

GRANVILLE ACADEMY



Curriculum Guide for History

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1. Curriculum Rationale For History



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What is history at Granville?

History at Granville provides students with:

- Interesting and challenging lessons that will inspire students to enjoy history and understand its relevance and importance today.
- The opportunity to develop their knowledge of significant events in British and world history.
- The language to be able to present opinions and arguments that are well written, clearly expressed, organised and supported by evidence.
- An understanding of the key historical concepts of change, continuity, significance, cause and consequence.
- The skills to question sources, interpretations and narratives of the past and apply this to the information-rich world they live in.
- A greater understanding of how national and global events have affected the lives of the people in Woodville and Swadlincote.
- The opportunity to apply their developing historical knowledge to different time periods and prepare them for further study.
- Enrichment opportunities through visits to London, the WW1 battlefields, the local area and external speakers that broaden their horizons and bring to life the history studied in the classroom.

Sequencing:

Our curriculum is sequenced broadly chronologically, following National Curriculum guidelines to help students understand the key themes of change, continuity, cause and consequence. This allows students to connect ideas from different time periods and see how they inter-relate. It also allows them to place them into time order so they develop their chronological understanding.

The history team have made a conscious decision to focus on a small number of units in each year group in order to provide time to explore them in depth and produce quality written outcomes. We have planned an interleaving approach and will revisit knowledge gained from earlier units to ensure that students have the opportunity to recall prior learning.

We have actively selected areas of study that we know will engage students but also help them to see how the local area connects to the past. For example when studying WW1 we use the story of a local soldier to make the topic more meaningful.

All topics allow us to explore the spiritual, moral and cultural dimensions of history as it relates to this country.

The topics allow students to develop, practise and improve their subject specific vocabulary and literacy skills in order to prepare them for the demands of GCSE.

2 What students will learn in history.

	End of Year 9	End of Year 11
Knowledge	Students to have knowledge of key information as outlined on the curriculum map. Such as the dates of major conflicts, the names of sides in wars, the reasons for victory or defeat, changes to societies over time and the similarities and differences between time periods.	In depth specific knowledge of the key features and characteristics of the areas studied including key individuals and developments, causes and consequences of events, dates of key events, subject specific vocabulary such as Novissima Verba.
Skills	Analyse and evaluate historical sources and texts. Write extended reasoned arguments, justifying their responses based on their learning. Evaluate historical interpretations and use evidence to justify their opinions.	Write narrative accounts of historical events. Write extended reasoned arguments that consider several viewpoints. Evaluate historical interpretations in detail and use evidence to justify their opinions. Analyse, evaluate and make substantiated judgements about sources in the context of historical events studied.
Understanding	That events have causes and consequences. That events have both short term and long term significance. How Britain's place in the world has developed over time. The utility and validity of sources varies depending on time, author and place.	Understand through the study of the content the second order concepts of: Causation Consequence Similarity Difference Change Continuity Significance.



3. Curriculum map and assessment plan



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Topic	Norman Conquest - Succession crisis	Norman Conquest - Hastings	Norman Control including a focus on Tutbury Castle	King John	King John and the Magna Carta.	Swadlincote – From Domesday village to industrial powerhouse.
	Assessments		MAT Assessment		MAT Assessment		MAT Assessment
	Other		Tutbury Castle visit				Sharpe’s pottery - local history.
8	Topic	English Civil War - Causes	English Civil War - Consequences	British Empire/Slavery	Slavery	Jack the Ripper	Jack the Ripper
	Assessments		MAT Assessment		MAT Assessment		MAT Assessment
	Other				Jack the ripper trip.		
9	Topic	WW1 – CAUSES	WW1 - events	Inter-war Years	Rise of Hitler	War Crimes/ Holocaust	Holocaust/ Intro to politics.
	Assessments		MAT Assessment		MAT Assessment		MAT Assessment
	Other	External speaker -	WW1 Poetry and Art competition				

