

YEAR 7

What can historians say about a man that lived over 1,000 years ago?

Conceptual focus: An enquiry that begins to lay the foundations of evidential thinking as pupils consider how historians use contemporary sources.

Why did William win the Battle of Hastings?

Conceptual focus: An enquiry that introduces pupils to the second-order concept of causation. Pupils will also begin to bump into substantive terms such as succession, oath, earldom etc.

Did the Normans transform Britain?

Conceptual focus: A change and continuity enquiry that touches on aspects of similarity and difference in Norman England. This is crucial for understanding the lasting impact of the Normanisation of England.

How useful is Pope Urban II's speech for learning about the First Crusade?

Conceptual focus: An evidential enquiry where pupils will judge the utility of sources. It is also fundamental that pupils gain an insight beyond 'our island story' by considering the Muslim map of the world.

Why could nobody ignore the Medieval Church?

Conceptual focus: This enquiry creates a sense of period for pupils as they answer the question of why no one in Medieval England could ignore the Church. A fundamental for pupils to appreciate the gravity of the Reformation.

Why did the peasants revolt?

Conceptual focus: Pupils will continue to develop their causal thinking in this enquiry on the Peasants' revolt. Pupils will also encounter more substantive terms, for example, tax, protest, rebellion, archbishop etc.

Which medieval woman deserves to be in our textbook?

Conceptual focus: Pupils are tasked with the difficult decision of deciding which medieval woman is the most historically significant as they challenge the fact that medieval women are not included in the textbook.

How would you sum up the Medieval period, 1000-1450?

Pupils will sum up the 'big picture' of the Medieval period.

What stories can we tell of the Reformation?

Conceptual focus - Pupils should understand the gravity of the Reformation in order to understand our landscape today but also how this was experienced beyond England and in Europe.

What changed during the Renaissance?

Conceptual focus: Change and sense of period - Importance of material culture and connections to GCSE course. Laying the foundations for key substantive concepts.

How far was Elizabethan England a 'Golden Age'?

Conceptual focus: Sim and diff/ Interpretations – Access different arguments about improvements in society.

YEAR 8

Why did Civil War break out in 1642? (Overlap from year 7 work)

Conceptual focus: Causal - Bumping into substantive knowledge important for participation in History and the wider world e.g. parliament, civil war, king etc.

Why do historians disagree about Oliver Cromwell? (Overlap from year 7 work)

Conceptual focus: Interpretations - Introduces pupils to the notion that the past is a construct and lays the foundations for ideas they will bump into later in History and at GCSE.

What should we know about the witch-hunts?

Conceptual focus: Significance – Pupils will learn how to verify facts v myths, as well as build and understanding of 17th century history.

Why did Dickens choose to write this Tale of Two Cities?

Conceptual focus: Interpretation - History as a construct, interdisciplinary links. Pupils will learn about the context in which Dickens' was writing. Pupils will also explore Peterloo Massacre where British forces attacked a peaceful pro-democracy rally in Manchester. This will also help students build on changing political history.

Georgian Period

Conceptual focus: TBC – Allowing students to learn about monarchs and society in the 1700s into the early 1800s.

How did the Industrial Revolution change Britain?

Conceptual focus: Change and continuity/Similarity and difference/ Evidential - Fundamental foundations for Empire, war and later study of medicine. As well as reviewing primary sources on the role of children in factories.

What can paintings tell us about Victorian attitudes to family life?

Conceptual focus: Evidential – Pupils will explore how paintings can reveal aspects of Victorian society.

Why do historians disagree about the British Empire?

Conceptual focus: Interpretations - Very important in light of 'our Island story' rhetoric that can be damaging for pupils' conception of the world.

How far can we generalise about the experiences of Africans captured for slavery?

Conceptual focus: Diversity (homework – significance) – Reviewing generalisations is really important to break down and encourage pupils to questions and seek evidence to support claims. Pupils will also get the opportunity to create their own museum with their peers looking at who was the most significant in ending the Trans-Atlantic Slave Trade?

Why did the world go to war in 1914?

Conceptual focus: Causal – To consider reasons that triggered WW1, compared to the true underlying causes of the Great War.

YEAR 9 (N.B. This curriculum is for current year 9's only).

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Why was WW1 not 'the war to end all wars'?

Conceptual focus: Causal – Linking the two World Wars together and helping build an understanding of why the Great War, wasn't the last.

What stories lie behind photographs of the Holocaust?

Conceptual focus: TBC – Reviewing stories of the Holocaust including the history of Frank Bright.

How should Winston Churchill be remembered?

Conceptual focus: Historical significance – Building on political history knowledge.

How should the story of migration to Britain really be told?

Conceptual focus: diversity – helping students see how Britain's population formed across time.

How did the Allies become enemies?

Conceptual focus: Causal – Students will continue to build their ability to write historical narratives while considering modern history. This will also help embed essential knowledge to tackle the GCSE course on Superpower Relations.

Mao's China

Conceptual focus: TBC – Building knowledge on Asian history.

What caused the 9/11 attacks?

Conceptual focus: Causal – Pupils will consider long and short term causes for this momentous event building their understanding of Islamic terror in Western countries prior to 9/11, as well as the triggers for this historic event.

Cold War enquiry –TBC

Building pupils knowledge around modern history and the current political landscape. This will also explicitly prepare pupils for the GCSE History Course.

ADDITIONAL INFORMATION

- A trip to the Battlefields of WW1 is offered during KS3.
- There will hopefully be an opportunity for students to hear the testimony of a Holocaust survivor during KS3.

Please note that some topics may be taught to different year groups than those outlined in the curriculum map while we are transitioning from a three year KS3 course to planning a five year holistic course to support GCSE demands.

HOMEWORK

Please note that homework tasks will be set as two week projects for students to research and complete. All homework tasks have been thought about carefully to help develop the students historical and contextual knowledge. For example tasks may include students finding out what is going on elsewhere in the world within the time period they are studying in class. Sometimes students will be asked to develop their understanding on a particular event or person. All homework tasks will be used in class/ assessments and therefore they are essential to complete.

Why should students continue studying History for their GCSEs?

Studying History provides students with transferable skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and prioritise information is vital to decision making. In order to make sense of the world we live in it is important to study the past as it has a direct effect on today's society. History is an academically rigorous subject which will challenge students to make their own interpretations and develop self-sufficient thinking tools allowing them to develop cultural literacy.