

Marshland Curriculum Overview

History

Curriculum Intent

The History curriculum empowers learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present, by engaging with and questioning the past. Year 7 to 11 courses are based on content, helping learners to address fundamental issues in human history. At the heart of the History course is the desire to facilitate learner's ability to focus on historical enquiry, engage with a wide range of written and visual interpretations through an evaluation of sources, understand social and cultural diversity, and develop the ability to reach substantiated judgements based on a considered assessment of different arguments.

How does our curriculum build upon previous learning?

KS3

We have shared knowledge on curriculum intents at KS2 from our feeder schools to enhance student transition and the sequencing of learning. The first Y7 study unit is designed to help with the transition from KS2 to KS3 by making connections with topics previously studied and focuses on knowledge and understanding of time and chronology, and making links with abstract terms mentioned, such as empire. Aspects of the unit make connections with statutory and non-statutory content from KS2 such as Anglo-Saxons, Vikings and an ancient civilisation.

At KS3, student learning starts with a firm grasp of chronology to introduce them to the past, how and when things happened. They learn about history across a range of periods and places from ancient to modern times, making connections with KS2 and developing further. They study topics both chronologically and thematically as they progress through KS3. For example, Y7 study medieval history and Y9 study 20th century history. The theme of power is studied in Y7 with the Norman conquest and medieval Church, built on in Y8 with how political power changed in Britain over 1,000 years and in Y9 the rise of dictatorships. Students are encouraged to identify connections between historical periods, as well as between the past and today.

For example, themes of power, rights and beliefs are revisited at different times in the same year of teaching as well as in subsequent years to help develop chronological understanding and identify change, continuity, similarity and difference. Connections are also made between topics and local history enabling students to develop an understanding of how the local area has changed over time. As students progress through KS3 they extend their knowledge and understanding of how different groups of people have been affected by history, for example, learning about slavery and empire and how this has connections with their own country and wider world in the past and today. KS2 connections are made and developed, for example, immigration and its impact on Britain.

As students progress through KS3 they learn to use and question an increasing range of evidence starting with basic skills such as identifying source details to complex source evaluation. They also develop thinking analytically and critically to understand the past, but also apply to their lives today. These skills, together with progression in written communication, are developed throughout the curriculum. Students begin, for example, with a focus on describing, then move to developing analytic skills and the structure of paragraphs. Progress through KS3, they learn to write more developed responses with increasing complexity such as detailed comparisons, analysis, evaluation and supported conclusions.

How does our curriculum build upon previous learning?

KS4

At KS4, students build on KS3 foundations to develop knowledge and understanding of history. Connections are made between the KS4 and KS3 programmes of study, for example, between the impact of the Reformation in Y8, and consequences on crime and punishment in Y10. Students develop their history skills with increasing complexity in areas such as analysis, evaluation, explanation, substantiating conclusions and formulating arguments based on evidence. Chronology is a significant focus to aid understanding of historical narratives and an overview of the topics studied. This is particularly important regarding their understanding of change, continuity and turning-points. By the end of the 5 years, students are more independent and prepared for further study.

What do students do with this knowledge or these skills?

Students use knowledge and skills in a variety of activities within lessons:

- answer and create their own questions
- extended writing tasks
- knowledge quizzes
- matching tasks
- analysis of historical evidence
- creating their own timelines
- debate

How do we help students secure this knowledge in long-term memory?

Through regular retrieval activities at the start of every lesson and careful planning and questioning to highlight links with other aspects of the curriculum.

This is supported by the homework schedule designed to complement the curriculum taught in lessons. Weekly tasks help students to learn key vocabulary and information to support and reinforce their learning in lessons. Marks are recorded, enabling teachers to identify gaps and support students.

Concepts and themes run through the course and the curriculum is planned to build on previous learning within the same year and previous years.

Key skills are planned and taught through each year and become more complex over time, although more able students are challenged to go beyond

Key aspects of knowledge are repeated through retrieval practice to help enable progress through the units

How does our curriculum align to the national curriculum?

KS3 covers the national curriculum throughout Years 7 to 9 and builds on knowledge from the KS2, covering statutory content in chronological order.

