



# Curriculum Overview Document

## History



### Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

### Our intention for our curriculum is:

At HLC students will enjoy the opportunity to study a broad History curriculum studied through a chronological approach. Students will understand how the world around them has been shaped by the past and develop a sense of respect and admiration for others. We will promote discussion and encourage curiosity to ensure students have a sense of belonging and understanding. We aim to inspire a thirst for learning by studying key individuals and notable events that have shaped the past. An independent and inquisitive approach will help to lead our students to success. The History KS3 curriculum has been designed to build on the KS2 History curriculum; ensuring a chronological approach to understand connections, contrasts and trends over time. With this knowledge students will make informed and detailed responses including frequent use of the key historical skills ranging from cause and consequence to significance. Our KS3 topics have been ordered in a chronological sequence to ensure clarity of building up the big picture. This allows the students to prepare a foundation which the KS4 syllabus will build upon.

### Linking our curriculum intention to our local community:

In Year 7 we study the local area encompassing the towns of Hadley, Wellington, Dawley and Ironbridge to allow student to:

- Access primary evidence to have a sense of understanding of how the local community evolved.
- Study local war memorials to develop a sense of empathy with past generations
- Through the KS4 Battlefields trip to France, students have had the opportunity to visit war graves of the local WW1 soldiers.

### Implementation

#### Year 7 Curriculum implementation

In Year 7 students start with Medieval History building on the KS2 topic of Britain's settlement by Anglo-Saxons & the time of Edward Confessor. Following this we study living standards in the Middle Ages and the impact of the Black Death on society. The chronological picture continues into the Tudor topic where the power of monarchy and the Church is explored through a variety of monarchs and past events. We end the Year 7 with a local History study whereby we make links to the Iron Age forts on the Wrekin and the local market towns which date back to prior to 1066. This allows students to make links to primary local history topics and build a strong chronological picture from 1066 to 1660.

1	2	END POINT TEST &	3	4	5	6	END POINT TEST &
	Medieval History-Castles			Life in Tudor England		Local History	

<p><b>Medieval History- Norman Conquest</b></p> <p>Students begin the History course by learning what England was like before 1066, the rivalry over the English throne and the last invasion of the British Isles. This provides students with an introduction to the power of the monarch as this has a significant impact on how our society has evolved. We also focus on the impact of settlers on England as this will help shape our studies on war throughout KS3. Students will develop chronology skills, create arguments over causes of the Battle of Hastings and make judgements on the claimants. This unit provides an important insight into the themes of succession which will be studied further in KS3 and 4. Here we aim to establish a good standard of literacy ensuring students develop detail rich answers and use evidence from sources in the form of quotations where relevant.</p>	<p>In the second part of the Medieval topic students will learn how William I gained control of England. Students learn about life in Medieval England including the development of castles, living standards, the importance of religion and the Black Death. This ensures the students have a secure understanding of the medieval period and can use this as a starting point for their big picture of History. Students will use the knowledge gained to introduce the concept of a historical narrative using the concepts of causation and significance. Students will also build on their source handling skills to start to consider utility.</p>	<p>THERA PY</p>	<p><b>Henry VIII &amp; The Reformation</b></p> <p>The third topic provides an overview of the Tudor family tree followed by a detailed focus on the causes of the English Reformation, the problems of succession for Henry VIII and the religious change that followed. This time period arguably transforms the power and influence of the Christian Church and has a tremendous impact on society. Students will deepen their chronological understanding and develop the skills of causation and significance through the religious changes that take place. This will be developed using a range of literacy techniques and should embed a good understanding of key terms. This unit will provide a foundation to the KS4 topic of Early Elizabethan England.</p>	<p>In the fourth topic students will deepen their knowledge on the reigns of Edward VI, Mary I and Elizabeth I with the main focus being the impact of the religious change on society. This allows the students to place the Tudors within their chronological period and also have an in-depth understanding of the problems involved in ruling Tudor England. Students will continue to develop their literacy skills through the application of knowledge to a range of interesting, thought provoking arguments showing clear judgements. Source handling will also start to become more sophisticated with students starting to select based on utility from a range of sources</p> <p>This unit will continue to develop the foundation for the KS4 topic of Early Elizabethan England.</p>	<p><b>The Stuarts &amp; The English Civil War</b></p> <p>The fifth topic will introduce the English Civil War. Students will analyse the causes and events of the English Civil War resulting in the execution of Charles I. This provides students with the opportunity to question the role of the King, the events that led to the English Civil War and the moral questions behind the event. Students will develop their writing skills through examining cause and consequence, significance of the ECW and source handling to include an understanding of contrasting arguments and why there are different interpretations of the events and outcomes from the ECW.</p>	<p>Students will gain knowledge on their local area, the impact of the industrial revolution on the area and the development of Telford as a new town. This also links to the Geography local area study. Students will use a range of primary sources to investigate the local area. They will apply the chronological framework secured through Y7 to understand the local area to understand the heritage of our local community.</p>	<p>THERA PY</p>

