

## CURRICULUM INTENT: HISTORY

Never has a rigorous understanding of History been so important. Aside from the oft repeated and staid, albeit legitimate clichés about “learning the lessons of the past” or “looking back to look forward,” our very understanding of the world and the nature of human experience as we know it is under siege by the dual threat of right-wing populism and fake news. At NLGS we use history as a tool to tackle these threats whilst sharing with our children the greatest story ever told. Our curriculum is largely chronological; however, it is also thematic in areas where tackling complex concepts like revolution or migration requires us to compare a wide range of examples across multiple centuries or even millennia.

Throughout the entirety of the course, whether we are covering The Norman Conquest in Year 7 or The Sepoy Rebellion in Year 10, students will be expected to analyse a range of sources and interpretations in order to give colour and balance to the knowledge that they are acquiring. The key thing that we want our students to learn is that the truth must never be taken for granted and that our inferences and assertions about the past must be backed up by rigorous command of the facts combined with a nuanced, holistic understanding of events. Where appropriate, students will also be expected to take stock of the ethical lessons that we can take from History, as well as the way in which it overlaps and interplays with other disciplines within the Humanities and Social Sciences including but not limited to Economics, Politics, and Psychology.

Whether or not students choose to continue History for GCSE, they will be developing the same skills that are required for the course as soon as they start in Year 7. Those that continue in Year 9 and beyond will therefore have a strong command of the exam specification already and will be expected to add more detail and analysis to their written work in less and less allotted time as they progress through the course.

At NLGS we want our students to be well-rounded and responsible global citizens and we feel that our History programme tackles that objective head on. As our students navigate a world that is constantly changing, we at the History department at NLGS aim to use both the lessons of the past and the skills that History demands in order to provide them with the tools and perspective to make good life choices – a high grade at the end of year 11 is only the tip of the iceberg.

## CURRICULUM IMPLEMENTATION: HISTORY

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>Thematic study: Water and health through time</b>	<b>Period study: Understanding the Middle Ages, 1000- 1450</b>	<b>Continued - Period study: Understanding the Middle Ages, 1000- 1450</b>	<b>Thematic study: London through time</b>	<b>Period study: Understanding the changing world, 1450-1750</b>	<b>Continued - Period study: Understanding the changing world, 1450-1750</b>	

<p><b>Year 7 Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Introduction to History</li> <li>• a study of an aspect of social history that consolidates and extends pupils' chronological knowledge from before 1066</li> <li>• chronological knowledge of British History</li> <li>• correct use of historical terminology</li> <li>• analyse trends over a long arc of time</li> <li>• write an evidentially supported account.</li> </ul>	<ul style="list-style-type: none"> <li>• how the Norman Conquest changed England</li> <li>• the role of medieval monarchs and examples of successful and unsuccessful rulers</li> <li>• how relationships between monarch and barons and ordinary people evolved over time</li> </ul>	<ul style="list-style-type: none"> <li>• the causes and development of the First Crusade and the nature of links between the Christian and Muslim world</li> <li>• the power of religion in the Middle Ages</li> <li>• what life was like for ordinary people in the Middle Ages</li> <li>• the forces changing England in the late Middle Ages following the Black Death.</li> </ul>	<ul style="list-style-type: none"> <li>• overview knowledge of the history of London – a major British and world city</li> <li>• an awareness that some things change over time and some things stay the same</li> <li>• an understanding of why things change – including the role of invasion, natural disaster, trade, empire and war on the development of London.</li> </ul>	<ul style="list-style-type: none"> <li>• how the Renaissance, the Reformation and the age of exploration and colonisation changed Europe and also changed England</li> <li>• Henry VIII through his long reign and how it led to the English Reformation and the dissolution of the monasteries</li> <li>• Elizabeth's reign including the defeat of the Spanish Armada, the Elizabethan Poor Law, the activities of British privateers and explorers and the cultural developments.</li> </ul>	<ul style="list-style-type: none"> <li>• the causes and development of the English Civil War</li> <li>• the key features of the Mughal Empire between the fifteenth and eighteenth centuries, as a significant society beyond Europe.</li> <li>• the forces that were leading to the growth of the British Empire including the founding of the East India Company</li> </ul>	
<p><b>Year 7 Skills</b></p>	<p><b>Literacy</b> Vocabulary to talk about periods (for example, century, time period, Roman Britain, BC/AD)</p> <p><b>Numeracy</b> Understanding chronology – B.C., B.C.E. etc.</p> <p><b>SMSC</b> An awareness that some things in Britain has changed over time and some things stayed the same</p> <p><b>Subject Specific Skills</b> Awareness of key features of each period Understanding of change over time.</p>	<p><b>Literacy</b> Understand, use and spell correctly words from the middle ages</p> <p><b>Numeracy</b> Explaining the scale of William's administrative changes – taxable land, number of castles etc.</p> <p><b>SMSC</b> The forces changing England in the late Middle Ages following the Black Death such as citizenship and the role of religion</p> <p><b>Subject Specific Skills:</b> Form judgements about historical questions and support them with evidence</p>	<p><b>Literacy</b> Understand, use and spell correctly words from the middle</p> <p><b>Numeracy</b> Using Roman numerals to identify monarchs</p> <p><b>SMSC</b> Understanding of cultural and religious encounters in history and adopting a holistic reading of the history of civilisation as an interconnected experience</p> <p><b>Subject Specific Skills:</b> Form judgements about historical questions and support them with evidence</p>	<p><b>Literacy</b> Using images to create historical narratives</p> <p><b>Numeracy</b> what each period is called and its dates</p> <p><b>SMSC</b> Understanding the cultural heritage of London</p> <p><b>Subject Specific Skills:</b> how we use photos and reconstructions to find out about the past</p>	<p><b>Literacy</b> Develop religious, legal and political terminology</p> <p><b>Numeracy</b> Understanding economic concepts involved in trade and commerce</p> <p><b>SMSC</b> Interpreting cultural and social features of a period through the art produced. Impact of colonisation and empire</p> <p><b>Subject Specific Skills:</b> form judgements about historical questions such as whether the Elizabethan Age was a</p>	<p><b>Literacy</b> Develop religious, legal and political terminology</p> <p><b>Numeracy</b> Understanding economic concepts involved in trade and commerce</p> <p><b>SMSC</b> Interpreting cultural and social features of a period through the art produced. Impact of colonisation and empire</p> <p><b>Subject Specific Skills:</b> form judgements about historical questions such as whether the Elizabethan Age was a Golden Age and support them with</p>	

