSE Pod -	GCSE Pod -	

YEAR 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<b>Health and the people – Public Health</b>						
CONTENT	21 <sup>st</sup> century medicine Alternative medicine Ideas and treatment review	Renaissance towns  Great Plague	Industrial towns and public health  Cholera and John Snow	Modern Time-travellers guide  Liberal Health Reforms	Welfare State  The NHS	Public Health review	Medieval surgery
ASSESSMENT	““Has science and technology been the main factor in the improvement of public health?” (16 marks)	“Explain the similarity between the Black Death in the 14 <sup>th</sup> century and Great Plague in 17 <sup>th</sup> century” (8 marks)	“How useful is Source A to a historian studying public health in the 19 <sup>th</sup> century?” (8 marks)			“Have governments been the main factor in the improvement of public health?” (16 marks)	
QUESTION TYPE	Factors	Similarity	Sources			Factors	
LEVEL OF SUPPORT	Heavily guided, first exam question	Broad outline	Broad outline			Broad outline	
HOMEWORK							

	<b>Post-War America</b>					<b>Elizabethan England – Elizabeth’s Court</b>	
CONTENT	Intro to 1950s prosperity  McCarthyism  Brown Vs. Board of Education	Civil Rights Movement  Black Power Movement	JFK New Frontier  LBJ Great Society	Women and feminist movement	America review	Intro to Elizabethan England  Intro to Elizabeth  Elizabeth’s problems	Elizabeth’s Court and government
ASSESSMENT	Rock’n’roll interpretations  How are they different? Why are they different? Which is most convincing?	“In what ways were the lives of Americans affected by the Civil Rights Movement?” (8 marks)		“Which of the following had the greatest impact on American society; • Civil Rights Movement • Policies of JFK and LBJ” (12 marks)			“Explain the importance of the privy council for Elizabeth ruling England” (8 marks)
QUESTION TYPE	Interpretations	In what ways		Bullet point			Explain
LEVEL OF SUPPORT	Minimal guidance	Minimal guidance		Remind of structure, time to plan independently			First time completing question – plan together
HOMEWORK		GCSE Pod- Martin Luther King	GCSE Pod – JFK and LBJ image challenge	GCSE Pod – America overview quiz	GCSE Pod	GCSE Pod	GCSE Pod

# KEY STAGE 4 - SPRING HALF TERM I

YEAR 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Health and the people –Modern medicine				Conflict and Tension – Peace-making	
CONTENT	Vesalius Pare Harvey	Hunter Simpson Lister	Effects of War	Alternative medicine Review of whole unit	The Big Three Terms of Treaty of Versailles Reactions to ToFV	Wider treaties Big Three Satisfied
ASSESSMENT	“Compare the work of Louis Pasteur and Alexander Fleming. In what ways are they similar?” (8 marks)		“Have individuals been the main factor in the development of surgery in Britain?” (16 marks)		“Source A is critical of the Treaty of Versailles. How do you know?” (4 marks)	
QUESTION TYPE	Similarity		Factors		Source	
LEVEL OF SUPPORT	Relatively independent		Broad outline		Annotate together	
HOMEWORK	GCSE Pod – Louis Pasteur	GCSE Pod – Public Health reduce, reduce, reduce	GCSE Pod – War image challenge	GCSE Pod – Bumper quiz	GCSE Pod -	GCSE Pod – Treaty of Versailles

YEAR 11

	Elizabethan England – life in Elizabethan England				Elizabethan England – Threats from home and abroad	
CONTENT	The succession crisis Elizabeth and Parliament Essex’s Rebellion	Growth of poverty Dealing with poverty	Growth of the gentry Golden Age	Voyages of discovery Review of Elizabeth unit	The Elizabethan Settlement Catholic Threat	Mary Queen of Scots
ASSESSMENT	“How convincing is interpretation A about Elizabeth and marriage?” (8 marks)	“Write an account of How Elizabeth dealt with poverty” (8 marks)	“Explain why Elizabethan England was viewed as a Golden Age of culture” (8 marks)	“How convincing is interpretation A about Drake’s voyages of discovery?”	“Write an account of how Mary Queen of Scots was a problem for Elizabeth.” (8 marks)	
QUESTION TYPE	Interpretation	Account	Explain	Interpretation	Account	
LEVEL OF SUPPORT	Heavy scaffold. Annotate interpretation together and plan first part of answer	Give structure and hints – link to account Q in C&T	Bare structure	Bare structure – annotate interpretation together	Bare structure and question prompts	
HOMEWORK						