**Year 8 Curriculum implementation**

**Year 8 continue to build on their big picture of History by picking up from the local History topic of the industrial revolution from the national and international perspective. Again we will start with an overview and then deepen the knowledge in key areas to ensure students understand how the industrial revolution led to a rapid change in society.**

END POINT TEST & THERAPY						
1	2	3	4	5	6	END POINT TEST & THERAPY
<b>Britain 1750-1900</b>	<b>The History of British Colonialism</b>	<b>Twentieth century: The Suffragettes.</b>	<b>Twentieth Century: WW1</b>	<b>Twentieth Century: The Russian Revolution</b>	<b>Inter-war years</b>	
<p>This topic starts with the big picture of the Industrial Revolution covering change across the time period. We then deepen the knowledge by focusing on working conditions, living conditions, significant individuals and protest in the period. All of this helps to develop an understanding of how modern society was made including the values that we have today. This will link to the KS3 English curriculum where they will be studying The Adventures of Sherlock Holmes to deepen their understanding of the industrial/Victorian time period. The students will have greater access to sources and will be encouraged to ask more specific questions which will require some independent research to find the answer. Their literacy skills will become more sophisticated with a greater command of historical terminology and structured accounts to discuss change and continuity and significance.</p>	<p>Following on, the students learn about the origins of the Transatlantic Slave trade, the experience of the enslaved people and the campaign to abolish slavery. We then move on to understand the end of the Empire for India and Africa, Multicultural Britain and Windrush and its significance on society. Students will develop the skills of cause and consequence, significance and source handling. This topic will develop the students' awareness of the time without human rights and how the campaign arose to recognise rights and equality. Here we will develop significant links to several SMSC topics including Government &amp; Rule of law.</p>	<p>Students will build on their understanding of Britain in the early twentieth century to explore the Suffrage campaign. Students will investigate the attitudes towards the suffrage movement, key individuals and events throughout the campaign. Students will develop their skills in questioning past events, using primary sources independently to gain knowledge and critically questioning past interpretations of events. They will also make judgements on key individuals who helped to shape the campaign to abolish slavery. This topic will further develop the topic of rights, this time focusing on suffrage and democracy. Again there will be significant links to SMSC topics.</p>	<p>Students will gain an understanding of the modern world by learning the long and short term causes of WW1, trench warfare and what the experience of fighting was like. This links in to the KS4 historical environment topic of medicine in the Western Front. Students then build on this to evaluate the attempts to secure peace post WW1 and how the actions of Hitler helped to cause WW2. Throughout all lessons students will be encouraged to question, research and debate key events. Students will develop the skills of causation and significance throughout the topic. Students will have opportunities to make greater use of independent research skills throughout this unit including primary sources for example cartoons from David Low which reveal contemporary attitudes to inter-war challenges.</p>	<p>Students will build on their knowledge of the early twentieth century through the topic of Russia. Students will be able to make links between the problems facing Russia and the growing social discontent and opposition to the Tsar. They will examine the impact of WW1 on Russia leading to the February and October revolutions. Students will develop the skills of cause and consequence, deepening their understanding of political ideologies and different types of government. Throughout the topic students will be encouraged to discuss and debate the topic and make links to GCSE and A level topics.</p>	<p>Students will build on their knowledge of WW1 to evaluate the attempts to secure peace post-WW1 and how the actions of Hitler helped to cause WW2. They will develop an understanding of the complexities of international relations which will help to understand modern events. Again students will be encouraged to discuss and debate the topic and make wider links to other historical issues surrounding international relations. Students will be made aware of links to GCSE and A level topics.</p>	

