



# HISTORY CURRICULUM AREA STAFF

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## HISTORY CURRICULUM INTENT

1. To **develop within our students a rich knowledge of the past** – historical periods, people, trends, and events – and ensure our students possess powerful knowledge that will make them ‘culturally literate.’
2. **To work like a historian.** Historical thinking combines substantive knowledge and conceptual understanding and renders the past something that can be investigated and understood by working with and critically analysing sources of evidence and interpretations.
3. To empower of students to **communicate and debate effectively** and to question, investigate and explore the complex world that they are a part of – including considering different interpretations of the past, critically analyse source material,

and being able to write longer written answers that evaluate, judge, and argue. This will provide students with the necessary skills to pursue an eventual career in the sectors of law, journalism, and politics.

4. Through the study of sensitive topics, such as the Transatlantic Slave Trade and the Holocaust, students will develop their **capacity to empathise with others, develop respect for alternative viewpoints**, and gain a broader understanding of the society in which we live in. Consequently, students hone the required interpersonal skills to work in charitable organisations and public sector roles.

# HISTORY CURRICULUM OVERVIEW

| Year 7 History Curriculum  |            |  |   |  |   |
|--|------------|--|---|--|---|
| Autumn Term  |            | Spring Term  |   | Summer Term  |   |
| Autumn 1   |            | Spring 1   |   | Summer 1   |   |
| <b>TOPIC: What is history?</b><br><b>WEEKS: 6</b>  |            | <b>TOPIC: The Middle Ages</b><br><b>WEEKS: 6</b>   |   | <b>TOPIC: The Middle Ages</b><br><b>WEEKS: 6</b>                                     |   |
| KNOWLEDGE  | Assessment | KNOWLEDGE  | Assessment  | KNOWLEDGE  | Assessment  |
| Why do we study history<br>How evidence helps us learn about the past<br>Types of evidence - documentary, artefact, oral.<br>Chronology, timelines, inference, primary and secondary evidence. |            | Good King/bad king? Qualities of a medieval monarch.<br>Henry II- good king? Conflict with the church. Thomas a Becket.<br>King John- bad king? Argument with the barons, the Magna Carta. Emergence of parliament.<br>Simon de Montfort<br>The Black Death. | Evidence based essay<br>- Was King John a bad king?<br><br><b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b> | What was life like in the Middle Ages? (village life/town life, food, entertainment) | Compare life in a town with life in a village in the Middle Ages. In what ways were they similar and different? |
| SKILLS   |            | SKILLS   |   | SKILLS   |   |
| Change and continuity<br>Sources and interpretation  |            | Collaborating in groups using evidence to feedback to the rest of the class.<br>Drawing conclusions about the past through analysis of primary and secondary evidence.   |   | Similarity and difference  |   |

| Autumn 2  |  | Spring 2   |  | Summer 2   |   |
|---|--|--|--|--|---|
| <b>TOPIC: The Middle Ages</b><br><b>WEEKS: 6</b>  |  | <b>TOPIC: The Middle Ages</b><br><b>WEEKS: 6</b>   |  | <b>TOPIC: The Jews in the Middle Ages (depth study)</b><br><b>WEEKS: 6</b>   |   |
| KNOWLEDGE   | Assessment                             | KNOWLEDGE  | Assessment                                 | KNOWLEDGE  | Assessment  |
| How medieval monarchs kept control. England in 1066- contenders for the throne of England<br>The Bayeux Tapestry and the death of Harold - examining the concept of bias and reliability<br>How William kept control - the Feudal System, motte and bailey castles, square keep castle.<br>The Domesday Book. | Extended writing - who should be king? | The Black Death and social consequences<br>The Peasants' Revolt. Short- term and long-term consequences. | Essay- was the Peasants' Revolt a success? | Why did the Jews come to England?<br>How did things start going wrong? Blood libels, York Massacre,<br>Why were they expelled in 1290? | <b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b> |
| SKILLS  |  | SKILLS   |  | SKILLS   |   |
| Collaborating in groups Significance- analysing different viewpoints and drawing conclusions<br>Source evaluation   |  | Significance of events<br>Causes and consequences  |  | Group work<br>Source evaluation<br>Timeline - chronology   |   |

