

DUDLEY ACADEMIES TRUST

CURRICULUM INTENT STATEMENT



History

It is all learner's right to be given the opportunity to access a History curriculum that delivers a wide range of knowledge and skills. The History curriculum has been designed to allow learners to delve deep into the historical world and immerse themselves with historical knowledge. The Trust believes that this knowledge of History allows learners to develop fundamental skills to allow them to flourish within History, across the curriculum, and later in life. A relentless focus on knowledge and skills, gives learners the vital foundations that allows them to succeed in their future.

From year 7 to 11, learners discover the history of Britain, Europe and the wider world. Each topic contributes to the History department's schemata and allows learners to see clear connections and patterns to develop their long-term knowledge. Nurturing a love for History is critical when having a curriculum that is abundant in knowledge. The curriculum is underpinned by the idea of Cognitive Load theory – the map is progressive where each scheme and each year building on each other. The skills that are needed to be successful at GCSE are established in Key Stage 3 and are continuously developed in a spiral curriculum, this continues their journey started in Key Stage 2 for our learners.

Our History curriculum will give all learners the opportunity to:

- enjoy the wide variety of interesting topics covering local, British, European and world history;
- evaluate different historical enquiries and questions across different time periods to question their independent thoughts;
- follow a demanding curriculum that is logically sequenced, coherently planned and with consistently high standards for teaching and learning;
- engage with challenging primary sources and interpretations;
- use initiatives, such as the Frayer Model, to develop cultural capital to remove any obstacles in school, their future learning and when they enter future employment;
- access ambitious content through the use of differentiation for SEND learners and stretch/challenge for talented historians;
- master their understanding of key historical concepts such as empire, monarchy and ideology;
- evaluate arguments to formulate their own independent ideas;
- debate, articulate and express their ideas, views and opinions about a wide range of topics clearly, confidently and respectfully;
- work conscientiously to produce work that the learner's, their parents/carers and teachers are proud of.

Dreaming big	Rewarding effort	Leading together	Respecting each other and our world	Learning that inspires
<p>History provides an opportunity for our learners to gain an understanding about cultural, economic, military, political, religious and social history. By investigating a wide of range of perspectives, learners will be encouraged to think about their place in the world and use their knowledge to become empowered citizens influencing the future.</p> <p>The SMART curriculum ensures challenge is present in all lessons, ensuring an aspirational curriculum that allows all learners to thrive within History.</p>	<p>Through a culture of high aspiration, our learners will believe that consistent hard work, well-focused effort, strong attendance and a positive attitude will be rewarded. Abstract and subject specific words will be embedded into lessons and rewards will be given for active engagement and independence.</p> <p>Consistent feedback through demonstrate and connect, verbal interaction and summative assessments will be inherent within the History curriculum.</p>	<p>Learners in the History curriculum will receive opportunities to form interpretations about a range of historical contexts. By encouraging the investigation and creation of interpretations, learners should feel confident enough to lead on discussions and share opinions about events in the past.</p> <p>Developing leadership qualities and resilience are core values within History. Through the use of collaboration techniques in lessons, these skills will be continuously developed.</p>	<p>The History curriculum is designed with a holistic approach. Each key stage and year group is meticulously planned to ensure different cultures and views are considered.</p> <p>The curriculum explores a range of local, British and world events. Learners will be given opportunities to develop empathy and appreciation of differing societies to encourage respect of each other and their world.</p>	<p>Every lesson will be designed to encourage collaborative learning to inspire conversation and a sharing of knowledge. By introducing learners to a wide range of significant individuals throughout History, our learners are given a unique platform to learn through the actions of individuals how they themselves can inspire others to change.</p> <p>Teachers within departments are to build relationships with learners to inspire and motivate them to succeed in History.</p>

Year 7

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Teaching Topic	<p>Passport to History</p> <p>What skills do I need to success in History?</p> <p>England before 1066</p>	<p>The Norman Conquest from 1066</p> <p>Why was the Norman invasion a significant turning point in British history?</p>	<p>Medieval Life c1250</p> <p>What does Medieval life tell us about their beliefs and values?</p>	<p>The Tudors 1485-1603</p> <p>How did religious changes impact Tudor society?</p>	<p>The Stuarts 1603-1715</p> <p>How turbulent were the Stuarts?</p>	<p>The Stuarts 1603-1715</p> <p>How turbulent were the Stuarts?</p>

Year 8

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Teaching Topic	<p>The British Empire</p> <p>How should the British Empire be viewed in modern society?</p>	<p>American War of Independence 1776-1783</p> <p>Why did the Americans revolt against the British?</p>	<p>The Industrial Revolution</p> <p>What impact did the Industrial Revolution have on society?</p>	<p>Women's suffrage</p> <p>Why did it take so long for women to get the vote?</p>	<p>World War One 1914-1918</p> <p>Why was it known as the Great War?</p>	<p>America in the 1920s</p> <p>Was 1920s America really 'roaring'?</p>

Year 9

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Teaching Topic	<p>Communism in Russia 1917-1924</p> <p>How and why did Communism flourish in Russia?</p>	<p>Interwar years and the rise of dictators 1919-1939</p> <p>How and why did fascism flourish in Europe?</p>	<p>The Second World War 1939-1945</p> <p>How and why did the world end up in a second world war? What role did technology have on the way WW2 was fought?</p>	<p>The Holocaust 1933-1945</p> <p>How could the Holocaust happen? What lessons can be learnt?</p>	<p>Living under Nazi rule 1933-45</p> <p>Introduction: How did the Nazis become so popular?</p> <p>Dictatorship 1933-34: How did the Nazis establish their dictatorship by 1934?</p>	<p>Living under Nazi rule 1933-45</p> <p>Control and opposition 1933-39: How did the Nazis control the people of Germany?</p>

Year 10

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3	
Teaching Topic	<p>Living under Nazi rule 1933-45</p> <p>Changing lives 1933-39: What impact did Nazi policies have on the people?</p> <p>Germany in war 1939-45: How did the Second World War impact the people of Germany?</p> <p>Occupation 1939-45 How did the Nazis impact the lives of people in Europe?</p>	<p>The Peoples Health, 1250 to present</p> <p>Medieval 1250-1500: Did anyone really care about health in Medieval England?</p> <p>Early Modern Britain 1500-1750: Was there more change or continuity from Medieval Britain?</p>	<p>Modern Britain 1900 to present: Do the changes in public health since 1900 tell a simple story of progress?</p> <p>The Elizabethans 1580-1603</p> <p>Elizabeth and government: To what extent did Elizabeth exploit her power?</p>	<p>The Elizabethans 1580-1603</p> <p>Catholics: How much of a threat were the Catholics to Elizabeth?</p> <p>Daily Lives: What mattered to Elizabethans?</p>	<p>The Elizabethans 1580-1603</p> <p>Popular Culture: To what extent was Elizabethan England a Golden Age of culture?</p> <p>The wider world: What did Elizabethan adventurers achieve?</p>	Local study	

Year 11

	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3	
Teaching Topic	<p>The Making of America 1789-1900</p> <p>America's expansion 1789-1838: What tensions arose as the USA grew?</p> <p>The West 1839-1860: How and why were people reimagining the American West, 1839-60?</p> <p>Civil War and Reconstruction 1861-1877: How far did the Civil War really change America?</p>	<p>The Making of America 1789-1900</p> <p>Settlement and conflict on the Plains 1861-1877: How did white Americans exploit the Plains?</p> <p>American Cultures: Who were the Americans by 1900?</p>	Revision	Revision			