**Year 9 Curriculum implementation**

Students will start the year completing the KS3 Modern world topics before moving on to the Edexcel Paper 1: Medicine in Britain c1250-present and the British sector of the Western Front 1914-18: injuries, treatment and the trenches. This will give the students the opportunity to specialise on the thematic study of medicine across 3 eras using the chronological framework of topics taught within Y7 and 8. The topics will run sequentially from medieval to present day however students will be expected to examine change and continuity; making links across all of the time periods.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p><b>Twentieth Century: The Holocaust</b></p> <p>Students will start the year building on their past knowledge of WW2. They will study the persecution within Germany prior to WW2, the experience of Anne Frank, gain an understanding of the Final Solution through a range of source materials and reactions to the Holocaust. Students will be encouraged to take a mature approach to this topic, understand the social and moral aspects of this event and discuss the legacy of such events on communities.</p>	<p><b>Twentieth Century: The Cold War</b></p> <p>The topic moves on to The Cold War where there are links to many topics already studied. Students will build on their understanding of Capitalism V Communism, the division of Germany post-WW2, the impact of MAD alongside events such as Cuba, the Space Race and the evolution of the EU. This will give students a greater awareness of the complexities of modern societies and how international relations have evolved post-WW2. Students will be encouraged to discuss and debate mature topics and develop source handling skills to support their writing skills.</p>		<p><b>Medicine through time: Medieval &amp; the Medical Renaissance</b></p> <p>Students build on the Y7 Medieval topic by examining ideas of cause of disease and illness including Galen and the 4 humours, approaches to the prevention and treatment including the role of the barber-surgeon and the case study of the Black Death. This provides the starting point for the thematic study of medicine to understand change and continuity over a long period of time. Students will develop their knowledge of key vocabulary to show a detailed picture of the period ensuring they can explain the importance of medical knowledge on the period. The topic naturally moves on to the Renaissance again building on prior knowledge from Y7. The students will understand how knowledge improved and science started to challenge the power of the Church. Students deploy their knowledge with a variety of tasks to examine change and continuity, similarity and difference, causation to reach substantiated conclusions.</p>	<p><b>Medicine through time: Industrial Britain</b></p> <p>The topic moves on to the industrial period building on prior knowledge from Y8. Here students develop their contextual knowledge of the industrial time period with the medicine topic. Students are becoming more independent and making their own links between the time periods. The importance of the contextual picture is paramount and the students are encouraged to complete additional reading and research to help build up their big picture of medicine.</p>	<p><b>Medicine through time: modern Medicine</b></p> <p>The topic ends with the modern topic whereby students gain knowledge and understanding of advances in medical knowledge and treatment. Students will build on their understanding of the role of the government as it takes a proactive role including recent campaigns to improve health. This will link to the GCSE Science curriculum where in Y10 they study the topics of Communicable diseases and preventing and treating diseases. At this stage students will need to discuss all of the key concepts across the time period ensuring a good understanding and careful selection of keywords, individuals and events. Extended writing will be sophisticated, showing a good understanding of question types and the relevant skills required.</p>	<p><b>The Historical Environment: The British sector of the Western Front.</b></p> <p>This topic links the historical environment of the Western Front in WW1 with the medicine topic. Students will be encouraged to work independently and actively question the historical environment and the primary evidence used to gain and understanding of the medical issues within the trenches in WW1. This topic will be developed further in the English curriculum when they study WW1 poetry in Y10. Students deploy their KS3 knowledge to demonstrate a secure understanding of the British sector of the Western Front. Students will also have the ability to visit the Western Front during either Y9 or 10 which has been beneficial to allow a sense of empathy with the period.</p>	

**Year 10 Curriculum implementation**

Edexcel GCSE extends students' knowledge by studying new areas of content and revisiting topics to deepen their KS3 knowledge. The Year 10 curriculum allow the History team to specialise on one unit from the paper 2 and 3 options. The units have been selected with the teacher's prior knowledge and passion for the topic. The students will rotate between the specialists over Years 10 and 11.

1	END POINT TEST & THERAPY	2	END POINT TEST & THERAPY
<b>Early Elizabethan England 1558-1588</b>		<b>American West 1835-1895</b>	
<p>Students will build on the Y7 Tudor topic and deepen their knowledge to understand the complexities of life in Early Elizabethan England. We have chosen EEE as our British depth study because we believe it is important to understand the importance of Elizabeth as a notable female monarch who lived during a turbulent period of religious challenge. During Elizabeth's reign there were significant issues involving religion, politics and international relations which have helped to shape the modern world. This also links to the English curriculum when they study Shakespeare in both KS3 and 4. Students will develop the skills of identifying and describing key features of the period, examine causation/change &amp; continuity/causation/significance/consequence through detailed pieces of extended writing. All writing styles will be modelled with scaffolding used to support students as required.</p>		<p>Here we will build on the contextual picture created in Y8 with the Industrial Revolution and Slavery topics. We have chosen American West as our depth study because we have the opportunity to look at the wider world. The development of America allows us to examine cultural diversity through the lifestyle of the Native American peoples and the impact the settlers had upon America. Students will understand the unfolding narrative of substantial developments showing how America changed socially, culturally and politically. Students will develop the skills of consequence, significance and historical narratives. All of the writing styles will be modelled and independent writing will be supported using appropriate writing frames.</p>	

