

Subject:

Faculty Leader	Subject Leader
Mr J. Cuthbert	Mr J. Cuthbert
National Curriculum	
The Ecclesbourne School follows the 3 Year KS3 National Curriculum	
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	
<p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none">• know and understand the history of these islands in a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind.• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
Curriculum Intent	
<p>The intent of the History curriculum is to ensure that all students know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Students will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind. Students gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Students will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Students will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Students will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. We feel that is important that our all of our students' diverse experiences are reflected in the History curriculum and we hope to give our pupils the academic skills to challenge preconceived nations and historical narratives.</p>	
<p>Pupils extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in</p>	

response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Curriculum Implementation

		Term	Content	Assessment
Year 7	Autumn Term	1	<p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066:</p> <p>The Vikings:</p> <ul style="list-style-type: none"> • Viking society as traders and raiders • Early Viking raids • The Danelaw, laws and languages • Use of evidence to investigate the Vikings • Viking migration to and within the British Isles <p>Links to migration to London in the 19th Century (Y9), Invasion the Normans (Y7), establishment of Empire and self-determination (Y8), Empire, exploration and trade (Y8, Y10), maritime power (Y10)</p> <p>Concepts explored: Use of evidence, challenging interpretations, significance, continuity and change.</p>	<p>In class assessed tasks:</p> <ol style="list-style-type: none"> 1. Baseline Assessment on chronological understanding (BC/AD, periods, sequencing) and source skills (b assuming no prior study) – 30 minutes 2. GCSE Paper 1 and 3 style assessment on Vikings. Focus on recall, analytical skills and ability to make inferences. – 40 minutes
		2	<p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> • The Norman Conquest of 1066, including the Battles of Stamford Bridge and Hastings as well as the Witan and the role of Harold II in his own destruction • Changes in society between Saxon and Norman England • Castles, new churches, monasteries and abbeys • The imposition of feudalism leading to the risings of Hereward the Wake and the harrying of the North • the power of medieval monarchs, their role and extent of their power <p>Links to the role of the Church and society (Y7, Y8 and Y10), Resistance to oppression and comparisons to the slave trade (Y8), consolidation of power and comparisons to Nazi Germany (Y10), monasteries and public health (Y10), the degradation of the relationship between Church and State in Germany, France and Russia (Y10, Y12 and Y13)</p> <p>Concepts explored: Continuity and change, cause and consequence, perceptions</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 1 and 3 style assessment on 1066 and Norman Conquest. Focus on recall, analytical skills and ability to make inferences. – 40 minutes

Spring Term	3	<p>The development of Church, state and society in Medieval Britain 1066-1509</p> <ul style="list-style-type: none"> • The power struggle between Church and Crown in Thomas a Beckett's murder • Christendom, the importance of religion and the Crusades, including their cause and course through the example of Richard the Lionheart • The development of the Magna Carta in 1215 and its subsequent adoption by later Kings of England • People in Medieval England: society, economy and culture • People in Medieval England: religion in daily life • People in Medieval England: trade and towns, farming, and the role of women in society • The Black Death with its social and political impact The Peasants' Revolt • The Hundred Years War • Wars of the Roses and the development of the Tudor monarchy <p>Links to the role of the Church and society (Y7, Y8 and Y10), The power of the Church (Y7), the significance of constitutions in Germany, France and Russia (Y10, Y12 and Y13), individuals rights with links to the Civil Rights Movement (Y9) and the Women's Suffrage movement (Y8), agriculture and daily life (Y8), agricultural techniques in Elizabethan England and Russia (Y10 and Y13), epidemics and public health (Y10), dynastic and regime change and comparisons to the Civil War and Restoration (Y7)</p> <p>Concepts explored: Significance, daily life, perceptions, the impact of ideology</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. Source skills assessment task on King John. Questions drawn from an array of GCSE style questions. – 50 minutes 2. Project task completed as homework and supported in lessons: Peasant diary / house building project / time travel tours. Marked to agreed grade descriptors given to students at the start of the task – begun this term, handed in next (dependent on dates of terms).
	4	<p>The development of society and power in Britain 1509-1745:</p> <ul style="list-style-type: none"> • Renaissance and Reformation in Europe • Henry VIII's break with Rome • The English Reformation and Counter-Reformation (Henry VIII to Mary I) Elizabeth I and her religious settlement • Conflict with Catholics (including the Spanish Armada, Mary Queen of Scots) <p>Links to the role of the Church and society (Y7, Y8 and Y10), The power of the Church (Y7), direct links to the Elizabethans and the 'Catholic threat' (Y10), Mary, Queen of Scots and the Spanish Armada (Y10), ideology and consequences and comparisons to the Cold War (Y9), the Renaissance and medicine (Y10), monarchs and power (Y7), dynastic and regime change and comparisons to the Civil War and Restoration (Y7)</p> <p>Concepts explored: Significance, cause and consequence, similarities and differences</p>	<p>Project work from previous term is completed and handed in (dependent on dates of terms).</p>

