

# Ian Ramsey CE Academy: History Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.						How we teach the curriculum	What we expect from the curriculum
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p><b>History at Ian Ramsey CE Academy aims to equip our pupils with both powerful knowledge and the skills to become well-rounded individuals. Our curriculum is structured to nurture a love of history through the development of depth of knowledge alongside the development of key disciplinary skills. History helps pupils to make sense of the world we live in today through examining the complexities of people's lives, the process of change over time and the diversity of past societies. It allows pupils to understand their own identities and heritage and the challenges they are faced with today.</b></p>						How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?
	Setting		Designing		Planning		Delivering	
YEAR 7	<b>What: Migration</b> <b>What:</b> Pupils develop substantive knowledge on key historical themes and concepts at the beginning of Year 7 such as, migration, leadership, and settlements. The unit sets up the reasons as to why there was a problem in 1066.	<b>What: Conquest</b> <b>What:</b> Pupils will understand how Britain was affected because of the Norman Conquest and consider the consequences this had on the development of Britain after 1066.	<b>What: Power</b> <b>What:</b> Pupils explore the qualities needed to be the 'perfect' ruler in Medieval Britain. Pupils will be introduced to historians' interpretations of the medieval monarchs and understand why they have different opinions	<b>What: Religion</b> <b>What:</b> Using source material, pupils examine the changes that were made in religion during the Tudor period and the impact that this had on the reigns of each Tudor Monarch from Henry VIII to Elizabeth I.	<b>What: Turning Points</b> <b>What:</b> Pupils examine critical advances within medicine, technological and societal changes during the Civil War and Enlightenment era. Pupils study progress due to war and how events/government intervention can lead to positive changes.	<b>What: Slavery</b> <b>What:</b> Pupils investigate different groups of people involved in the slave trade. The unit ends examining modern day slavery and its effect on our world today to allow pupils the chance to appreciate how history connects in today's world.	Using a chronological framework to look at local, British and world history pupils follow early migration to Britain and the Norman Conquest to the conflicts of the twentieth century through a 5-year curriculum. This enable retrieval and interleaving of teaching of key themes, interwoven throughout history. The focus of the curriculum is on substantive knowledge which, in turn, lets disciplinary knowledge to follow and develop over time.	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.
	<b>Why now:</b> This is a natural progression of the unit lays the foundation for what comes next whilst allowing the pupils an insight into what Britain was like pre-1066.	<b>Why now:</b> This builds on learning at KS2 and moves pupils from Ancient History to the Medieval Era, allowing them to examine the causes and consequences of the Norman Conquest.	<b>Why now:</b> This introduces pupils to the concept of historical interpretation and showing how the church and the state have developed throughout the Medieval period.	<b>Why now:</b> Building on and emphasising the status of religion in society from the Middle Ages into Early Modern society. It allows pupils to make connections to the faith of our academy.	<b>Why now:</b> Pupils gather knowledge about different factors which enabled key turning points in British history over a wider period to make connections across historical time periods.	<b>Why now:</b> Introduces pupils to diversity within history and begins to move pupils from local and national history to a historical event that effected the world.		
YEAR 8	<b>What: Empire</b> <b>What:</b> Pupils build on the work at the end of Year 7 to gain a deeper understanding of the connection between Slavery and Britain's expanding empire. Pupils will investigate the impact of the British Empire, focusing on India.	<b>What: Revolutions</b> <b>What:</b> A cross-time period study allowing pupils to understand the word 'revolution' through time and what the effects of revolutions are, making connections with events that can result in huge political, social, and economic changes.	<b>What: Democracy and Suffragism</b> <b>What:</b> Allowing the fight for democracy to become the focal point of this unit, pupils examine how and why workers and women campaigned for representative government, an important event in the development of UK democracy.	<b>What: Total War</b> <b>What:</b> Pupils will examine in depth one of the most significant challenges in history. detailing the reasons for, events of and aftermath of WWI.	<b>What: Civil Rights</b> <b>What:</b> In-depth study of the USA in the 20 <sup>th</sup> century and how the fight for civil rights developed in the 1950s and 1960s.	Delivery of lessons is underpinned by an enquiry-based approach to aid deeper thinking and discussion about learning. Each lesson is a sub question of the wider historical theme to helps embed subject knowledge. As well as developing metacognition and group work skills to foster resilience. Events are linked to individuals, places, or local context to make learning more relevant to pupils.	<b>Summative Assessment</b> This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.	
