

# *History* 5 Year Curriculum Plan

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

### **The Trust values permeate the curriculum**

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our pupils

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more.**

Teaching and Learning Vision

***Knowledge is power. Information is liberating.***

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the *History* Department

Historians in the Fairfax Multi-Academy Trust will gain a coherent knowledge and understanding of Britain's past, as well as that of the wider world. Our students will be inspired to learn about, and question, the past and develop a chronological understanding of change and society over time.

Students in Key Stage 3 will be introduced to historical concepts such as change and continuity, cause and consequence, similarity, difference and significance, which will enable them to gain not only an ability to understand how past events can influence one another, but also to apply this to events that take place in the modern world.

Disciplinary knowledge in History will include methods of historical enquiry, including evaluating interpretations and primary sources, to provide students with the transferable skills of building arguments, scrutinising evidence and reaching judgements on important enquiry questions.

The History curriculum will teach key historical themes, such as the concepts of empire and parliament, as well as different historical perspectives and contexts, such as cultural, economic, religious, military, political and social history. Our curriculum also strives to embed the Fundamental British Values of tolerance, democracy and mutual respect.

We can turn every learner into an expert in *History*, at the same time as developing a love for the subject.

At the end of a 5 year History curriculum, Year 11 students in *History* will....

### Know...

From KS3-

- Key events and time periods in the history of the British Isles, including the Norman Conquest, religious change under the Tudors, the English Civil War, and both World Wars.
- The development of the British Empire and its impact on British and World events, such as the contribution of British soldiers to both world wars, and the impact of the Empire on migration to Britain.
- Key events and time periods in world history, such as the Civil Rights Movement in the USA, the rise of the dictators at the turn of the twentieth century, and the Holocaust.

At GCSE-

1. The **Thematic study** of history through the developments in Medicine from Ancient Greece to the present day. Understanding what changed, why it changed and show understanding of the major developments and key individuals in Medicine, as well as the factors that influenced this change (or lack thereof). This will include:

- The naturalistic and superstitious nature and treatment of disease in the Medieval period  
Examples of key content studied in this unit include the work of ancient thinkers like Hippocrates and Galen, the impact of religion and the Black Death and its consequences.
- The breaking down of old beliefs and practices in the Medical Renaissance from 1500 -1700  
Examples of key content studied in this unit include the work of William Harvey, Ambroise Pare, John Hunter and Andreas Vesalius.
- The rapid development of medicine, especially diagnosis and treatment in the Industrial Age from 1700 – 1900.  
Examples of key content studied in this unit include Edward Jenner, Louis Pasteur, Robert Koch and the development of public health such as the introduction of a sewer system.
- The increasing Scientific approach and rapid developments in the 20<sup>th</sup> Century to present day  
Examples of key content studied in this unit include changes in medicine during both world wars, the introduction and opposition to the NHS and the development of antibiotics.

2. **A Period Study** on Germany between 1890-1945. Students will focus on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. This will include:

- An evaluation of the difficulties Kaiser Wilhelm had in ruling Germany prior to the First World War.
- An analysis of the impact of the First World War on Germany.
- A study on the creation, problems, successes and ultimate failure of the Weimar government during the 1920s, including the impact of the Great Depression.
- The establishment of Hitler's dictatorship.
- A study into the experiences of Germans under the Nazis including the Holocaust.
- An exploration of the extent of control exerted by the Nazis.

3. **Wider World Depth Study** in history will be studied through an exploration of the conflict and tension of the First World War. Students will understand the complex and diverse interests of the Great Powers and other states in Europe. This unit focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. Content includes:

- An evaluation of the causes for the outbreak of war.

- A study of the events which triggered the outbreak of war.
- An assessment of the creation of the stalemate and reasons for its continuation.
- The experience of soldiers in the trenches.
- Technological and military developments.
- An evaluation of the causes for Germany's surrender.