**Year 11 Curriculum implementation**

1	END POINT TEST & THERAPY	2	END POINT TEST & THERAPY
<b>Weimar &amp; Nazi Germany 1919-39</b>		<b>Revision</b>	
<p>We have chosen Weimar &amp; Nazi Germany as our modern depth study because the topic remains popular amongst students who regularly say they look forward to studying fascism. Students develop a natural curiosity surrounding Nazi Germany following on from Hitler's place in popular culture and as a direct result of the Y8 study into the 20<sup>th</sup> century. Students will develop significant source handling skills including the analysis and evaluation of contemporary sources and later interpretations, critically question a range of evidence to reach substantiated conclusions, discuss reasons why interpretations differ and evaluate interpretations using their own knowledge. All of the writing styles will be modelled and scaffolding used to support students as required, including the use of acronyms to assist with the analysis of source utility.</p>		<p>Following completion of the course we will complete a further rotation of the topics ensuring a focus of identifying student weakness in content and skills. Learning will be personalised with a variety of tasks and materials available to prepare for the final examinations.</p>	
<b>Impact of our curriculum:</b>			

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

<b>Personal Development within our curriculum</b>	
Personal Development	In all lessons we will aim to develop confidence through discussion and marking comments through our use of “what went well” and “even better if” comments. Students will also develop resilience by facing challenge throughout their lessons and committing to working with their teacher to build on skills mastered and the ones yet to master. Through ground rules set in class, all teachers create a respectful environment to reflect a can do attitude. Through the History curriculum students will develop a deep understanding of British values as it runs throughout KS3 and 4. Individual liberty is emphasised through the study of democracy and dictatorship and its impact on individual and religious freedom. The role of government features heavily with changes in societal attitudes being paramount when discussing change over time. A level History will be promoted with teachers actively making links to higher reading from A level texts where available.
SMSC	<p>Spiritual – all topics will reflect on the beliefs of others within their time period and students will be asked to reflect on significant events and people to discuss their viewpoints.</p> <p>Moral- students will frequently question the morality of events and explore why people behaved in certain ways.</p> <p>Social- students will understand past social movements and how they have shaped the modern world.</p> <p>Cultural-all topics will reflect on the cultural values from a variety of time periods and how different nationalities have impacted upon cultures.</p>
Extra-Curricular & Enrichment	<p><b>History club-</b> primarily a KS3 club with students being encouraged to research topics sitting outside of the History curriculum which generate interest for example tracing the WW1 soldiers commemorated on the local Hadley War Memorial.</p> <p><b>Battlefields trip-</b> a KS4 trip building on the Paper 1 topic of British sector of the Western Front 1914-18: injuries, treatment and the trenches. Here students will get the opportunity to visit a section of the trench where we can walk through and imagine what the conditions would have been like during the years 1914-18. We also experience the Last Post at Menin Gate which has proved to be a very moving Remembrance experience for students.</p>
<b>Careers/Work Experience</b>	
Careers	History provides the relevant skills for law due to the nature of presenting an argument. It also links to journalism due to the nature of extended writing. There are many transferable skills taught within History which link to a variety of careers such as the police, broadcasting and holiday representatives. A study of History is also the gateway into politics.
Work Experience Offer & Staff Work Experience	We regularly have requests for work experience ranging from A level students studying History to people interested in gaining school experience before applying/starting their PGCE qualification. Within the History department we regularly have placements for initial teacher training and majority of the History team have had experience of mentoring. All of the History team have experienced the WW1 Battlefield trip with a professional tour guide ensuring a thorough understanding of the British sector of the Western Front and an ability to enhance learning beyond the classroom using a historical environment.
<b>Cultural Capital</b>	
Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Throughout the History curriculum there is a great importance placed on understanding the significance of events and individuals. Students will be asked to articulate their views, consider the impact and importance on who we are today. The use of historical sources will ensure students gain valuable knowledge and understanding of the past which will develop their appreciation of past struggles and how they have shaped our society. Where possible we will enrich their experience through pictures, first-hand accounts, newspapers, diaries, film and visits.</p>