HISTORY

Curriculum Intent	
Greenshaw Learning Trust The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.	- To provide our young people with an agreed core of historical knowledge that they can wield in their future study of history and other subjects. - To explore and engage with diverse histories that take students beyond their immediate context. The curriculum will provide students with an opportunity to both wrestle with difference and dissect how historical societies have themselves wrestled with difference to ensure that we have a diverse representation of history. - To equip students with an array of critical skills and an analytical frame of mind. The curriculum will embed opportunities to engage with the work of the historian and develop 'second-order thinking' about causation, historical change, source analysis, historical significance and interpretations. Students will also be exposed to challenging texts and supported towards extended historical writing. - Through all of this, to cultivate a love of subject that propels students towards a future interest in the past.

Big Ideas	Power	Conflict	Society
National Curriculum 2013 - *gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*	Monarchy, government, parliament, republic, revolution, reform, autocracy, dictatorship, democracy, feudalism, disenfranchisement, totalitarian, suffrage, empire, civil rights	Revolution, rebellion, warfare, protest, ideas (religion), imperialism, nationalism, militarism, civil war, total war, cold war, suffrage, resistance	Class, caste, feudal, hierarchy, slavery, economics, industrialisation, liberty, reform, radical, socialism, capitalism, communism, peasant, colony, empire, race, civil rights

Disciplinary knowledge (Work of the historian)	Chronology	Second-Order Concepts	Contexts	Methods of Enquiry
	National Curriculum 2013 - *know and understand the history of these islands as a **coherent, chronological narrative**, from the earliest times to the present day...*	National Curriculum 2013 - *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...*	National Curriculum 2013 - *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...*	National Curriculum 2013 - *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...*

(approx.)	Term 1	Term 2	Term 3
Big ideas	Power	Society	Conflict
Substantive knowledge	1. Norman conquest How did the Normans gain power over England? - Battle of Hastings, 1066 - Feudal system - Motte and Bailey castles - Harrying of the North 2. Medieval monarchs Why was the power of medieval monarchs challenged? - The Anarchy, 1135 – 1154 - Thomas Becket, 1170 - Magna Carta, 1215 - Peasants' Revolt, 1381	1. Ancient-Medieval Empires - Roman - Byzantine - Abbasid 2. Medieval Surrey What was important to Medieval Godalming's society? - Land - The Church and monasteries - Trade - Gender **[Source analysis]** 3. Tudor England How did English society change during the Tudor era? - Tudor migration - Exploration - Trade - Alliances - Elizabethan society - Tudor Godalming	1. War of the Roses Why was 15th century England in conflict? - Reasons for conflict - Civil war - Richard III - Princes in the Tower - Henry VII **[Interpretations]** 2. Reformation Why was 16th century England in conflict? - Reasons for Break with Rome, 1534 - Consequences of the Break - Counter Reformation, 1547 - 1558 - Failure of the Middle Way, 1558 - 1603 - Impact on society
Disciplinary focus	Cause and Consequence Significance	Similarity and Difference Change and Continuity	Cause and Consequence Similarity and Difference
Assessment	Knowledge tests - Normans - Medieval monarchs	Knowledge tests - Medieval Surrey - Tudor England	Knowledge tests - War of the Roses - Reformation

(approx.)	Term 1	Term 2	Term 3
Big Idea	Society	Power	Power / Conflict
Substantive knowledge	1. Industrial Revolution How did British society change during the Industrial Revolution? - Britain in 1750 - Causes of the Industrial Revolution - Impact on economy - Impact on society - Impact on Godalming [Interpretations] 2. Transatlantic Slave Trade How was society impacted by the Transatlantic Slave Trade? - Mali empire - West Africa - violence - Caribbean – middle passage, plantations, resistance, Barbados slave code - Britain – wealth, Clandon Hall [Source analysis]	1. British Empire What were people's experiences of the British Empire's power over them? - Lenape (North America) - Maori (New Zealand) - Hausa (Nigeria) - [Ireland] 2. British Empire in India How did British power in India change over time? - Mughal Empire - East India Company - 1857 Rebellion - British Raj - Independence [Interpretations]	1. Development of Democracy How did the people fight for power in Britain? - English Civil War, 1642 - 1649 - Glorious Revolution, 1689 - Age of Revolution, c. 1700s - Age of Reform, c. 1800s - Women's suffrage, c. 1900s 2. British Civil Rights Why has there been conflict in spite of equality? - Immigration - Women - LGBTQ+ - Stephen Lawrence
Disciplinary focus	Cause and Consequence Change and Continuity	Similarity and difference Change and Continuity	Similarity and Difference Change and Continuity Cause
Assessment	Knowledge tests - Transatlantic Slave Trade - Industrial Revolution	Knowledge tests - British Empire - experiences - British Empire - India	Knowledge tests - Development of Democracy - US Civil Rights