**4. A British depth** study on Norman England c1060-1100. Knowing in detail about England before, events during, and society after the conquest and understanding why changes happened, and events occurred in the way they did. These events will include

- Anglo-Saxon Society
- The rival claimants for the Throne
- The Norman Invasion
- William's methods in establishing Control
- Saxon rebellion and resistance
- The Feudal System
- Norman Aristocracy
- Conflict between the Normans and the Catholic Church
- This unit includes the study of a historical environment, judging its significance, location and other key factors. This site changes each academic year, but Fairfax staff produce a booklet to support students in learning about this site, which includes academic texts to challenge our most able.

### Understand...

At KS3-

- How the society of Britain today has been shaped by events of the past.
- How the franchise was extended in Britain.
- Understand how world events changed life within that country and across the globe.
- About key events in history that deserve commemoration.
- How Fundamental British Values of tolerance, mutual respect, democracy, individual liberty and rule of law have been challenged and developed over time, both in the UK and worldwide.
- How key events have been caused (both short and long term causes), for example an understanding of what might cause a war.
- The consequences of key events (both short and long term).
- How things may change or stay the same over time (change and continuity).
- Why some events are significant (both in the short and long term).
- How there are similarities and differences between events, people, societies etc.

- Understand key historical terms such as 'empire', 'parliament' and 'peasantry'.

### Be able to...

- Calculate what century a year is in.
- Put events into chronological order.
- Use primary and secondary sources to understand events in the past.
- Evaluate the utility and reliability of primary and secondary sources, to equip students with the ability to evaluate contemporary sources of information (for example, the reliability of news articles online).
- Understand how and why different interpretations of the past might have been constructed, and what these could be.
- Analyse events in order to build balanced arguments, for and against a statement.
- Reach an effective supportive judgement on key issues and questions (for example, what was the most effective method of controlling the people of England during the Norman Conquest?), both verbally and in writing.
- Explain why events are significant, and why these might have a short and long term impact.

### At GCSE-

Whilst the above skills are further developed, students will also develop the ability to:

- Describe key features and events, that are supported by accurate and specific knowledge.
- Know the context in sufficient depth to construct an analytical narrative of events.
- Be able to read historical extracts and texts and make inferences about what it is telling us.
- Identify and understand different interpretations of events.
- Explain why there are different interpretations about events and the significance of key causes/feature/individuals/groups.
- Critically evaluate primary source material to make judgements about its uses and limitations using the sources in terms of their content and provenance.
- Write at length to construct a logical and coherent argument that is well supported with accurate and well selected historical knowledge.
- Make clear and supported judgements using accurate and precise knowledge of historical events.
- Explain the consequences of a key event in the short and long terms.
- Explain the importance of key events within the wider context of the historical period.
- Explain patterns and rate of change over time.
- Explain the relative importance of the causes of events.
- Explain and evaluate change and continuity over at least 100 years.
- Compare and contrast the impacts and actions of individuals and events.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification:

- Range of optional videos and reading from the 'read, watch, do' documents for each half term. Texts include both factual and fictional books and articles. For example 'The Book Thief' at Year 9 and 'The Tattooist of Auschwitz' at GCSE. Exposing students to such texts will not only give them the opportunity to explore contemporary classic literature and so build up their cultural capital, but also allow students to experience topics such as the Holocaust and Rise of Dictators from a more personal and emotional viewpoint.
- An awareness of wider world history via "Meanwhile in the rest of the world..." study tasks. For example, to accompany the "Rise of Dictators" unit in Year 9, students will receive a study task on Mao Zedong of China. In the Year 7 Unit on "Medieval Power", students will receive a study on the Crusades. These "Meanwhile in the rest of the world..." tasks will encourage students to understand that there are histories beyond that which we are able to cover within our curriculum and will enable them to explore wider world histories that can add to their cultural capital, giving them some wider understanding of the complexities of the world today.
- Meaningful use of enrichment days to stretch and challenge students across all key stages. At the time of writing, enrichment days at Smith's Wood have varied with various content being taught across the year groups. So far, students in Year 9 have had the opportunity to explore inventions and discoveries from across the world from different societies and cultures. Such enrichment activities are important to our students as this will give them exposure to cultures and histories which they may never have considered. It also challenges misconceptions that students have about some cultures being "less advanced" or "backwards" compared to our own.
- For those students who want to push themselves academically, additional challenge reading will be encouraged, to enable them to engage with more academic texts at GCSE, including:
  - '1066: A New History of the Norman Conquest' by Peter Rex- a challenging read to stretch the most able. This book will further develop their wider understanding of the period by encouraging them to think critically, and explore Norman England beyond that which can be told in the classroom, in this retelling of a key event in history.
  - 'Blood and Guts: A Short History of Medicine' by Roy Porter- an overview of some core aspects of medicine and how these developed through time. It is an engaging (and witty) read and dramatizes some of the events to capture student interests.

