

# History



## Curriculum Information, Intent and Map

Hutton Church of England Grammar School

## **Staff**

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## **History Intent:**

History education within Hutton Grammar aims to equip our students with both the knowledge and the skills required to become well-rounded individuals. Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. It provides coherent knowledge and understanding of Britain's past and that of the wider world. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Knowledge of History:

- Provides students with a broad range of historical knowledge and understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own
- Allows students to gain historical perspective by placing their growing knowledge into different contexts and also providing them with the big picture
- Gives students power over their own knowledge allowing them to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians
- Enables students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence

- Develop their appreciation and knowledge of the language of history by using key terms (parliament, church, capitalism etc.) again and again in different contexts. And, developing sophisticated phrases and words to articulate their thinking.

## History Programmes of Study: Key Stage 3 National Curriculum in England

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
  - ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
  - ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
  - ♣ 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
  - ♣ 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
- History – key stage 3 2
- ♣ 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.

## **Attainment targets**

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

### **Subject content Key stage 3**

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ♣ the development of Church, state and society in Medieval Britain 1066-1509
- ♣ the development of Church, state and society in Britain 1509-1745
- ♣ ideas, political power, industry and empire: Britain, 1745-1901

challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust,

- ♣ a local history study
- ♣ a study of an aspect or site in local history dating from a period before 1066
- ♣ at least one study of a significant society or issue in world history and its interconnections with other world developments

## **Curriculum Map**

| <b>Year</b>  | <b>Half term 1</b>                    | <b>Half term 2</b>                  | <b>Half term 3</b>                          | <b>Half term 4</b>                            | <b>Half term 5</b>                     | <b>Half Term 6</b>                    |
|--|---------------------------------------|-------------------------------------|---|---|--|---------------------------------------|
| <b>7</b>   | History skills<br>Romans              | 1066 The Battle of Hasting          | The Norman Conquest of Britain post 1066.   | Medieval society                              | Medieval church                        | Medieval Government and Law and order |
| <b>8</b>   | The Tudors a religious rollercoaster  | The Stuarts and the Civil war.      | Life under Cromwell and the restoration.    | Tudor explorers and the development of Empire | The Slave trade                        | The industrial revolution             |
| <b>9</b>   | A changing world: Britain 1900 - 2000 | The causes and events of WW1        | The end of the War and the inter war years. | America in the 1920s and the Rise of Hitler   | The Second world war and the Holocaust | Britain post WW2.                     |
| <b>We follow the AQA Specification B GCSE specification.</b> |                                       |                                     |   |   |  |                                       |
| <b>10</b>  | Conflict and tension Unit 1918-1939   | Conflict and tension Unit 1918-1939 | USA 1919-1973                               | USA 1919-1973                                 | Norman Conquest 1066                   | Norman Society                        |

|  |  |  |  |  |   |   |  |
|--|--|--|--|--|---|---|--|
| <b>11</b>  | Norman Church  | Health and the People 1000-2020  |  | Health and the People 1000-2020  | Health and the People 1000-2020   | Recap of Units:<br>Conflict and tension<br>The Normans<br>Health and the People   | GCSE Examinations  |
| <b>We follow the AQA A level specification units K and S</b> |  |  |  |  |   |   |  |
| <b>12</b>  | USA Reconstruction Era<br><br>The Affluent Society 1951-64           | USA Gilded Age<br><br>Labour government & Liberalisation 1964              |  | USA Populism and Progressivism and WW1<br><br>Social change in 60s Britain | Historical Enquiry<br><br>End of Post War Consensus 1970-79               | Historical Enquiry<br><br>Society and Britain's role in the World 1970s   | USA 1920s and 30's<br><br>Thatcher's political dominance 1979-83 |
| <b>13</b>  | USA New Deal and WW2<br><br>Impact of Thatcherism on society 1983-97 | USA Post WW2<br><br>Fall of Thatcher, rise of Major and New Labour 1987-97 |  | USA Foreign policy post WW2<br><br>Era of New Labour 1997-2007             | USA Foreign policy post WW2<br><br>Era of New Labour 1997-2007 & Revision | Recap of Units:<br>Reconstruction Era<br>Progressivism<br>Boom and Bust<br>Post WW2<br>Liberal Society<br>Post war Consensus<br>Thatcher<br>New Labour. | A Level Examinations   |

**For additional course & curricular information please see:**

**GCSE:** Options Booklet (KS4 Curriculum & GCSE Options Information Tab)

**A Level:** Sixth Form Course Booklet (Sixth Form Course Booklet Tab)