


**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.	<ul style="list-style-type: none">- To provide our young people with a 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.
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Big Ideas	<u>Power</u> 	<u>Conflict</u> 	<u>Society</u> 
National Curriculum 2013 - <i>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i>	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) 	<u>Chronology / Context</u> National Curriculum 2014 - <i>understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short- and long-term timescales.</i>	<u>Second-Order Concepts</u> National Curriculum 2014 - <i>understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations.</i>	<u>Methods of Enquiry</u> National Curriculum 2014 - <i>the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate.</i> <i>The ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims.</i> <i>Understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.</i>
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YEAR 10 – 3-year GCSE

(approx.)	Term 1	Term 2	Term 3
Topic	Henry VIII	Weimar & Nazi Germany	Weimar & Nazi Germany
Substantive knowledge	<u>1. Cromwell and the King's marriages</u> <ul style="list-style-type: none"> - Fall of Anne Boleyn - Jane Seymour and heirs - Influence of the Seymours <u>2. Cromwell's reforms to government</u> <ul style="list-style-type: none"> - Politics – Privy Chamber, use of parliament - Finance – King's Chamber - One-system government <u>3. Cromwell's reforms to religion</u> <ul style="list-style-type: none"> - Break with Rome - Opposition to Break – More, Fisher, Barton - Impact of the Reformation – Cranmer - Dissolution of Monasteries – causes, consequences - Pilgrimage of Grace – causes, significance, failure <u>4. Downfall of Cromwell</u> <ul style="list-style-type: none"> - Anne of Cleves marriage - Heresy and influence of Duke of Norfolk - Execution 	<u>1. Challenges facing Weimar</u> <ul style="list-style-type: none"> - Impact of WWI and Treaty of Versailles - Weimar's origins and constitution - Political – Spartacist, Kapp, assassinations - Economic – occupation of the Ruhr, hyperinflation <u>2. Weimar's Golden Age</u> <ul style="list-style-type: none"> - Stresemann and recovery – Dawes, Locarno, etc - Women, standards of living - Cultural changes <u>3. Early Nazi Party</u> <ul style="list-style-type: none"> - Early NSDAP - Munich Putsch - Lean Years of Nazi Party <u>4. Nazi's rise to power</u> <ul style="list-style-type: none"> - Great Depression and unemployment - Increased support – propaganda, policies - 1932 political crisis - Consolidation of power - Night of the Long Knives 	<u>1. The Dictatorship</u> <ul style="list-style-type: none"> - Police state - Propaganda and censorship - Control over religion - Opposition to the Nazis <u>2. Life in Nazi Germany</u> <ul style="list-style-type: none"> - Policies for women - Policies for children - Standards of living – unemployment, KdF, DAF - Persecution of minorities and Jews <div>Superpowers: Cold War</div> <u>1. Origins of the Cold War</u> <ul style="list-style-type: none"> - Grand Alliance – conferences, satellites, breakdown - Economic split – Truman Doctrine, Comecon - Berlin Crisis, 1948 - Military split – NATO, Warsaw Pact, arms race - Hungarian Uprising, 1956
Disciplinary focus	Cause and Consequence Change Significance	Cause and Consequence Change Significance	Similarity and Difference Cause and Consequence Change
Big Ideas	Power, Society, Conflict	Power, Society, Conflict	Power, Society, Conflict
Assessment	Paper 2 – AO1, AO2 <ul style="list-style-type: none"> - Describe 2 features /4 - Explain why /12 - [Statement] How far do you agree /16 	Paper 3 – AO1, AO2, AO3, AO4 <ul style="list-style-type: none"> - Give 2 inferences /4 - Explain why /12 - How useful /8 - [Interpretations] /4, /4, /16 	Paper 2 – AO1, AO2 <ul style="list-style-type: none"> - Explain 2 consequences /8 - Narrative account /8 - Explain the importance /8