		5	The development of society and power in Britain 1509-1745: <ul style="list-style-type: none"> Elizabeth I and her conflict with Catholics (including the Spanish Armada, Mary Queen of Scots). James I and the Gunpowder Plot the causes and events of the Civil Wars throughout Britain. the Interregnum The Restoration and 'Glorious Revolution' The Jacobite Rebellion of 1745 <p>Links to the Elizabethans and the 'Catholic threat' (Y10), Mary, Queen of Scots and the Spanish Armada (Y10), the English Reformation (Y7), civil strife and war (Y7), dynastic legitimacy and conflict (Y7)</p> <p>Concepts explored: Perceptions, legitimacy, cause and consequence, similarity and difference.</p>	In class assessed task: <ol style="list-style-type: none"> GCSE Essay style assessment on the Tudors, with a focus on the English Reformation and the Catholic threat. – 50 minutes
		6	Study of a significant society or issue in world history and its interconnections with other world developments: Native Americans <ul style="list-style-type: none"> The clash of cultures Native American Tribes and Geography The first colony Problems with the evidence Plains Indian Society Plains Indian Beliefs Dependence on the Buffalo Westward expansion and Little Big Horn <p>Links to the society, culture, and daily life (Y7), links to Viking colonisation (Y7), the growth and impact of the British Empire (Y8, Y9), the US states and independence (Y8)</p> <p>Concepts explored: Use of evidence, perceptions, similarity and difference.</p>	Project task completed as homework and supported in lessons: <ol style="list-style-type: none"> Creation of a Native American fable. Students will draw on their knowledge of Native American and the course content.
	Summer Term			
		Term	Content	Assessment
Year 8	Autumn Term	1	Ideas, political power, industry and empire: Britain, 1745-1901: <ul style="list-style-type: none"> Britain's transatlantic slave trade – its effects and abolition African Empires Slave trade - how it began and developed The Middle Passage and sale of slaves Life as a slave Slave resistance and the Haitian Revolution The role of the slave trade in the industrial revolution The eventual effects of the slave trade and how should we remember our past. The Enlightenment. 	Project task completed as homework and supported in lessons: <ol style="list-style-type: none"> Slavery Project Booklet– grade descriptors and full task support given to students with the task.

			<p>Links to Empire and its impact (Y8), resistance to oppression (Y7), links to the legacy of Empire (Y9) links to Viking colonisation (Y7), the growth and impact of the British Empire (Y8, Y9), the US states and independence (Y8), the ideas of the Enlightenment (Y12, Y10), the Industrial Revolution (Y8)</p> <p>Concepts explored: Use of evidence, perceptions, how we remember the past</p>	
		2	<p>Ideas, political power, industry and empire: Britain, 1745-1901:</p> <ul style="list-style-type: none"> • The American Revolutionary War • The French Revolution and Revolutionary Wars • Agricultural Revolution and changing lives in the countryside. • Britain as the first industrial nation and the birth of the Industrial Revolution • Local history case study: Cromford, the rise of the factory system and changes in society. <p>Links to global conflicts such as the Cold War, First World War and Second World War (Y11, Y8 and Y9), the growth and impact of the British Empire (Y8, Y9), early 'American' history and colonisation (Y7), the ideas of the Enlightenment (Y12, Y10), impact of industrialisation (Y10), industrial growth and societal change in Russia (Y13)</p> <p>Concepts explored: Use of evidence, history around us, significance, continuity and change</p>	<p>In class assessed tasks:</p> <ol style="list-style-type: none"> 1. Source-skills based assessment focussing on the ability to analyse and interpret source material (Industrialisation) – 45 minutes
	Spring Term	3	<p>Ideas, political power, industry and empire: Britain, 1745-1901:</p> <ul style="list-style-type: none"> • Public health in Industrial towns • The growth and impact of the railways • The development and impact of the railways • The development and impact of urbanisation. • The Expansion of Empire & the Indian "Mutiny" <p>Links to medicine and health in the industrial period (Y10), life in medieval towns (Y7), the Black Death and its consequences (Y7), technology as a reason for change (Y8), the expansion and impact of empire (Y8, Y9), empires in decline and the breakdown of the Russian Empire and Soviet Union (Y11, Y13), revolt and revolution in Haiti, Germany, France and Russia (Y8, Y10, Y12, Y13), industrial growth and societal change in Russia (Y13)</p> <p>Concepts explored: Cause and consequence, significance, continuity and change</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. Source-skills based assessment focussing on the ability to analyse and interpret source material (Industrialisation) – 45 minutes
		4	<p>Ideas, political power, industry and empire: Britain, 1745-1901:</p> <ul style="list-style-type: none"> • Case study on Jack the Ripper • Crime and policing in the late 19th Century • Assessing how and why Jack the Ripper could operate in London in 1888 including a focus on living conditions and migration • Literacy and the popular press • The campaign for Women's suffrage <p>Links to public health in the industrial period (Y10), life in medieval towns (Y7),</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 1 style assessment on London during the 1880s – 45 minutes