Students also have access to a number of BBC History magazines which contain a large range of information on numerous topics in history to support their learning in the classroom. Ambitious students can take advantage of the availability of these magazine to explore how history is ever changing according to the findings of new evidence or new perspectives. This kind of study on historiography is particularly advantageous to those who wish to pursue History in further education.

Historical interpretations and theories will also be introduced to students at both KS3 and GCSE. For example, the intentionalist vs functionalist debate will be introduced during the study of the Holocaust in Year 9.

Academic texts and articles are also included in the study of the Historic Environment, which accompanies the Norman England GCSE unit, although the site studied changes each year. Thus far, students have read various articles on the Battle of Hastings, Pevensey Castle and the White Tower which are the sites specified by the exam board.

#### Developed their cultural and social capital through the following extra-curricular work

- Some students at Smith's Wood are quite resistant to reading, and we want to encourage a love of reading and learning whilst also helping to improve student literacy levels. In addition, many students read books below their recommended reading age, so we want to encourage students to read more challenging texts. To do this, optional read, watch, do documents for each half term have optional reading, videos and days out/activities for each topic. These all include a range of resources from films, documentaries and YouTube clips, and academic texts to fiction novels (such as *The Book Thief*, and *The Great Gatsby*) related to the time period in question.
- Fundamental British Values are regularly discussed in lessons, to give students a stronger social awareness. An example is the year 8 unit on how ordinary people in Britain achieved the right to vote. This helps students to gain a better understanding of why democracy is important, why we should exercise our right to vote and enable discussion of equity, tolerance, liberty and many more concepts.
- Students at Smith's Wood often find it difficult to verbalise their opinions and arguments when debating on a subject. Therefore discussion skills taught will give students the ability to engage in meaningful debates and to formulate opinions and arguments thoughtfully. This takes place during lessons in the form of various structured talking tasks. Activities like "Think, Pair, Share" and "A&B partner talk" allow students to share their opinions with a partner using specifically outlined talking frames. This enables students to speak eloquently, in proper English and using key historical terminology when discussing a topic.
- Students have the opportunity to participate in "History Film Club" during which they will watch a variety of historical films and follow up with discussion of its historical accuracy. Students are encouraged to write reviews of the film to enhance both their analytical and written skills. So far films have included: *War Horse*, *Goodnight Mr. Tom* and *A Knight's Tale*.
- Potential future trips include Warwick Castle for Year 7, Birmingham Back to Backs in Year 8, the Surgery Museum in London for Year 10, although these are dependent on timing and approval.

## 5 Year Curriculum Plan

### Year 7 History at Smith's Wood Academy

The Smith's Wood Year 7 History curriculum prepares all pupils to be effective historians by introducing key disciplinary knowledge, for example using chronology, assessing concepts (change and continuity, significance, cause and consequence, similarity and difference), and engaging with historical sources and interpretations to understand their overall arguments and reliability. They will also develop their ability to communicate effectively in PEE paragraphs, and to produce balanced arguments with clear judgements reached.

The substantive knowledge is taken from the National Curriculum, starting with a local history study and skills unit. This then goes on to a chronological study of British History from the Anglo-Saxons to the English Civil War.