YEAR 11 – 3-year GCSE

(approx.)	Term 1	Term 2	Term 3
Topic	Medicine through time	Medicine through time	Revision
Substantive knowledge	<u>1. Renaissance medicine</u> <ul style="list-style-type: none"> Ideas about cause, treatment, prevention Vesalius, Harvey and Sydenham Great Plague, 1665 <u>2. Industrial medicine</u> <ul style="list-style-type: none"> Ideas about cause, treatment, prevention Pasteur, Koch and Germ Theory Jenner and smallpox vaccination Snow and Cholera Epidemic, 1854 <u>3. Modern medicine</u> <ul style="list-style-type: none"> Ideas about cause, treatment, prevention Watson, Crick and DNA Fleming, Florey, Chain and penicillin Lung cancer 	<u>1. Medicine on Western Front, WWI</u> <ul style="list-style-type: none"> Context of WWI – trenches, battles Medicine in 1914 Illnesses and injuries Chain of Evacuation and medics Developments in WWI 	<u>1. Germany</u> <ul style="list-style-type: none"> Recap knowledge <u>2. Medicine</u> <ul style="list-style-type: none"> Recap knowledge
		Revision	
		<u>1. Cold War</u> <ul style="list-style-type: none"> Recap knowledge <u>2. Henry VIII</u> <ul style="list-style-type: none"> Recap knowledge 	
Disciplinary focus	Change and Continuity Similarity and Difference Significance	Significance	
Big Ideas	Society	Society, Conflict	
Assessment	Paper 1 – AO1, AO2, AO3 <ul style="list-style-type: none"> Explain one way /4 Explain why /12 [Statement] How far do you agree /16 	Paper 1 – AO1, AO2, AO3 <ul style="list-style-type: none"> Describe 2 features /4 How useful /8 Follow up an enquiry /4 	



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 10	Year 11
Chronology	<ul style="list-style-type: none">- Recognise that change and continuity occurs across distinct periods- Organise events into a clear narrative	<ul style="list-style-type: none">- Organise events into a clear narrative
Cause and consequence	<ul style="list-style-type: none">- Organise events into a clear narrative	<ul style="list-style-type: none">- Explain narratives by analysing the links (causes and consequences) between events
Change and continuity	<ul style="list-style-type: none">- Explain turning points in history and their impact- Explain narratives of change	<ul style="list-style-type: none">- Evaluate extent, pace and significance of change, the reasons for change or continuity- Make own conclusions about extent of change
Similarity and difference	<ul style="list-style-type: none">- Evaluate the reasons why similarity and difference occur	<ul style="list-style-type: none">- Recognise similarity and difference between societies, periods, countries etc
Significance	<ul style="list-style-type: none">- Evaluate the significance by explaining the impact of the event on the wider period	<ul style="list-style-type: none">- Evaluate the significance of events by recognising an event's position in a wider narrative
Contexts	<ul style="list-style-type: none">- Explain historical events by considering them in different contexts	<ul style="list-style-type: none">- Explain historical events by considering them in different contexts
Source analysis	<ul style="list-style-type: none">- Identify that different types of sources provide different uses for historians- Deploy own knowledge to analyse the content and provenance of sources	<ul style="list-style-type: none">- Explain the utility of sources by analysing provenance – origins, audience, purpose of sources- Show understanding of the context in which sources are written and how it affects the utility of the source- Provide criteria when analysing the utility of sources
Interpretations	<ul style="list-style-type: none">- Evaluate interpretations by using own knowledge and comment on how convincing the arguments are- Make own interpretations and justifying opinions- Identify difference of focus or argument in contradicting views	<ul style="list-style-type: none">- Evaluate a historian's tone and language they use to convey their arguments- Show understanding of how a historian reaches their conclusions- Form substantiated judgements about how convincing interpretations are
Historical writing	<ul style="list-style-type: none">- Form own points when structuring essays- Rank and justify ideas- Formulate PEE paragraphs that directly link back to the question	<ul style="list-style-type: none">- Formulate conclusions which justify opinions using criteria- Show understanding of the wider context of the period- Produce analytical explanations directed to conceptual focus of question- Essays are coherent and logically structured with clear lines of reasoning