	<b>Why now:</b> Allows pupils the opportunity to build on substantive knowledge from Year 7. Pupils also revisit historical interpretations to develop disciplinary knowledge.	<b>Why now:</b> Pupils focus on a range of revolutions building on their understanding of the historical time periods.	<b>Why now:</b> Pupils move into the 20 <sup>th</sup> century. Via the idea of fighting for democratic change allows pupils to be introduced into the modern world pre-WWI.	<b>Why now:</b> Following from the study of women and the vote, this allows the study of history in the natural chronological progression.	<b>Why now:</b> Builds on prior learning of previous units including slavery and empire and how inequalities still exists in the modern day.			
YEAR 9	<b>What: Dictatorship</b> <b>What:</b> The unit provides pupils with relevant knowledge regarding the inter-war years in Germany and how this allowed Hitler to create a dictatorship in Germany in the 1930s.	<b>What: Genocide (Holocaust)</b> <b>What:</b> Pupils develop an understanding of past examples of persecution and genocide linking to both Medieval and Modern anti-Semitism. Pupils explore the nature of European wide Holocaust and further investigate the response of the Holocaust from a British perspective with a view to learning important lessons about tolerance and social responsibility	<b>What: Contemporary Conflict</b> <b>What:</b> Moving further into the 20 <sup>th</sup> century, pupils will grasp a wider understanding of key global conflicts and differing responses to these conflicts. This builds on pupils' contextual understanding of previous conflicts and in developing tolerance and social responsibility.	<b>What: Medicine</b> <b>What:</b> <ul style="list-style-type: none"> <li>• Understand how the key features in the development of medicine were linked with the key features of society in Britain, exploring ideas about how disease and illness was caused throughout the Medieval and Renaissance periods.</li> <li>• Examine approaches to prevention and treatment in the Medieval and Renaissance periods.</li> <li>• Investigate case studies, such as the Black Death and the Great Plague, that are relevant to each period to exemplify the context of cause, treatment, and prevention in each period.</li> <li>• Explore the key factors involved in the development of medicine and begin to make detailed comparisons over time.</li> </ul>				
	<b>Why now:</b> Pupils are to understand how Hitler gained and consolidated his power before moving on to further events in the 20 <sup>th</sup> century.	<b>Why now:</b> This links in with the school's Holocaust Beacon Status and is to be studied here to tie in with the Holocaust unit in RE.	<b>Why now:</b> Pupils engage with key examples of conflict and how it was responded to, ultimately leading to the pupils deciding how they would deal with a global conflict.	<b>Why now:</b> Allow pupils to build upon disciplinary knowledge from throughout Key Stage 3 whilst accessing new substantive knowledge through a chronological approach.				

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.			How we teach the curriculum	What we expect from the curriculum
	Setting	Designing	Planning	Delivering	
	<p><b>What: Medicine Through Time</b></p> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>Understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.</li> <li>Explore ideas about how disease and illness was caused in the Industrial and Modern periods.</li> <li>Examine approaches to prevention and treatment in the Industrial and Modern periods.</li> <li>Explore case studies, such as the development of the first vaccine and approaches to treating and preventing lung cancer in the twentieth century, that are relevant to each period to exemplify the context of cause, treatment, and prevention of each period.</li> <li>Explore the key factors involved in the development of medicine and make detailed comparisons over time.</li> </ul>	<p><b>What: British Sector of the Western Front</b></p> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>Explore the context of the British sector of the Western Front and the theatre of war in Flanders and Northern France.</li> <li>Understand the conditions that required medical treatment in the Western Front and the significance of the Western Front for experiments in surgery and medicine.</li> <li>Examine how to use national and local sources recognising the strengths and weaknesses of different types of sources for differing historical enquiries.</li> </ul>	<p><b>What: The American West</b></p> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>Understand the narrative of key developments and issues associated with the American West, explore the Plains Indians, their beliefs, way of life and how their differing beliefs would lead to conflict with the US government.</li> <li>Explore migration and settlement during 1835-95 and how this led to developments such as the Transcontinental Railroad and Homestead Act.</li> <li>Explore the continued problems of lawlessness in towns and settlements then attempted and eventual solutions throughout the period.