Students are studying these units because they are key events in British history, with the Battle of Hastings in 1066 being the last successful invasion of mainland Britain and the English Civil War enabling key debates such as: was it right to execute Charles I? Why is democracy so important? Why do we not engage in civil wars to resolve issues in Britain today?

The themes studied in these units (such as the rights of peasants in the medieval period) will enable students to assess change in future years. In addition, looking at the change in religion under the Tudors enables students to understand themes of tolerance, and how the Church of England was founded.

These units are studied in this order because the skills unit, followed by a baseline assessment, in the first half term enables us to gauge students' prior learning in primary school and equip students with the basic skills they need to be effective historians. We have found that students come to us from primary school with a varying experience of history and have a wide range of ability in the skills associated with it. Therefore we need to ensure that all students, regardless of their starting points, have the essential skills from the outset to be a good historian, for example being able to identify primary and secondary sources, being able to identify what century a date belongs in etc. Units from this point are in chronological order and focus entirely on British History, except for the 'elsewhere in the world' homework tasks. It is important that the topics are learnt chronologically so that students can gain an understanding of change over time. For example, it would be difficult to assess how the rights of peasants improved under the Magna Carta if they did not understand their position during the Norman Conquest in the Feudal System before. Therefore, the chronological nature of this year has been developed to aid student understanding and enable us to make links to show change and continuity over long periods of time.

These units have been selected for students at Smith's Wood as they allow us to develop our students' knowledge of early modern Britain. There are links made to local

history so that students are aware of how the place they live in has developed, for example, where Chelmsley Wood features in the Domesday Book. In addition, the skills that are embedded throughout year 7 are the skills students need to be effective historians', and are directly applicable to other subjects such as RE, Geography and English.

The enrichment opportunities available to Year 7 includes a 'read, watch, do' task, which is optional but encouraged staff to encourage students to engage with extra-curricular historical activities. In addition, enrichment days will be used to further broaden students' knowledge and understanding (although these change each year and so may vary). These are aimed at all students across the year group to ensure that nobody is disadvantaged. Students in Year 7 are also encouraged to participate in History Film Club to experience "popular" History and to debate movies as reliable sources of Historical information.

Please note- due to 1 hr a week allocation at KS3, some units may be taught in shorter time as timetabling (eg. enrichment days) may reduce teaching time for some groups.

Year 7 Units of Study		Length of unit
Unit 1	Historical Skills and Local History	8 lessons
Unit 2	The Norman Conquest	7 lessons
Unit 3	'The Beginnings of Change' eg change in Medieval England	6 lessons
Unit 4	The Tudors	12 lessons
Unit 5	The English Civil War	6 lessons

#### Year 8 History at Smith's Wood Academy

The Smith's Wood Year 8 History curriculum builds on learning from Year 7 by continuing along the chronological timeline of British History. Furthermore, it prepares all pupils to gain an understanding of British History, within the global context. Content in Year 7 relied mostly on the study of history within Britain, whereas Year 8 progresses in difficulty due to the need for a stronger understanding of different cultures and societies in order to understand the global events of Slavery/Empire and WW1. In addition, the units enable students to develop empathy. Students will be introduced to this idea in relation to the slavery topic and will apply this to all units within the year of study. This is a key life skill that students need to be able to function as caring adults in society. Disciplinary knowledge will be further developed from last year, encouraging more challenging source skills, interpretation skills and more detailed written responses. Students will continue to develop their understanding of historical concepts such as cause and consequence, significance, change and continuity and similarity and difference.

Our students are studying these units because they are significant issues in our history and in society. Discussing why slavery is wrong will enable students to further develop their understanding of tolerance (fundamental British value). It is important that slavery is learnt about in order to prevent the horrors of the past from being repeated. In addition, this unit will help us to cover the idea of campaign (democracy- fundamental British value) and how our voices and actions can have both positive and negative consequences. Study of the Industrial Revolution will enable our students to see the

transition from earlier British society, studied in year 7, to the more modern society that they are accustomed to. The study of how ordinary people got the vote further develops students' understanding of democracy and its importance, linking to both the 'beginnings of change' and English Civil War units from last year. It will also enable us to discuss the key issue of why it is important for us to have the right to vote in the UK. Studying WW1 will enable us to commemorate those who gave their lives for our country, and to celebrate the achievements of troops from across the British Empire to fight for our nation.