		Understand how to write good paragraphs and how to structure essays and narrative accounts.	Understand how to write good paragraphs and how to structure essays and narrative accounts.		Golden Age and support them with evidence understand how to write good paragraphs and how to structure essays and narrative accounts.	evidence understand how to write good paragraphs and how to structure essays and narrative accounts.	
<b>Year 8 Knowledge</b>	<b>Thematic study: Sugar, empire and slavery through time</b>	<b>Understanding industry and empire, 1750-1900</b>	<b>Continued - Understanding industry and empire, 1750-1900</b>	<b>Thematic study: Migration to Britain through time</b>	<b>Period study: Understanding the modern world, 1900 to present</b>	<b>Continued - Period study: Understanding the modern world, 1900 to present</b>	
	<ul style="list-style-type: none"> <li>the changing nature of sugar production and consumption over time</li> <li>how sugar production and consumption helped change the course of European and world history</li> <li>how European empires colonised the New World</li> <li>how the transatlantic slave trade began and why it grew</li> <li>Britain's role in the slave trade</li> <li>the impact of slavery on Africa, the Caribbean and on England.</li> </ul>	<ul style="list-style-type: none"> <li>how the Industrial Revolution changed Britain</li> <li>how working lives changed as a result of industrialisation</li> <li>how working people campaigned for changes to the political system and how the government responded</li> <li>the causes, events and significance of the Peterloo Massacre of 1819</li> </ul>	<ul style="list-style-type: none"> <li>how and why the British Empire grew through the nineteenth century</li> <li>how and why Australia became a British colony and what the consequences were for its inhabitants</li> <li>how the Victorians celebrated Empire and industry at the Great Exhibition</li> <li>what the Victorians valued and how they showed this in their art and their architecture</li> <li>how the British colonial government ruled India through three stages of development from the East India Company to the Raj.</li> </ul>	<ul style="list-style-type: none"> <li>what factors caused migration to Britain in each period</li> <li>how far migrants to Britain were welcomed in each period</li> <li>what impact migration has had on Britain in each period.</li> </ul>	<ul style="list-style-type: none"> <li>the causes and key features of the First World War</li> <li>the phases of Winston Churchill's life and the part he played in British history through the twentieth century from the First World War to the Second World War</li> </ul>	<ul style="list-style-type: none"> <li>the impact of Nazi anti-Semitism on Jewish people in Europe and the key events of the Holocaust</li> <li>the campaigns for equal rights for various groups in the period after 1960</li> </ul>	
	<b>Literacy</b> Develop writing independence, constructing PEEL paragraphs <b>Numeracy</b>	<b>Literacy</b> skill in writing well-ordered paragraphs supported by evidence. <b>Numeracy</b>	<b>Literacy</b> skill in writing well-ordered paragraphs supported by evidence. <b>Numeracy</b>	<b>Literacy</b> Use of historical terminology and key second order concepts such as change, continuity,	<b>Literacy</b> Understanding of words related to warfare and politics <b>SMSC</b>	<b>Literacy</b> Understanding of words related to warfare and politics <b>SMSC</b>	