		<p>migration and links to the Viking period (Y7), individuals' rights and suffrage with links to the Magna Carta (Y7), constitutional rights in Germany (Y10) France (Y12) and Russia (Y13), anti-Semitism (Y9)</p> <p>Concepts explored: Cause and consequence, significance, continuity and change</p>	
	Summer Term	<p>5 Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> • The development of Britain in international relations, 1901-1921. • The First World War and Peace Settlement • The road to the First World War: Anglo-German Naval Rivalry, <i>Revanchism</i> in France, German Militarism and the August Crisis • The early war, including Mons, the Miracle of the Marne, stalemate and the development of the trench system. • Trench warfare and changes in 1915. • The Battle of the Somme. <p>Links to global conflict and strife in cases such as the Napoleonic Wars (Y8, Y12) Anglo-Spanish relations (Y10), Second World War (Y9, 12, 13), Cold War (Y9, 11, 13), technology and its impact on warfare in Russia (Y13), links to the Nuclear Arms Race (Y9, Y11, Y13), internal relations and the Cold War (Y11, Y12 Y13), Anglo-German relations (Y12), Anglo-French relations (Y12), Anglo-Spanish relations (Y10).</p> <p>Concepts explored: Cause and consequence, international relations, continuity and change</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 3 style assessment on the causes and early course of the First World War – 40 minutes
		<p>6 Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> • The Russian Revolution. • The end of the war in 1918 (including a focus on how we remember the First World War). • The Home Front • Votes for women, the role of women in the First World War and the political changes in 1918 and 1928 that led to women being granted the vote. • The Peace Settlement <p>Links to revolution in Russia (Y13), France (Y12 and Y8), revolts in Germany (Y10), revolts in the Soviet Union (Y11 and 13) the Peasants' Revolt (Y7), peace settlements such as the Magna Carta (Y7), Versailles (Y10), in Russian history (13), after the Second World War (Y12 and Y13), individuals rights and Magna Carta (Y7), Haiti (Y8), in Germany (Y10), impact of war on the Homefront in the Second World War (Y9), the Civil Rights Movement (Y9)</p> <p>Concepts explored: Cause and consequence, international relations, continuity and change, revolt and revolution, individual rights</p>	<p>Project style assessment carried out via pupils planning a war memorial, grade descriptors distributed as part of the task, carried out over homework and presented in lesson.</p>
	Term	Content	Assessment

Year 9	Autumn Term	1	<p>Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> • The Great Depression and the rise of fascism • Appeasement and the causes of the Second World War • The early war, blitzkrieg in the West and Dunkirk • The Battle of Britain and the role and leadership of Churchill • 1942, key turning points in the Second World War • Home Front and Evacuees <p>Links to the rise of the Nazi Party (Y10), internal relations and the Cold War (Y11, Y12 Y13), Anglo-German relations (Y12), Anglo-French relations (Y12), Anglo-Spanish relations (Y10), global conflict such as the First World War (Y8), Napoleonic Wars (Y8), the Cold War (Y9 and Y11), the Second World War is covered in relation to Britain 1930-1997 (Y12) and from a Russian perspective (Y13), technology and warfare (Y8)</p> <p>Concepts explored: Cause and consequence, turning points, technological advances</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 3 style assessment on the Early Second World War – 45 minutes
		2	<p>Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> • The Holocaust, its origins, course and effects • Life in the Ghettos and a case study of the Warsaw Ghetto • The Death Camps • Interpretations of the Holocaust, who was responsible? • Survivors' experiences and modern genocides <p>Links to anti-Semitism in Germany (Y10& 11) in London (Y8), in the Medieval World (Y10 and Y7), the Nazi regime (Y10 & 11), oppression and resistance with links to slavery (Y8), the Russian Empire and Soviet Union (Y13), cross-curricular links.</p> <p>Concepts explored: Cause and consequence, perceptions, persecution</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 3 style assessment on the Holocaust – 40 minutes
	Spring Term	3	<p>Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> • The war in the West, the Invasion of France in 1944 • The War in the Pacific • Hiroshima and Nagasaki • 1945 Election & the Welfare State • India, Partition, and the end of Empire <p>Links to the impact of the British Empire (Y8), the arms race as a cause of the First World War (Y8), the Nuclear Arms Race (Y9, Y11 & Y13), global conflict such as the First World War (Y8), Napoleonic Wars (Y8), the Cold War (Y9 and Y11), the Second World War is covered in relation to Britain 1930-1997 (Y12) and from a Russian perspective (Y13), technology and warfare (Y8), 20th century British political history (Y12)</p> <p>Concepts explored: Cause and consequence, turning points, technological advances</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> 1. GCSE Paper 3 style assessment on the end of the Second World War – 40 minutes