These units are studied in this order because they are chronological. It is important that the topics are learnt chronologically so that students can gain an understanding of change over time. Therefore, the chronological nature of this year has been developed to aid student understanding and enable us to make links to show change and continuity over long periods of time. For example, the rise of the industrial nation led to more men wanting the right to vote as seen in the campaigns to gain universal suffrage. WW1 is seen as a key event in women being given the right to vote, and so studying WW1 and its impact, including the Suffragette and Suffragist movement, will be best studied at the end of the year. The disciplinary knowledge will be made more challenging as time goes on, and all units have some link to topics covered last year to encourage the acquisition of long-term knowledge and knowledge-rich curriculum.

These units have been selected for students at Smith's Wood as, in the past, students have displayed limited understanding of the Empire and the relationship between Britain and the Commonwealth. In the past, History lessons at Smith's Wood have focused predominantly on British history and therefore have not allowed students the opportunity to enrich their knowledge on wider world issues. Furthermore, our ethnic minority students have not been fully represented by the study of those previous topics and lacked opportunity to study their own cultures and histories. Therefore units have been added to year 8 to ensure that we look at the thriving African cultures prior to slavery, the crucial impact that the Empire had in the development of Britain as a modern industrial nation, and the contribution of Empire and Commonwealth troops to the First World War. In addition, students in the past have shown a lack of understanding of how democratic rights were given to the ordinary people of Britain, and generally poor understanding of the process of democracy and politics. Therefore, the teaching of the suffrage movement will enable our students to gain a better understanding of how these rights were achieved, and enable discussions of why the democratic process is so important.

The enrichment opportunities available to year 8 pupils are available in 'read, watch, do' activities that are encouraged by all teachers each half term. Students in Year 8 are also encouraged to participate in History Film Club to experience "popular" History and to debate movies as reliable sources of Historical information.

Please note- due to 1 hr a week allocation at KS3, some units may be taught in shorter time as timetabling (eg. enrichment days) may reduce teaching time for some groups. This year has fewer lessons to account for this, and for deep feedback.

Year 8 Units of Study		Length of unit
Unit 1	Slavery and the British Empire	15 lessons
Unit 2	The Industrial Revolution	6 lessons
Unit 3	How did ordinary people get the vote?	6 lessons
Unit 4	World War I and Its Impact	12 lessons

### Year 9 History at Smith's Wood Academy

The Smith's Wood Year 9 History curriculum builds upon learning from 8 by transitioning students into history in the modern era. Units taught in Year 9 prepares all pupils to develop an understanding of both British and world history events. Disciplinary knowledge will be further developed from last year, increasing in challenge. These still include the ability to utilize and evaluate primary sources, understand and evaluate historical interpretations (including the more challenging opinions of historians) and developing and writing convincing arguments. It will also further develop their ability to discuss key issues and engage in structured talk, including debates. Students will continue to develop their understanding of historical concepts such as cause and consequence, significance, change and continuity and similarity and difference.

Our students are studying these units because they include significant world events that have shaped the global society that we live in today. Many of our students may also have personal connections to these world events that may increase their engagement and interest in the subject. Furthermore, a study of the 20<sup>th</sup> century will also allow our students to see how their locality is a consequence of these global events, for example Fort Dunlop having been built to produce tyres for lorries during the Great War. Studying the rise of two conflicting ideologies at the start of the 20<sup>th</sup> century (the Russian Revolution and subsequent Communist government, and the rise of Hitler and the Nazis in Germany) will enable students to gain an understanding of differing systems of government and how they work. This will support student understanding of democracy and dictatorship when studying Germany at GCSE level, but will also give students a better understanding of how desperate situations can easily cause the rise of more extremist government systems. We will here be able to more fully evaluate the use of propaganda, to equip students with the skills to scrutinize political campaigns in the future and in the world around them today.