| Year 8 History Curriculum  |  |   |  |  |  |
|--|--|---|--|--|--|
| Autumn Term  |  | Spring Term   |  | Summer Term  |  |
| Autumn 1   |  | Spring 1  |  | Summer 1   |  |
| <b>TOPIC: The Tudors</b><br><b>WEEKS: 6</b>  |  | <b>TOPIC: The Tudors and Stuarts</b><br><b>WEEKS: 6</b>   |  | <b>TOPIC: The Slave Trade</b><br><b>WEEKS: 6</b>   |  |
| <b>KNOWLEDGE</b>   | <b>Assessment</b>  | <b>KNOWLEDGE</b>  | <b>Assessment</b>  | <b>KNOWLEDGE</b>   | <b>Assessment</b>                                      |
| Wars of the Roses and birth of Tudor dynasty<br>The Renaissance- Henry VIII Renaissance prince<br>Henry VIII and the marriage question. Reformation. | <b>END OF TOPIC TEST</b><br>Knowledge - based and significance | Events leading up to the Armada<br>Mary Queen of Scots<br>Conflict with Spain<br>Comparative study- How did the Tudors tackle the problem of poverty and now?<br>James I and the Gunpowder Plot<br>Charles I - where did he go wrong? | Extended writing - causes and consequences<br><br><b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b> | Origins of the Trans-Atlantic Slave Trade<br>Slave Triangle- conditions on the slave ships<br>Conditions in the plantations<br>The Abolitionist movement | <b>END OF TOPIC TEST</b><br>Sources and interpretation |
| <b>SKILLS</b>  |  | <b>SKILLS</b>   |  | <b>SKILLS</b>  | <b>END OF TOPIC TEST COLLECTION POINT</b>              |
| Source evaluation<br>Significance  |  | Causation<br>Change and continuity<br>Sources and interpretation  |  | Significant individuals<br>Sources and interpretation  |  |
| Autumn 2   |  | Spring 2  |  | Summer 2   |  |
| <b>TOPIC: The Tudors</b><br><b>WEEKS: 6</b>  |  | <b>TOPIC: The Stuarts</b><br><b>WEEKS: 6</b>  |  | <b>TOPIC: The Industrial Revolution</b><br><b>WEEKS: 6</b>   |  |
| <b>KNOWLEDGE</b>   | <b>Assessment</b>  | <b>KNOWLEDGE</b>  | <b>Assessment</b>  | <b>KNOWLEDGE</b>   | <b>Assessment</b>                                      |

|  |                               |  |                                   |   |  |
|--|-------------------------------|--|-----------------------------------|---|--|
| <p>Catholics and Protestants<br/>Dissolution of the Monasteries<br/>Edward VI – Protestantism<br/>Mary I- Catholicism<br/>Elizabeth’s childhood- the highs and lows<br/>The marriage question and conflict with parliament</p> | <p>Source-based questions</p> | <p>Events leading to the Civil War and the execution of Charles<br/>Two sides in the Civil war- use of propaganda<br/>The Commonwealth<br/>Oliver Cromwell- dictator or protector?<br/>The Restoration</p> | <p>Sources and interpretation</p> | <p>How did it impact on a micro and macro level?<br/>Conditions in the mills and child labour<br/>How did the Industrial Revolution affect our local area?<br/>Local studies including Quarry Bank Mill</p> | <p>Significance</p> <p><b>END OF YEAR EXAM<br/>WHOLE-SCHOOL<br/>ASSESSMENT DATA<br/>COLLECTION POINT</b></p> |
| <p><b>SKILLS</b></p>   |                               | <p><b>SKILLS</b></p>   |                                   | <p><b>SKILLS</b></p>  |  |
| <p>Source evaluation<br/>Significance of individuals and events</p>  |                               | <p>Significance of individuals and events<br/>Causation<br/>Source evaluation- reliability, provenance, utility.</p>   |                                   | <p>Knowledge about a range of local and British history linked to significance<br/>Change and continuity</p>  |  |

| Year 9 History Curriculum   |  |  |   |   |                             |
|---|--|--|---|---|-----------------------------|
| Autumn Term   |  | Spring Term  |   | Summer Term   |                             |
| <b>Autumn 1</b>   |  | <b>Spring 1</b>  |   | <b>Summer 1</b>   |                             |
| <b>TOPIC: Emmeline Pankhurst and the fight for women's suffrage</b><br><b>WEEKS: 6</b>  |  | <b>TOPIC: Churchill in the Second World War</b><br><b>WEEKS: 6</b>   |   | <b>TOPIC: Holocaust</b><br><b>WEEKS: 6</b>  |                             |
| <b>KNOWLEDGE</b>  | <b>Assessment</b>                                      | <b>KNOWLEDGE</b>   | <b>Assessment</b>   | <b>KNOWLEDGE</b>  | <b>Assessment</b>           |
| What was life like for women at the turn of the 20 <sup>th</sup> century?<br>Arguments for and against women's suffrage<br>Who were the suffragettes/suffragists?<br>How did women get the vote in the end? | Extended writing – essay reaching a reasoned judgement | Background to Churchill's career<br>How he came to power-coalition government<br>Controlling information in the war. Censorship. Propaganda. Mass observation.<br>How Churchill was portrayed as a mythical figure through propaganda.<br>How Churchill's speeches raised morale.<br>Dunkirk- defeat or victory? | Dunkirk-defeat or victory?<br>Essay on the significance of an event, drawing a conclusion from two points of view<br><br><b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b> | The outbreak of war<br>Events leading to the Final Solution. Wansee Conference.<br>The Einsatzgruppen.<br>Life in the ghettos.<br>Life in the camps<br>Significant individual- Oskar Schindler<br>End of the war.<br>Liberation of the camps.<br>Nuremberg Trials.<br>Lessons to be learnt. | Evidence - based assessment |
| <b>SKILLS</b>   |  | <b>SKILLS</b>  |   | <b>SKILLS</b>   |                             |
| Significance<br>Source evaluation<br>Causes and consequences  |  | Significance<br>Source evaluation  |   | Source evaluation<br>Significance- making a judgement about the actions of an individual  |                             |
| <b>Autumn 2</b>   |  | <b>Spring 2</b>  |   | <b>Summer 2</b>   |                             |