		4	<p>Study of a significant issue in world history and its interconnections with other world developments - The assassination of JFK:</p> <ul style="list-style-type: none"> The Civil Rights Movement, including the significance of key figures The Nuclear Arms race and the Cold War Kennedy and the Cuban Missile Crisis, significance and interpretations <p>Links to the rights of individuals covered in relation to Magna Carta (Y7), the Women's Suffrage movement (Y8), the Weimar Constitution (Y10), rights in Revolutionary France (Y12) and revolutionary Russia (Y13), the Nuclear Arms Race (Y9, Y11 & Y13), global conflict such as the First World War (Y8), Napoleonic Wars (Y8), the Cold War (Y9 and Y11), the Second World War is covered in relation to Britain 1930-1997 (Y12) and from a Russian perspective (Y13), treatment of different peoples in the United States and links with the transatlantic slave trade (Y8)</p> <p>Concepts explored: significant figures in history, perceptions and interpretations of the past, using different types of evidence.</p>	<p>Whole school assessment point – in hall:</p> <ol style="list-style-type: none"> GCSE Paper 1 and 3 style assessment on the Cuban Missile Crisis – 40 minutes
	Summer Term	5	<p>Study of a significant issue in world history and its interconnections with other world developments – The Cold War & Vietnam:</p> <ul style="list-style-type: none"> Case Study Investigation: Who killed Kennedy? Exploration of event, suspects and use of historical evidence Effects of the Cold War: Truman Doctrine & Iron Curtain and the Vietnam War. Why did the US fail and consequences of the Vietnam War. <p>Links to the ideologies and how they shape history such as religion (Y7), the ideas of the Enlightenment (Y8 and Y12), direct links with Superpower relations (Y11, Y13), links with international diplomacy such as the Napoleonic period (Y8 and Y12), Anglo-Spanish relations (Y8 and Y10), guerrilla warfare in Spain (Y12), the consequences of war (Y8 and 9)</p> <p>Concepts explored: cause and consequence, international diplomacy, Britain's role in the world.</p>	<p>Whole school assessment point – in hall:</p> <ol style="list-style-type: none"> GCSE Paper 3 style assessment on the Cold War and JFK Assassination – 40 minutes
		6	<p>Challenges for Britain, Europe and the wider world 1901 to the present day - Britain's place in the world since 1945:</p> <ul style="list-style-type: none"> The end of the Cold War, Case Study; Berlin Britain's changing role in world politics Migration to Britain- from Windrush to the Race Relations Act The Troubles and the conflict in Northern Ireland The events and the impact of the 9/11 attacks <p>Links to the decline of empire (Y9), popular movements such as the Civil Rights Movement (Y9), 20th century British political history (Y12), the British parliamentary system (Y7 and Y8), economic turmoil with links to the Great Depression (Y9 and Y10), links to international diplomacy (Y10), religious division and strife (Y10), diversity in Britain and black Tudors (Y7), diversity and support</p>	<p>In class assessed task:</p> <ol style="list-style-type: none"> GCSE Paper 1 style assessment essay on the topic that they have studied (Thatcher or post-war Britain) – 40 minutes

			of Empire troops during the First World War (Y8) and the influence of the British Empire (Y8). Concepts explored: turning points, international diplomacy, diversity, perceptions and interpretations of the past.		
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Extra-Curricular Opportunities

The Department runs a history club in lunchtimes that can allow pupils the opportunity to study a particular branch of History not covered above. These can be from Roman History through to adaptations in films and discussions on the validity and impact of these interpretations.

Resources

All class resources are available on the student shared drive at school, accessible by pupils, including all lesson materials.