KS4 covers the exams specification, as a guide for the knowledge required to be covered. As a result, the curriculum is sequenced in a way that allows knowledge building and skills development rather than just following the sequencing of the specification itself. For example, studying events thematically to draw comparisons across time.

How do we check student understanding and monitor progress?

Understanding is checked regularly within lessons through:

- regular retrieval quizzing and low stakes testing
- use of whiteboards to ensure all students are providing a response to identify gaps quickly
- targeted hands-down questioning with a 'no-opt out' policy

This allows teachers to have a good understanding of their pupils and their needs. Misconceptions can be addressed quickly before they become concreted into the long-term memory. In addition, summative assessments are used in the form of health checks and written assessments. Written assessments focus on the ability of students to apply their knowledge in new contexts at agreed points. Outcomes from summative assessments are then used to identify the need for group or individual interventions.

Curriculum sequencing

Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> • Who are the British? • Why was 1066 such a dramatic year? • Is Simon Schama correct? Was one kind of England 'annihilated'? 	<ul style="list-style-type: none"> • Who had the power in the medieval world? • What can we learn about the medieval world from the book of Margery Kempe? • How far did the Black Death change the medieval world? • What does the life of Mansa Musa reveal about medieval Mali? 	<ul style="list-style-type: none"> • Why have historians described 1492 as a turning point in world History? • Why did Henry VIII make the break from Rome? • What was life like in Tudor England?
8	<ul style="list-style-type: none"> • Why did the civil war break out in 1642? • In What ways was Britain turned upside down in the 17th century? 	<ul style="list-style-type: none"> • Was the Glorious Revolution 'glorious'? • Did the Enlightenment fuel the American Revolution? • Was the Industrial revolution 'Liberty's dawn'? 	<ul style="list-style-type: none"> • What did 'colonisation' mean to different countries as the British Empire grew? • Is Thomas Clarkson a forgotten hero?

Curriculum sequencing			
Year	Autumn	Spring	Summer
9	<ul style="list-style-type: none"> Were the Suffragettes terrorists? How far did the assassination cause WW1? What do the stories of the often-forgotten armies reveal about the Western Front? Why was it so hard to make peace in 1918? Why was there a rise of dictators after WW1? 	<ul style="list-style-type: none"> Was Hitler solely responsible for WW2? When was the turning point during the Second World War? The Holocaust What kind of war was the cold war? 	<ul style="list-style-type: none"> What kinds of stories can be told about the 60s? What made non-violent protest effective in the Civil Rights movement? How has Marshland High school changed?
10	Edexcel GCSE History - Thematic study Crime and punishment in Britain, c1000–present	Edexcel GCSE History - British depth study Anglo-Saxon and Norman England, c1060–88 Edexcel GCSE History - historic environment Whitechapel, c1870–c1900: crime, policing and the inner city.	Edexcel GCSE History - Modern Depth study Weimar and Nazi Germany, 1918–39
11	Edexcel GCSE History - Modern Depth study Weimar and Nazi Germany, 1918–39	Edexcel GCSE History - Period study The American West, c1835–c1895	
Rationale for this sequencing	<p>KS3 - Lessons are sequenced chronologically to assist student’s understanding. A chronological approach creates interesting narratives for students to follow therefore improving engagement. Teaching chronologically also develops student’s critical thinking by examining cause and effect.</p> <p>KS4 - Rationale is that Crime has the most connections with prior learning at KS3 (examples are the medieval Church, changing beliefs in the early modern period, Industrial Revolution and First World War) enabling students to see how these relate to the thematic study unit. The British depth study follows as again there are connections with the Crime unit. Examination units are assessed using the same style of exam questions, allowing students to practice. We return to the crime unit to teach the environment study, providing an opportunity to retrieve prior knowledge of policing in the context of Whitechapel. Germany and the American West are taught later to focus on political and economic history.</p>		

How does our curriculum prepare students for the transition to post-16 pathways?

We aim to develop student’s skills, enthusiasm, and understanding to become life-long learners, and to foster an open-mind towards other people and cultures. Many students choose to study History at A level and beyond, where the skills of enquiry, interpretation, analysis, evaluation, and synthesis developed at GCSE are key.