<p><b>Year 8 Skills</b></p>	<p>Understanding of chronology and change over time</p> <p><b>SMSC</b> The topics of slavery and empire explored</p> <p><b>Subject Specific Skills</b> discern <b>causes and consequences</b> and see links between developments in different societies.</p>	<p>Economics of the industrial revolution</p> <p><b>SMSC</b> How does civic change occur? Development of suffrage and rights through participation and protest</p> <p><b>Subject Specific Skills</b> •an awareness of the major themes of the period •depth understanding of key moments, events and people •improved extended writing skills •greater confidence in forming judgements and supporting them with evidence.</p>	<p>Economics of the industrial revolution</p> <p><b>SMSC</b> How does civic change occur? Development of suffrage and rights through participation and protest</p> <p><b>Subject Specific Skills</b> •an awareness of the major themes of the period •depth understanding of key moments, events and people •improved extended writing skills •greater confidence in forming judgements and supporting them with evidence.</p>	<p>cause and consequence</p> <p><b>Numeracy</b> Understanding of chronology and figures relating to demographics</p> <p><b>SMSC</b> The theme of migration is fundamental to human society and to understand the current multicultural British society and its values.</p> <p><b>Subject Specific Skills</b> reinforce their sense of period see the story of migration in overview and detail.</p>	<p>The challenges facing Britain and the wider world are integrated into the depth enquiries. Understand how the near past has shaped our society</p> <p><b>Subject Specific Skills</b> developing students' awareness of interpretations and of significance.</p>	<p>The challenges facing Britain and the wider world are integrated into the depth enquiries. Understand how the near past has shaped our society</p> <p><b>Subject Specific Skills</b> developing students' awareness of interpretations and of significance.</p>	
<p><b>Year 9 Knowledge</b></p>	<p><b>Paper 1B/A - Conflict and Tension 1894-1918 CAUSES OF WAR</b></p> <ul style="list-style-type: none"> <li>• The Alliance System: The Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</li> <li>• Anglo-German rivalry: Britain and</li> </ul>	<p><b>Paper 1B/A - Conflict and Tension 1894-1918 STALEMATE</b></p> <ul style="list-style-type: none"> <li>• The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.</li> <li>• The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including</li> </ul>	<p><b>Paper 1B/A - Conflict and Tension 1894-1918 ENDING THE WAR</b></p> <ul style="list-style-type: none"> <li>• Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.</li> <li>• Military developments in 1918 and their contribution to Germany's defeat:</li> </ul>	<p><b>Paper 1A/B - Democracy and Dictatorship 1918-1945 GROWTH OF DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>• Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</li> </ul>	<p><b>Paper 1A/B - Democracy and Dictatorship 1918-1945 GERMANY AND THE DEPRESSION</b></p> <ul style="list-style-type: none"> <li>• The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.</li> <li>• The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.</li> </ul>	<p><b>Paper 1A/B - Democracy and Dictatorship 1918-1945 GERMANY UNDER THE NAZIS</b></p> <ul style="list-style-type: none"> <li>• Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</li> <li>• Social policy and practice: reasons for</li> </ul>	

	<p>challenges to Splendid Isolation; Kaiser Wilhelm’s aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.</p> <ul style="list-style-type: none"> <li>• Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.</li> </ul>	<p>Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.</p> <ul style="list-style-type: none"> <li>• The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.</li> </ul>	<p>the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.</p> <ul style="list-style-type: none"> <li>• Germany surrenders; impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany’s defeat.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</li> <li>• Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</li> </ul>	<ul style="list-style-type: none"> <li>• The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</li> </ul>	<p>policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</p> <ul style="list-style-type: none"> <li>• Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</li> </ul>	
<b>Year 10 Knowledge</b>	<b>Paper 2A/C - Empires and Migration c.790 - Present CONQUERED AND CONQUERORS</b>	<b>Paper 2A/C - Empires and Migration c.790 - Present LOOKING WEST, EAST, AND SOUTH</b>	<b>Paper 2A/C - Empires and Migration c.790 - Present EXPANSION OF EMPIRE AND 20<sup>TH</sup> CENTURY</b>	<b>Paper 2A/D - Elizabethan England 1558 – 1601 COURT, PARLIAMENT, AND LIFE</b>	<b>Paper 2A/D - Elizabethan England 1558 - 1601 TROUBLES AT HOME AND ABROAD</b>	<b>Paper 2A/D - Elizabethan England 1558 – 1601 HISTORIC ENVIRONMENT</b>	