The study of the Holocaust is significant as it is the only compulsory topic in the Key Stage 3 National Curriculum for History. It is important that students understand the atrocities that took place. The unit will look at how the Holocaust was able to take place, starting with Jewish persecution through time and looking at the 'steps' taken to enable the Nazis to carry out the genocide. The unit will focus on survivor testimony and primary sources, as research has proved that it is the most effective way to approach Holocaust Education. The Holocaust is a difficult topic for students to understand due to

the horrific nature of the content, but it is important for it to be taught as it will enable us to discuss issues of tolerance.

Studying WW2 is important as it is a significant event in British and world history and helped to shape the nation that we have today. The 'keep calm and carry on' Blitz spirit is something that has remained a key part of our culture and this unit will enable students to understand this, as well as commemorate the sacrifices of those who fought for our nation, including soldiers from across the Empire. This unit links to the WW1 unit from last year, and the rise of the dictators unit at the start of Year 9, so content will be recapped to ensure long-term knowledge and a knowledge-rich curriculum.

The Civil Rights movement in the USA is a key issue of the 20<sup>th</sup> century and, arguably, is an ongoing issue in the USA today. Themes of tolerance will be recapped from the study of slavery last year. This unit will also show how events already studied in a British context had an impact on the rights of African Americans- for example, WW1 and WW2. This unit encourages discussion about methods of protest, standing up for your beliefs and enables students to learn about inspirational individuals like Rosa Parks, Malcolm X and Martin Luther King Jr. We have chosen to study these individuals in particular, not only due to their historical significance, but also due Parks and King being the namesakes of our Form Houses at Smith's Wood. This unit encourages discussion about hate crime and racism, issues which will be relevant to many of our students, and will help us to teach our students why this is wrong.

Finally, the unit on 'migration through time' will bring together students' learning from across the three years to understand a bigger picture of how our multicultural society was built over time, starting with pre-1066 and ending with the modern day. It will address issues learnt about, such as the Tudor period, the British Empire, WW2 and more modern-day race-relation issues in the UK (allowing us to draw similarities and differences to the US movement). This will equip students with the knowledge and understanding of the society that they live in today.

These units are studied in this order because they happen chronologically, except for the final units. As with earlier year groups, this has been structured so that students' understanding can be made deeper as links and comparisons can be drawn to prior learning. For example, students cannot effectively study the Holocaust without having an understanding of Nazi Germany, as they cannot understand the steps that enabled the Holocaust to take place without understanding the wider context of the Nazi terror state. Similarly, studying Martin Luther King in the 1960s cannot happen before the study of World War 2, partly for chronological reasons, but also because WW2 was a turning point for the African American Civil Rights Movement and acted as a catalyst. A chronological curriculum will also enable students to make more frequent links (as there is more scope to) to what they have learnt in previous years, thus increasing in challenging.

In addition, these units are left until the end of KS3 study as it enables us to really encourage students to discuss and analyse more mature concepts and theories, such as why the Holocaust was able to happen in a modern and civilized nation. The issue of

race relations in Britain challenges some racist practices of the Britain of the past, and therefore it is important that students are mature and empathetic when studying this, so that we can fully engage in discussion of why this is wrong and how we can work together as citizens to prevent this in the future.

The final unit must be studied at the end of year 9, as it is a thematic study that draws upon knowledge students have built up over their three years of study and allows them to view it in the context of change to develop the British society we have today.

These units have been selected for study by students at Smith's Wood because they give students an understanding of both Britain and the wider world throughout the twentieth century. Study of the Civil Rights Movement has been added to show the positive achievement of African Americans in the USA and not reduce their history solely to Slavery, and the study of Migration Through Time will enable our students to gain an understanding of why Britain is the multicultural society it is today, and give staff opportunity to engage students with the British value of tolerance.

