**Curriculum Intent**

The History Curriculum empowers learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. Our curriculum is broad to establish amongst our students a wider understanding of the history of not only Britain, but the world and their place in it today. Our curriculum is predominantly in chronological order, through different themes so students can identify change and continuity, similarity and differences of events and lives through time. Concepts and skills are scaffolded, building upon one another in a logical sequence. The department strives for all students to achieve their full potential by engaging with a wide-ranging and rigorous curriculum informed by the best modern practice. A greater understanding of world, national and local history is essential to creating outward-looking critical thinkers who will end up making a positive contribution to their own communities and wider society. Through developing an appreciation of a variety of views and experiences we foster tolerance without compromising their desire to challenge received wisdom.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1  INTRO AND THE NORMANS | HT2  MEDIEVAL RELIGION | HT3  THE BLACK DEATH | HT4  THE TUDORS – THE HENRYS | HT5  THE TUDORS – MID TUDOR CRISIS | HT6  THE STUARTS |
| **Year 17** | **BROAD** | Core content, knowledge and skills | **Core Content and knowledge**  Introduction to History:   * What is History, why do we learn it and what is important about it.   The Normans:   * Life and Society before 1066 in England. * Contenders to the throne and why did they believe they had a claim to the English throne. * The Battle of Stamford Bridge and Battle of Hastings. * Feudal System developed by William the Conqueror. * Domesday Book. | **Core Content and knowledge**  Medieval Religion:   * Why was religion important and what beliefs did they have in England. * Life as a monk and nun. * Pilgrimage * Henry II and Thomas Becket   Medieval Islam:   * Life in Medieval Islam * How important were the Crusades for the Catholic Church * Why were the Crusades important for the Catholic Church? * Why were there more crusade? * How successful were the crusades? | **Core Content and knowledge**  The Black Death:   * Medieval villages * Medieval towns * The causes of the black death * The treatments for the black death * Surviving the black death   The Peasants Revolt:   * Why did the peasants revolt? * What were the consequences of the peasants revolt? | **Core Content and knowledge**  The Tudors  Henry VII:   * What were the War of the Roses? * How did Henry win the Battle of Bosworth. * Was Henry VII a gangster   Henry VIII:   * Was Henry VIII a catch – What was Henry looking for in a wife? * Was Henry a monster? * Katherine and Henry * Catholics and Protestants * Reformation * Anne Boleyn and Henry * Dissolution of the monasteries * Black Tudors * The Wives | **Core Content and knowledge**  The Tudor crisis:  Edward VI:   * Edward’s problem * Edward’s religion * Lady Jane Grey   Mary I:   * Mary’s problems * Bloody Mary   Elizabeth I:   * Elizabeth’s problems * Elizabeths religion * Tudor rollercoaster * The Spanish Armada | **Core Content and knowledge**  The Stuarts:   * James I, the first Stuart * Gunpowder plot * Witches * Charles I * Causes of the Civil War * Roundheads and Cavaliers * Should Parliament kill the King? * Cromwell – hero or villain? * Charles II * Great fire of London * Glorious revolution * Queen Anne and Scotland |
| Extra-curricular opportunities | **History Society** – Available for KS3 (Year 7 to 9). Students can learn about topics outside of the curriculum and teach others through a presentation on a historic event that they have researched. There are also quiz events, debates, and historic movies. | | | | | |
| Ways the Y7 curriculum goes beyond the national curriculum | All topics not only follow the national curriculum but also explores other subjects such as religion and links back to British values. | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | None. | The importance of religion, mainly Christianity. | The understanding of hygiene and health care. | The key figures during the Tudors. | The Tudor Monarchs. | Bonfire Night.  Great Fire of London (KS1/KS2) |
| Assessment | **12 mark essay:**  Explain why the Normans won the Battle of Hastings. | **8 marks source:**  How useful is Source A for finding out about the death of Becket? | **4 marks source**:  How useful is this source in finding out about the Black Death | - | **4 marks source**:  Give two things you can infer from a source about problems Mary faced in her reign.  **16 mark essay**:  How far do you agree with this statement? | - |
