**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  Statues and Empire | HT2  Black Peoples of the Americas | HT3 | HT4 | HT5 | HT6 |
| **Year 8** | **BROAD** | Core content, knowledge and skills | Enquiry: What should happen to the statues in Parliament square?   * A close look at the statues in Parliament square. * A case study on the statue of Edward Colston in Bristol * To develop an understanding of the significance of monuments and who we choose to immortalise   Enquiry: Was life the same for everyone in the Empire?   * How the Empire enriched Britain * Case studies: Ireland, Australia and India * Britain’s relationship with the Empire * Contemporary views of Empire   Skills for monuments: Interpretations and debate (should controversial  monuments be removed?)  Skills for Empire: source inference (4 mark question) and explain why question (12 marker) | Enquiry: What can artefacts teach us about medieval Africa?  Who should take credit for the abolition of slavery?   * To understand Africa before 1700 looking at artefacts, Mansa Musa and Benin. * The trans-Atlantic slave trade and the middle passage * To understand the life of a slave in the Americas - Life on plantations * To understand resistance and the struggle for abolition * How slavery was abolished including the Lancashire mill workers strike.   Skills: Describe two features of something (4 marks) and source utility (8 mark question) | Enquiries:   * What was the Industrial revolution? * Why did it happen in Britain? * Why was there a population boom? * Why factories? * Who were the entrepreneurs? * What were working conditions like? * What was life like in an industrial city? * How did transport affect the IR? * Why were railways important? * What happened to public health?   Skills: similarities and differences between enslaved people and workers in the IR |  |  |  |
| Extra-curricular opportunities | Key stage 3 History society | | | | | |
| Ways the Y7 curriculum goes beyond the national curriculum |  | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | An awareness of the significance of statues. To have some knowledge of what an Empire is and know some examples of Empires that have existed in history. | An understanding of what slavery is.  An awareness that there are many misconceptions and stereotypes in history which have fuelled racism. | An awareness of what a factory is, what the words ‘industrial’ and ‘revolution’ mean. An awareness of the concepts of social change in history and of how the modern world took shape. |  |  |  |
| Assessment |  |  |  |  |  |  |
| Points when this knowledge/these skills will be revisited |  | | | | | |
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| **EMPOWERING** | Key vocabulary | * Monument * Importance * Significance * Memorialisation * Controversy * Empire * Colonisation * Profit * Trade * Genocide | * Misconception * Stereotype * Slavery * Slave trade * Middle passage * Auction * Plantation * Punishment * Resistance * Abolition | * Industry/industrial * Revolution * Socio-economic change * Factory * Machine * Power source * Working conditions * Urbanisation * Transport * Public health |  |  |  |
| Opportunities to engage with different cultures/perspectives/voices |  | | | | | |
| Relevance to real world and careers |  | | | | | |
| **CHALLENGING** | Homework | The British Empire map project |  |  |  |  |  |
| Super curricular recommendations | Visit:  <https://www.london.gov.uk/programmes-strategies/arts-and-culture/commission-diversity-public-realm/london-unseen-heritage-tours-and-trails/london-unseen-tours-trails-and-events/british-empire-walking-tour>  Trafalgar square and National Gallery  National maritime museum Greenwich  Watch: Horrible Histories: Vile Victorians, Work song, pioneers of transportation – Roots (with parental guidance).  Read: Black History Book by David Olusoga / Stolen History the truth about the British Empire by Sathnam Sanghera / Extraordinary women in History by Leah Gail | | | | | |