The enrichment opportunities available to year 9 pupils are available in 'read, watch, do' activities that are encouraged by all teachers each half term. All students will watch 'One Day In Auschwitz' documentary, using video question sheet, in order to have access to a Holocaust survivor testimony in its entirety. In addition to this, enrichment days will be used to further develop students' knowledge whilst also completing activities that will develop their cultural capital, although these change each year and so are planned on a yearly basis. Students in Year 7 are also encouraged to participate in History Film Club to experience "popular" History and to debate movies as reliable sources of Historical information.

Please note- due to 1 hr a week allocation at KS3, some units may be taught in shorter time as timetabling (eg. enrichment days) may reduce teaching time for some groups. This year has fewer planned lessons to account for this, and for deep feedback

Year 9 Units of Study		Length of unit
Unit 1	The Rise of the Dictators	8 lessons
Unit 2	The Holocaust	7 lessons
Unit 3	World War Two and Its Impact	6 lessons
Unit 4	Civil Rights	6 lessons
Unit 5	Migration Through Time	12 lessons

#### Year 10 History at Smith's Wood Academy

The Smith's Wood Year 10 History curriculum prepares all pupils to understand the issues of change and continuity over time, cause and consequence, significance and similarity and difference. These are applied to a range of topics that enable students to study key events and themes in British and world history.

Our students study the history of medicine in a thematic study. We have chosen this unit as it enables our students to develop an understanding of how the medicine that we have freely available to us today came to be. Cross-curricular links with science are

important here, as students learn about anatomical developments as well as developments in surgery, microbiology and the pharmaceutical industry. Our study of this unit enables us to make links back to topics taught in KS3- for example, medieval Europe, the Renaissance, WW1, WW2- but apply it to the concept of medical change. It is an engaging unit that is very different from what students have studied so far, but has links to disciplinary knowledge and the concept of change and continuity over time. This unit is studied first due to the length of the unit. Also, the unit is conceptually much easier to understand than the other units and therefore is a nice introduction for students to their study of GCSE.

Students at Smith's Wood Academy also study the First World War from 1894-1918. This unit is a study of how conflict and tension in Europe led to the first truly global war. Students will be able to make links back to, and build upon learning from KS3 and delve into more depth into issues of politics, militarism, nationalism and imperialism. This unit offers challenge for students who will have to explore complex webs of international relations and consider the role those relationships played in the outbreak of war. Students will also be able to study the key battles of WWI in depth to give them insight into the experiences of soldiers in the trenches. This is particularly poignant as this unit was partly chosen given that many of our students have personal links to WWI.

The enrichment opportunities available to year 10 pupils are 'read, watch, do' sheets for each unit, which students are encouraged to engage with. In addition, all students which have the opportunity to watch "They Shall not Grow Old", a unique source of information for students about life on the Western Front told through the eyes of people who were actually there on the front lines.

*Please note- Remaining lessons will be spent on revision and feedback for mock exams.*

Year 10 Units of Study		Length of unit
Unit 1	Health and the People- Medieval Medicine	20 lessons
Unit 2	Health and the People- Renaissance Medicine	12 lessons
Unit 3	Health and the People- 18-19 <sup>th</sup> Century Medicine	20 lessons
Unit 4	Health and the People- 20 <sup>th</sup> Century Medicine	15 lessons
Unit 5	The First World War- Causes	12 lessons
Unit 6	The First World War- Stalemate	18 lessons
Unit 7	The First World War- End of War	9 lessons

### Year 11 History at Smith's Wood Academy

The Smith's Wood Year 11 History curriculum prepares all pupils to further develop their understanding of key events in British and world history, as well as enabling the further development of source skills, interpretation skills and essay-writing skills.

Students will begin the year with a Period Study on Germany from 1890-1945. Our students will have the opportunity to call upon their prior learning on key concepts such as "Democracy" and "Dictatorship" and will use this knowledge to explore how these two states of government came to exist at different points in Germany. We start in Year 11 with this unit as it follows in chronology from their Year 10 study on the First World War.

This unit was chosen as it helps students to understand the long term impact that WWI had on societies like Germany. This therefore helps students to understand the situation in Germany between 1890-1945 more fully. We have also chosen this unit as we have found our students enjoy learning about the History of Germany and the rise of the Nazi Party. Furthermore, it allows students to explore how extremist governments can come to power and how this effects ordinary people, thus encouraging empathy.