| <b>TOPIC: The aftermath of World War I and the role of the Big Three at Versailles</b><br><b>WEEKS: 6</b>  |                          | <b>TOPIC: The Holocaust</b><br><b>WEEKS: 6</b>  |   | <b>TOPIC: The Civil Rights movement and the role of Martin Luther King</b><br><b>WEEKS: 6</b>  |   |
|--|--------------------------|---|---|--|---|
| <b>KNOWLEDGE</b>   | <b>Assessment</b>        | <b>KNOWLEDGE</b>  | <b>Assessment</b>   | <b>KNOWLEDGE</b>   | <b>Assessment</b>   |
| <p>What was the world like after W.W.I?<br/>Consequences of the war.<br/>Attitudes of the victors- Clemenceau, Lloyd George, Woodrow Wilson.<br/>What happened at Versailles and were the Big Three happy?<br/>Strengths and weaknesses of the settlement.</p> | <p>Source evaluation</p> | <p>Why do we need to know about it?<br/>History of anti-Semitism in Germany<br/>What was life like for Jews in Germany in the 1930's?<br/>The Nuremberg Laws<br/>Significant individual- Rabbi Dr Schonfeld</p> | <p>First person account of Kristallnacht using contextual knowledge</p> | <p>Conditions for black people in 1950's USA. Jim Crow laws.<br/>Early protests. MLK's involvement in Rosa Park's bus boycott.<br/>Freedom Rides and Freedom Marches. March to Washington and "I had a dream" speech.<br/>How important was he in the fight for Civil Rights?<br/>Non-violence v. Black Power<br/>Successes- Civil Rights Act 1964. Nobel Peace Prize 1964<br/>Things start to go wrong- Race riots 1965-67<br/>Assassination. Legacy.</p> | <p>Essay examining Martin Luther King's role in the Civil Rights movement and reaching a reasoned judgement about his legacy.</p> |
| <b>SKILLS</b>  |                          | <b>SKILLS</b>   |   | <b>SKILLS</b>  | <b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>   |
| <p>Significance<br/>Source evaluation<br/>Consequences</p>   |                          | <p>Significance<br/>Change<br/>Source evaluation</p>  |   | <p>Drawing conclusions about the significance of an individual and events based on contextual knowledge.</p>   |   |



# HISTORY CURRICULUM SEQUENCING

The History Department takes a chronological approach to teaching history at both Key Stage 3 and 4. This approach allows us to take students on a journey and exploration of the past and allows our students to make direct comparisons themselves and identify where continuity and changes are occurring throughout the past, whilst refining their skills as young historian.

The curriculum has been designed in such a way as to reflect the school's local context; with a focus on Jews in the Middle Ages which reflects our own Jewish identity and history; the role of women and the Suffragist movement to reflect the female student body of the school , as well as a local history aspect focussing on the North-West rich industrial heritage by investigating how the Industrial Revolution affect the local area of Salford.

All students take a baseline 'assessment' at the start of year 7 to ascertain their level of historical knowledge and understanding acquired in KS1 and KS2. Due to the variability of history provision in primary, many students in Year 7 lack an understanding of what the discipline of history is, and the basic skills required to access the study of history. This unit is designed to a) close that gap and ensure all students have the basic skills required to study history, and b) develop historians with ambitious skills to enable them to think like a historian.