</li> <li>Explore growth and changes of the cattle industry and the impact on the development of the west.</li> <li>Explore the increasing conflict and tension between the Plains Indians, settlers and government including the impact of government policy.</li> <li>Explore changes in farming, the impact of new technology and farming methods on the development of the West.</li> <li>Explore eventual obliteration of Plains Indians' way of life.</li> </ul>	<p>The GCSE curriculum is taught in the order the papers are sat so that content and skills build on throughout the course as the skill level increased in depth.</p> <p>Delivery of lessons is underpinned by an enquiry-based approach to aid deeper thinking and discussion about learning. Each lesson is a sub question of the wider historical theme to help embed subject knowledge. As well as developing metacognition and group work skills to foster resilience.</p> <p>Key knowledge and skills are revisited throughout the GCSE, allowing pupils to retrieve key knowledge, and understanding and skills. Pupils are taught in mixed-ability groups and, whilst common resources are available to ensure consistency in content, delivery is tailored by class teachers meet the needs of individuals.</p> <p>Historical concepts from KS3 are developed across each unit, in line with the requirements of the GCSE. Key skills are embedded in lessons as part of the learning process:</p> <ul style="list-style-type: none"> <li>cause and consequence,</li> <li>change and continuity</li> <li>significance</li> <li>use of historical sources</li> <li>interpretations.</li> </ul>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b></p> <p>This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <p><b>Summative Assessment</b></p> <p>This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	<p><b>Why now:</b></p> <p>Detailed connections with units covered in Year 9, allowing pupils to make comparisons and connections with key medical developments and the factors that enabled these developments to happen using disciplinary knowledge.</p>	<p><b>Why now:</b></p> <p>Pupils can apply the contextual knowledge of medicine in the early 20<sup>th</sup> century using skills from KS3 to develop their own historical enquiries.</p>	<p><b>Why now:</b></p> <p>The narrative that unfolds throughout the topic is accessible for pupils who are developing historians. New question stems are introduced and can be revisited throughout the course.</p>		
	<p><b>What: Early Elizabethan England</b></p> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>Understand the complex society and historical situations in Early Elizabethan England.</li> <li>Explore political challenges Elizabeth I faced on her accession to the throne in 1558.</li> <li>Explore Elizabeth's religious 'settlement' and challenges that followed from both the Catholics and the Puritans.</li> <li>Explore the problem of Mary, Queen of Scots from her legitimate claim to the throne, arrival in England and eventual execution in 1587.</li> <li>Explore the plots and revolts at home.</li> <li>Explore the deteriorating relations with Spain and subsequent outbreak of war with Spain culminating in the launch of the Armada.</li> <li>Understand Elizabethan society in the age of exploration including education and leisure, increasing poverty, and changing attitudes and the significance of Sir Francis Drake and Sir Walter Raleigh.</li> </ul>	<p><b>What: Weimar and Nazi Germany</b></p> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>Understand the complex society and historical situations in Weimar and Nazi Germany.</li> <li>Explore the origins of the Weimar Republic and early challenges it faced.</li> <li>Examine the recovery of the Republic under Stresemann.</li> <li>Explore societal change in Weimar Germany i.e. improved standard of living, position of women and cultural change.</li> <li>Explore the early development of the Nazi Party, the Munich Putsch, and the Lean Years.</li> <li>Explore reasons and growth of the Nazi party, 1929-32.</li> <li>Explore how Hitler became Chancellor, 1932-33 and how he was able to create a dictatorship.</li> <li>Explore opposition, resistance, and conformity to the Nazi regime.</li> <li>Explore life in Nazi Germany including policies towards the youth, women, employment, and the standard of living and the persecution of minorities.</li> </ul>	<p><b>What: Revision</b></p> <p><b>What:</b></p> <p><b>Pupils use this time to revisit the content and skills required from each unit in preparation for their final exams.</b></p> <p><b>Pupils will benefit from the transferable skills developed across the different studies to support their revision and preparation for their examinations.</b></p>		
	<p><b>Why now:</b></p> <p>This is the second aspect of paper 2, logistically following from the American West. This builds on the foundation work of KS3 and religious changes and allows skills from paper 1 to be revisited during Year 11.</p>	<p><b>Why now:</b></p> <p>Pupils use knowledge of historical sources and interpretations built up to examine the development and impact of Hitler's dictatorship. This is the final paper due to depth of knowledge and the need for a high skill level.</p>			