Finally, students at Smith's Wood will complete their years of study with a British Depth Study in Normand England. Although chronologically first, the Normans unit will be taught at the end for 3 reasons.

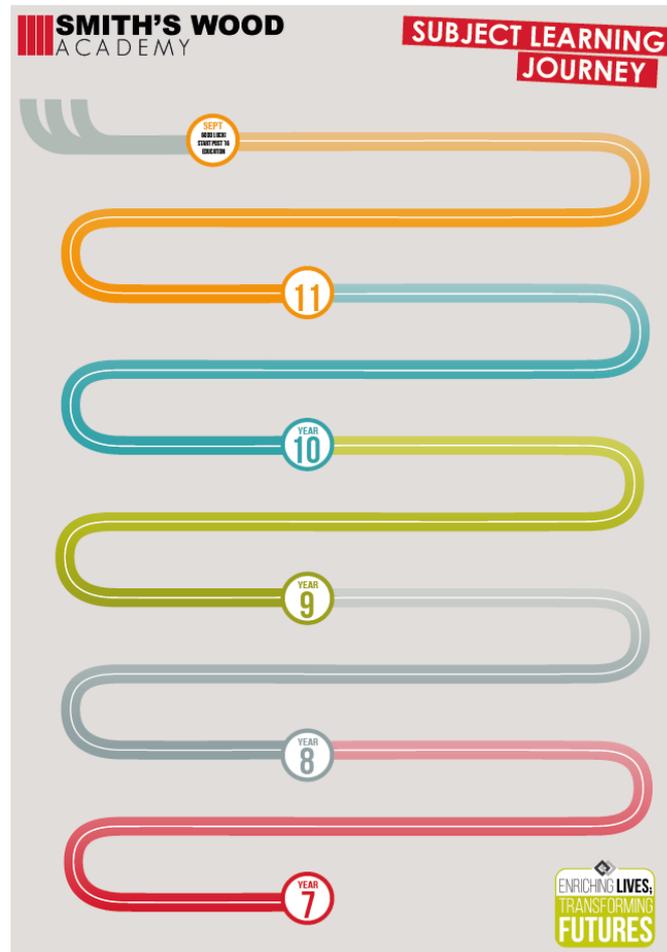
- 1) It includes challenging medieval and Latin language that students will be better equipped to understand at the end of their GCSE study.
- 2) It is the unit that our students generally find the most challenging, due to the depth of knowledge required on a society that is so alien to their own. Therefore, studying this closest to their exam will give students a better chance of understanding this content. As well as this, students' age and maturity means that they are more likely to apply themselves effectively to the study of this more challenging unit at this time.
- 3) The unit has a compulsory site study which changes each year. Teaching this at the end of their content for Year 11 means that students can be more effectively prepared for their examination, as it is the only question that is guaranteed to appear and the skills of being able to analyse a site and apply it to an essay question are challenging. It will enable students to use the skills that they have built over 5 years of essay writing and apply their new knowledge of the historical site to this, meaning it is important that this is studied when their essay-writing skills are most developed.

The enrichment opportunities available to year 11 pupils are 'read, watch, do' sheets which are available for all units. These are aimed at all students within the cohort, and engagement with them is encouraged by all teachers.

Year 11 Units of Study		Length of unit
Unit 1	Germany: Growth of Democracy	11 lessons
Unit 2	Germany: The Depression	5 lessons
Unit 2	Germany: Life in Nazi Germany.	13 lessons
Unit 3	Normans Section 1: Norman Conquest	12 lessons
Unit 4	Normans Section 2: Life Under the Normans	6 lessons
Unit 5	Normans Section 3: Religious Conflict in Norman England	6 lessons
Unit 6	Local Site Study (this changes each year and is published by AQA)	5 lessons
All remaining lessons will be revision, with a focus on exam skills and application of knowledge.		



The *History* Department Learning Journey at a glance



*To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.*