| Points when these knowledge/these skills will be revisited | Assessment questions are based on GCSE style questions – the same format of the question will be used when answering GCSE exam questions.  Students are required to use source analysis and essay styled answers for GCSE questions. | | | | | |
|  |  | GCCSE – Medicine through time: Medieval medicine 1250-1500. | GCSE – An overview of the topic, Henry VIII and his ministers, 1509-1540. |  | A Levels – The Stuarts. |
| **EMPOWERING** | Key vocabulary | * Witan * Heir * Claim * Succession * Earl * Archbishop * Oath * Dynasty * King Edward * Harold Godwinson * Duke William * Harald Hardrada * Tostig Godwinson * Edith, wife of Edward * Archbishop Stigand | * Church * Archbishop * Heaven * Pope * Doom paintings * Hell * Divine Right * Holy land * Purgatory * Pilgrimage * Monastery * Crusade * Excommunication * Thomas Becket * Henry II * Pope Urban * Saladin | * Black death * Buboes * Pneumonic plague * Pandemic * Plague doctor * Symptom * Quarantine * Social * Economic * Cultural * Cures | * Annul * Heir * Monarch * Reformation * Reign * Treason * Protestant * Catholic * Martin Luther * Catherine of Aragon * Anne Boleyn * Henry VII * Henry VIII | * Tyrant * Rebellion * Armada * Renaissance * Edward VI * Lady Jane Grey * Mary I * Elizabeth I | * James I * Oliver Cromwell * Charles I * Charles II * Guido Fawkes * Civil War * Roundhead * Cavaliers * Sash * Musketeers * Parliamentarians * Royalists |
| Opportunities to engage with different cultures/perspectives/voices | **1066:** Understanding the origins of the English monarchy and the influences from other cultures as a result of it**. Medieval religion:** Looking at both Medieval Christianity and Islam and comparing the two. Understanding the relationship between the two religions through the Crusades. **Black Death and Peasants Revolt:** Understanding of why religion played a large role in the Black Death and the perspectives of the peasants during the peasants revolt. **Tudors:** Looking at the effects on religion and the people throughout the Tudor period. **The Stuarts:** The civil unrest and change in power in the monarchy under the Stuarts. | | | | | |
| Relevance to real world and careers | Source work, analysis skills, essay writing practice, understanding chronology.  Careers: Government, law, the police, archives, museum, conservation, heritage organisation, business management and office/ administration work. | | | | | |
| **CHALLENGING** | Homework | None. | **Project: Medieval World**  Week 1: Women  Week 2: Leaders  Week 3: Patrons Saints  Week 4: Empires, Dynasties, Aztecs and Mongols  Week 5: Who was the most influential. | **Project: Medieval Castle**  Week 1: Motte and Bailey Castles  Week 2: Stone Keep Castles  Week 3: Concentric Castles  Week 4: Making a model castle | **Project: Princes in the Tower**  Week 1: What happened in the War of the Roses  Week 2: Source work  Week 3: Wanted poster | **Project: Elizabeth, A journey through time**  Complete a guidebook throughout the term:   * Interview with a famous person * Analysis of a painting * Love letter from Elizabeth’s suitor * Fashion victims * Come dine with me menu. * Important figures * Forms of torture * Interesting inventions * Conclusion of the guide – what are your thoughts? | **Project: Witchcraft**  Week 1: Why was there a witch craze?  Week 2: 17th Century beliefs  Week 3: Who was responsible for the decline of witch trials  Week 4: Salem Witch trials 1692 |
| Super curricular recommendations | **Podcasts:** Rex Factor,The Battle of Stamford Bridge: <https://www.bbc.co.uk/programmes/b011jvlt>**,** [BBC Radio 4 - In Our Time](https://www.bbc.co.uk/programmes/b006qykl), [Stuff You Missed in History Class - YouTube](https://www.youtube.com/@StuffYouMissedinHistoryClass) & [The Past and The Curious – A History Podcast for Kids and Families](https://thepastandthecurious.com/)  **Research**: What your town was like according to the [Domesday Book (opendomesday.org)](https://opendomesday.org/).  **Visit:** [1066 Battle of Hastings, Abbey and Battlefield,](https://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/)  [Hampton Court Palace](https://www.hrp.org.uk/hampton-court-palace/#gs.34jnhm), [Hever Castle](https://www.hevercastle.co.uk/) & [Canterbury Cathedral](https://www.canterbury-cathedral.org/).  **Watch**: [Timeline - World History Documentaries - YouTube](https://www.youtube.com/@TimelineChannel), [History Time - YouTube](https://www.youtube.com/@HistoryTime) & [Absolute History - YouTube](https://www.youtube.com/@AbsoluteHistory)  **Read**: *Measly Middle Ages, Horrible Histories* by Terry Deary & Martin Brown, *Medieval Lives* by Terry Jones*, The Last English King* by Julian Rathbone*, The Time Traveller's Guide to Medieval England* by Ian Mortimer, Pilgrim by James Jackson, Crusades by L.J Hutton and *The Time Traveller's Guide to Elizabethan England* by Ian Mortimer. | | | | | |