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(approx.)	Term 1	Term 2	Term 3
Big Idea	Conflict	Power	Society
Substantive knowledge	<ins>1. World War One</ins> Why did global conflict breakout in 1914? - Napoleonic Wars - Rise and fall of empire - Imperialism - Scramble for Africa - Militarism - Alliances - July Crisis How significant was the conflict of World War One? - Trench warfare - 'World' war - Developments - Home Front - Impact on Godalming	<ins>1. Communist Russia</ins> Why did Russia rise to become a communist superpower? - Imperial Russia - Russian Revolution - Stalinist Russia - Superpower - early Cold War <ins>2. Nazi Dictatorship</ins> How did Nazis gain power in Europe by 1942? - Rise of Hitler - Life in Nazi dictatorship - Causes of WWII - Occupation of Europe - Defeat of the Nazis **[Source analysis]**	<ins>1. The Holocaust</ins> What impact did Nazi persecution have on Jewish society? - Persecution of Jews - Ghettos - Final Solution - Resistance / Collaboration - Consequence <ins>2. 20th Century USA</ins> What types of prejudice were experienced in 20th century American society? - African Americans - Women - Poverty
Disciplinary focus	Cause and Consequence Significance	Similarity and Difference Cause and Consequence	Change and Continuity Significance
Assessment	Knowledge tests - Causes of World War One - Consequences of World War One	Knowledge tests - Communist Russia - Nazi dictatorship	Knowledge tests - Holocaust - Post-War Britain

Impact for KS4 Any crossover is mainly wider context to support GCSE content.	- **Medicine through time** - Medieval and Tudor society, World War One - **Superpower Relations: Cold War** - Communist Russia, 20th century USA - **Henry VIII** - Reformation - **Weimar and Nazi Germany** - Nazi Dictatorship, World War One (nationalism, militarism)

Age-related expectations

In history, age-related expectations are made up of two simple elements:

1.   What students are expected to know (i.e. the events, keywords, individuals, chronology, etc)
2.   What students are expected to be able to write (i.e. the application of knowledge and skills to a particular question)

In real terms, this shown by knowledge organisers and model answers.

	Year 7	Year 8	Year 9
Chronology	- Arrange events in chronological order - Identify distinct periods: medieval, Tudor etc - Understand the terms BCE / AD, century, decade	- Explain chronology of events by using cause and consequence - Understand that periods do not have distinct start and end points	- Explain broader and more in depth chronology - Confidently recall dates of key events studied
Cause and consequence	- Identify that there are reasons why events happen and impacts of those events - Describe causes and consequences of events	- Explain causes and consequences of key events - Start ranking causes and consequences to form judgements about key events	- Evaluate cause and consequences to form own interpretations about historical events - Show understanding that causes and consequences contribute to historical narrative
Change and continuity	- Describe changes that occur over time	- Explain the impact of change on power, society and conflict	- Explain reasons why change and continuity take place
Similarity and difference	- Identify similarities and differences between distinct historical periods	- Describe the similarities and differences between periods, events, experiences (e.g. of British Empire), cultures etc	- Explain reasons why similarity and difference occur between periods
Significance	- Identify that some periods or events may be more 'important' than others - Suggest reasons why an event was important	- Explain why an event was significant using criteria such as: led to change, longevity, unique, wide impact on people, etc	- Evaluate the significance of events by comparing them and forming own interpretations of them
Contexts	- Show understanding of the differences between political, social and military history	- Identify the links between contexts (local and national, political, social etc)	- Explain historical events by considering them in different contexts
Source analysis	- Identify primary from secondary sources - Understand that sources have content and provenance - Use sources to learn about historical events	- Make inferences from sources - Analyse source utility based on its content - Apply own knowledge to a source to analyse accuracy	- Analyse source utility based on its provenance - Identify that different types of sources provide different uses for historians
Interpretations	- Understand that historians have contrasting opinions about historical events	- Identify difference between historians' views - Recognise that historians use different sources to reach their conclusions	- Evaluate interpretations by using own knowledge to support or contradict views - Make own interpretations
Historical writing	- Formulate PEE paragraphs which uses specific evidence	- Formulate PEE paragraphs that explain using vocabulary such as: therefore, this led to, as a result, consequently	- Formulate PEE paragraphs that use vocabulary such as: catalyst, exacerbated, accelerated - Ranks ideas to reach own conclusions (interpretations)