Year		Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
10	Topic	Anglo-Saxon and Norman England, c1060–88	Anglo-Saxon and Norman England, c1060–88	Anglo-Saxon and Norman England, c1060–88	Medicine in Britain, c1250–present	Medicine in Britain, c1250–present	The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
	Assessment(s)	<p>Describe two features of Anglo-Saxon society. [4]</p> <p>Explain why Harold Godwinson became King in 1066. [12]</p> <ul style="list-style-type: none"> - The Witan - Related to Edward the Confessor 	<p>Explain why William won the Battle of Hastings. [12]</p> <ul style="list-style-type: none"> - William's tactics - Luck <p>Describe two features of a motte and bailey castle. [4]</p>	<p>'The most important reason why the rebellions of 1068 to 1071 failed was William's leadership'. Do you agree? Explain your answer. [16]</p> <ul style="list-style-type: none"> - William's actions and leadership - the rebellions <p>Describe two features of the Feudal system. [4]</p>	<p>Explain why there was continuity in ideas about the cause of disease during the period 1250-1500. [12]</p> <ul style="list-style-type: none"> - The Church - Galen <p>Explain one way in which ideas about the cause of disease and illness were similar in the 14th and 17th centuries. [4]</p>	<p>'Individuals had the most significant impact on medical training between c.1500 and c.1700'. How far do you agree? Explain your answer. [20]</p> <ul style="list-style-type: none"> - Vesalius - The Royal Society <p>Explain one way in which the prevention of disease and illness was different in the nineteenth and twenty-first</p>	<p>Y10 PPE - Paper 1 and half of Paper 2 (2018)</p> <p>Describe two features of the trench system on the Western Front. [4]</p> <p>How useful are Sources A and B for an enquiry into the treatments that were available for wounded soldiers on the Western front? [8]</p>

						centuries. [4]	How could you follow up Source A to find out more about the treatments that were available for wounded soldiers on the Western Front? [4]
	"Other" provision						Trenches visit
11	Topic	The Making of America, 1789-1900	The Making of America, 1789-1900	Living under Nazi Rule, 1933-1945	Living under Nazi Rule, 1933-1945	Revision	
	Assessment(s)	Write a clear and organised summary that analyses the impact of the Indian Removal Act of 1830. Support your summary with examples. [9]	Y11 PPE – Paper 1 and half of Paper 2 'The Civil War and Reconstruction were a time of great progress for African Americans in the South'. How far do you agree with this	What can Source A tell us about the growing persecution of Jews in Nazi Germany? Use the source and your own knowledge to support your answer. [7]	How useful are Interpretation B and Sources C and D for a historian studying the lives of people in Germany during the Second World War? [15] 'German occupation in the		

	<p>Why did many migrants find the journeys to Oregon and California so difficult in the 1840s? Support your answer with examples. [10]</p>	<p>statement? Give reasons for your answer. [18]</p> <p>What was the impact of the railroads and the cattle industry on the Plains in the 1860s? Support your answer with examples. [10]</p>	<p>How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? [15]</p>	<p>Second World War was, in general, far harsher in eastern Europe than in western Europe'. How far do you agree with this view? [18]</p> <p>Y11 PPE – Paper 3</p>		
<p>"Other" provision</p>			<p>'Doctors Show/Hitler on Trial' workshops</p>			



4. Specialist Vocabulary



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	Yr 7	Yr8	Yr9	Yr10	Yr11
1	Succession	Prostitute	Militarism	Conquest	Frontier
2	Contender	Whitechapel	Alliances	Novissima Verba	Settler
3	Heir	Pea Souper	Nationalism	Post obitum	Plains
4	Inheritance	Investigation	Imperialism/Empire	Sub Regulus	Manifest Destiny
5	Tactics	Squalor	Assassination	Renaissance	Homestead
6	Feudal	Catholic	Terrorist	Vaccination	Temperance
7	Interpretation	Protestant	No man's land	Cholera	Mormons
10	Barons	Monarchy	Front line	Miasma	Polygamy
11	Church	Divine Right	Reserve	Anaesthetic	Consensus
12	Monks	Civil War	Genocide	Antibiotic	Proportional representation
13	Medieval	Parliament	Holocaust	Antispetic	Democracy
14	Villein	Royalist	Civilians	Genius	Dictatorship
15	Peasants	Emancipation	Conflict	Patronage	Hyperinflation

What specialist vocab will students be explicitly taught in each year?

How will you check their ability to apply the vocab accurately?

Will you do vocab test each half term?

Will you make them learn definitions?



5. Cultural Capital



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	Experiences that students experience in your subject that enrich their learning?
Year 7	Tutbury Castle trip and local history visit
Year 8	Jack the Ripper and slavery tour of London
Year 9	Speaker about William Coltman VC, Poetry and art WW1 competition, Introduction to politics.
Year 10	Battlefields Trip
Year 11	University and history after GCSE



6. Homework and independent learning



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Homework in history is set regularly and can take one of these forms: The intention is that homework activities will enable students to transfer the knowledge they have gained from the classroom context to their long term memory.

- Learning of factual knowledge in preparation for a test.
- Learning of spelling and meaning of key vocabulary.
- Creative homework activities based on learning in class.
- Research based homework.
- Discussion homework in preparation for work in class.
- Extended written work.
- Summary of content learned in class.
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