Year 11 mocks

# KEY STAGE 4 - SPRING HALF TERM 2

YEAR 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Conflict and Tension – League of Nations and maintaining peace				Conflict and Tension – Road to World War Two	
CONTENT	League of Nations League successes Impact of the Great Depression	Manchurian Crisis	Abyssinian Crisis	Failure of the League of Nations  Review of League of Nations unit	Hitler's aims  World leaders and steps to war	Rhineland  Support for Hitler
ASSESSMENT		"Write an account of how the Manchurian Crisis increased international tension" (8 marks)	"How useful are sources B and C to a historian studying the League of Nations?"	"The main reason the League of Nations failed was because of its membership." (16 marks)		
QUESTION TYPE		Account	Source comparison	Factors		
LEVEL OF SUPPORT		Heavily supported, detailed planning	Scaffold and structure – first time seeing this question	Give brief explanation, possibly list factors		
HOMEWORK	GCSE Pod –	GCSE Pod –	GCSE Pod –	GCSE Pod –	GCSE Pod -	GCSE Pod –

YEAR 11

	Elizabethan England – Threats from home and abroad			Elizabethan England – Historic environment		
CONTENT	The Puritan Threat	Plots against Elizabeth	Events of the Spanish Armada	Sheffield Manor Lodge		
ASSESSMENT	"Explain how Elizabeth dealt with religious threats." (8 marks)	"How convincing is interpretation A about religious plots against Elizabeth?" (8 marks)	"Write an account of the Spanish Armada" (8 marks)			
QUESTION TYPE	Explain	Interpretation	Account			
LEVEL OF SUPPORT	Minimal guidance	Annotate interpretation together – minimal planning	Independently with some prompts			
HOMEWORK						

# KEY STAGE 4 - SUMMER HALF TERM I

YEAR 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Conflict and Tension – Road to World War Two</b>					
CONTENT	Anschluss	Sudetenland Munich Agreement	Appeasement Nazi-Soviet Pact Invasion of Poland	Review of Conflict and Tension		
ASSESSMENT	“Write an account of how the Anschluss with Austria caused international tension” (8 marks)	“How useful are sources B and C to a historian studying the Sudeten Crisis?” (12 marks)		“The Nazi-Soviet Pact was the main reason for the outbreak of the Second World War” (16 marks)		
QUESTION TYPE	Account	Sources		Factors		
LEVEL OF SUPPORT	Minimal structure	Minimal structure		Minimal structure		
HOMEWORK	GCSE Pod – Louis Pasteur	GCSE Pod – Public Health reduce, reduce, reduce	GCSE Pod – War image challenge	GCSE Pod – Bumper quiz	GCSE Pod -	GCSE Pod – Treaty of Versailles

YEAR 11

	Year 11 Revision					
CONTENT						
HOMEWORK						



# KEY STAGE 4 - SUMMER HALF TERM 2

W/C 5.6.23

W/C 12.6.23

W/C 19.6.23  
Year 10 mocks

W/C 26.6.23

W/C 31.6.23

W/C 7.7.23

W/C 14.7.23

YEAR 10

USA – Roaring Twenties							
CONTENT	Who were the Americans?  The Boom  Ford and Mass Production	Stock Market  1920s Culture	Women  Exclusions from the Boom	Prohibition  Al Capone	Immigration to America  Red Scare	African Americans  KKK	
ASSESSMENT	<p><b>“In what ways were the lives of Americans affected by the economic boom of the 1920s” (8 marks)</b></p>				<p><b>Interpretation questions;</b></p> <p><b>How are they different?</b></p> <p><b>Why are they different?</b></p> <p><b>Most convincing?</b></p>		
QUESTION TYPE							
LEVEL OF SUPPORT		<p><b>Guided – first question type</b></p>				<p><b>Heavily guided – misconceptions around this question type</b></p>	
HOMEWORK	GCSE Pod – C&T or Medicine recap	GCSE Pod – The Boom reduce reduce reduce	GCSE Pod – Culture and women image challenge	GCSE Pod – Prohibition flashcards	GCSE Pod – Immigration Cornell	GCSE African Americans	