In Year 7, the concepts of power and sovereignty are thematically studied and revisited; with students gaining a deeper understanding of how they were exercised in the Middle Ages. The enquiry begins by building on students' knowledge of Anglo-Saxon England learned at Primary School and looks to establish the impact of the Norman invasion and conquest of 1066 on Anglo-Saxon society and how it was transformed into an Anglo-Norman society that incorporated the elements of Anglo-Saxon governance and culture valued by Norman kings but also bringing new laws and traditions to cement the Norman legacy. The enquiry into the growing influence of the nobility (Barons) in Anglo-Norman Kingdom, the case study of King John and Magna Carta builds on students' understanding of the power of the medieval monarchy, by looking at how the authority of the monarch was challenged by the emerging power of the nobility. It shows students that Monarchs needed the support of their nobles to rule successfully, as was the case in Anglo-Saxon England. This builds towards a more complex understanding of

medieval kingship and the true bounds of a king's power over his country. Particularly important when students learn about decisions made by Tudor Monarchs and the period revolution under the Stuarts which led to the birth of a constitutional monarchy in England. The enquiry into the Church's role and influence in society and the conflict between the Church and Monarch (main case study: Murder of Thomas Becket) builds on students' understanding of the power that medieval monarchs wield and how, even a King, was limited in the power that they had over it. This builds towards an appreciation of the importance of organised religion to political rule in other contexts such as the Tudors and Stuarts. By studying the Black Death, 1348 and impact on Peasant class, the Peasants Revolt, 1381 and historians' interpretations of its impact; builds on students' understanding of the power of the medieval monarchy, this enquiry completes the story of early medieval Kingship by investigating the why ordinary people challenged the monarch's authority after the Black Death 1348-50. It explores concepts of medieval protest but shows that ordinary people held very little political power. This builds towards a more complex understanding of the power that ordinary people had, and how this power grew when they study enquiries on the growth of democracy, protesting for equality and freedom and their successful involvement in revolution e.g., the suffragettes, the civil rights movement.

Year 8's thematic enquiry focuses on calls for change, and periods of upheaval and revolution, as we move from the Renaissance into the Age of Industry. This enquiry builds on students' Year 7's knowledge of the power and importance Medieval Church, and life for people before the 16th century. The Break with Rome was a pivotal moment in British History; therefore this is a significant event for students to understand why there was a change in religion, and to understand why the Tudor Period is so well known. Students evaluate the extent of change after Henry VIII's Break from Rome through learning about the subsequent reigns of Edward, Mary and Elizabeth, and within the context of the religious tensions under Stuart Monarchs. It sets the stage as a first 'revolution', as well as providing a key foundation of parliamentary power, the role of a Prime Minister and democracy in the UK. The English Reformation provides context for further enquiries on Europe, but also for later GCSE courses. A study of Elizabethan exploration including Elizabeth's strained relationship with Spain shows students how the "known world" was beginning to expand and how empire quickly became an important symbol of power. This builds towards students understanding the rise of the British Empire as well as how expanding trade routes between Europe, Coastal

West Africa and the Americas led to the development of a trade in enslaved peoples in the 18th Century which is studied in a later enquiry. The Transatlantic slave trade also builds towards a greater understanding of the present day, particularly with the idea of the legacy of the slave trade, as well as future enquiries on race relations, and democracy in Britain. Students will also be able to make links when studying the Civil Rights unit in Year 9.

In year 9 we will be looking at the 'Role of the Individual; and how individuals (women, statesmen, resistance fighters and Black civil rights activists) have shaped and influenced the world, from WW1 to the 1960s. This approach will enrich the cultural capital of our students by assisting them in becoming "educated citizens" who are familiar with the key historic events which have not only shaped Britain, but Europe and the world too. Our study on the women's suffrage campaign, students will have the opportunity to analyse the role of women in the home, workplace, and society, and collate a greater understanding of the hardship's women have had to endure to reach their current position. As well as building their empathy skills, this study will inform their understanding about current debates surrounding feminism and equality in the economic, political, and social spheres. We then move onto WW1 and the impact of the Treaty of Versailles and how the various European governments responded during this period. This enquiry builds towards students studying how the Nazis rose to power during the interwar period, which is a topic that some students may revisit in GCSE. It will also provide context for other topics that students will explore such as the Holocaust. Our study of the 'greatest Briton,' Winston Churchill examines the role of a statesman in keeping up morale and a hope of victory during WW2. Student's study the impact of Churchill's propaganda machine to encourage civilians to help the war effort and then make a judgment on whether Churchill was a great war leader. This enquiry builds towards key concepts that will be returned to, such as propaganda, which feature heavily in later enquiries on the holocaust, Germany, WWII, and the Civil rights movement. In the Holocaust enquiry students study the impact of Hitler's policies on thousands of lives, with a focus on significant figures within the Resistance who risked their own lives to save the lives of Jewish people. Our enquiry builds towards a wider understanding of how a lack of tolerance can lead to a global impact. The Holocaust left lasting scars on entire communities and families in the 20th century that can still be felt today and within the school community. Our enquiry of the Civil rights in the USA builds on students' previous knowledge on one form of racial persecution and prejudice (Anti-Semitism and the Holocaust). Students will build on their knowledge of Black people in

the Americas they gained in Year 8 to look at more modern race relations, thereby enabling our students to engage in debates on race in the modern day with a foundation of knowledge of the Civil Rights Movement throughout the 20th century.