	<ul style="list-style-type: none"> <li>• Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire.</li> <li>• A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John.</li> <li>• The birth of English identity: the Hundred Years' War and its impact for England's future development.</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain.</li> <li>• Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies.</li> <li>• Migrants to and from Britain: Huguenot migration; Highland clearances; the Ulster plantations.</li> <li>• Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic</li> </ul>	<ul style="list-style-type: none"> <li>• Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings.</li> <li>• The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta.</li> <li>• The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the Commonwealth; the Falklands War.</li> <li>• Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of European Union;</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</li> <li>• The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</li> <li>• A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</li> <li>• The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</li> <li>• English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages</li> </ul>	<ul style="list-style-type: none"> <li>• Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</li> <li>• Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</li> <li>• Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</li> </ul>	<ul style="list-style-type: none"> <li>• The following aspects of the site should be considered: <ul style="list-style-type: none"> <li>• location</li> <li>• function</li> <li>• the structure</li> <li>• people connected with the site e.g. the designer, originator and occupants</li> <li>• design</li> <li>• how the design reflects the culture, values, fashions of the people at the time</li> <li>• how important events/developments from the depth study are connected to the site.</li> </ul> </li> </ul>	
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		<p>impact of empire on Britain and India.</p> <ul style="list-style-type: none"> <li>• Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda.</li> </ul>	European and non-European migration.	and trade; the role of Raleigh.			
<b>Year 9-11 Subject Specific Skills</b>	<p><b><u>Assessment Objectives</u></b></p> <p><b>AO1:</b> demonstrate knowledge and understanding of the key features and characteristics of the period studied.  <b>AO2:</b> explain and analyse historical events and periods studied using second-order historical concepts.  <b>AO3:</b> analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  <b>AO4:</b> analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p><b>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</b></p> <p><b><u>Paper 1:</u></b> Understanding the modern world helps students to understand key developments and events in modern world history.</p> <p><b><u>Paper 2:</u></b> Shaping the nation enables students to understand key developments and events in the history of Britain.</p> <p>The specification offers choice of content and flexible pathways to allow teachers to design a curriculum that is relevant to students, engages them and stimulates their interest in history, whilst maintaining high levels of comparability. Comparability is achieved through common design principles for the content of options within each element together with consistent approaches to assessment of options within each element.</p> <p><b><u>Paper 1 Section A</u></b></p> <p>This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>						

### **Paper 1 Section B**

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

### **Paper 2 Section A**

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Students will study the importance of the following factors as they influenced Britain's dealings with the wider world:

- war
- religion
- government
- economic resources
- science and technology
- ideas such as imperialism, social Darwinism and civilisation
- the role of individuals.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society. This option focuses on the following questions:

- How has Britain been affected by conquest, settlement, and migration?
- What has motivated migration to and from Britain?
- Why did Britain gain and lose an empire and with what effects?
- How have the people of Britain and the wider world responded to, and been influenced by, interaction?
- What is the significance of key individuals and events in the development of empire and British identity?



## **Paper 2 Section B**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values. The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods. Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

**Year 9-11  
other skills**

**SMRC**

**Films:** 1917, Schindler's List, Dunkirk, Boy in the Striped Pyjamas, Life is Beautiful, Paths of Glory, All Quiet on the Western Front, Gandhi, 12 Years A Slave, Mary Queen of Scots, They Shall not Grow Old, War Horse, JoJo Rabbit.

**TV:** Roots, World at War, The Great War, Hitler's Henchmen, Wolf Hall.

## **IMPACT: HISTORY**

To ensure that all students progress in History, students sit end of unit assessments as well as an end of year assessment. Written feedback is also given twice every half term whilst verbal feedback and peer assessment are built into almost every lesson. As a result, our students are used to regular and varied feedback and embrace the opportunity to make progress which is tracked and visible to all students in the front of their books.

Teaching is adapted accordingly to best meet the needs of the students and assessment data is used to judge the success of the curriculum and student progress. We ensure that we address gaps and build bridges for students whilst continuing to aim high. We are consistently a very popular option subject at GCSE with around 75% student receiving a Level 8 or 9 grade in the last 3 years with similar results expected this summer. Many of our most successful students have gone on to continue History at A-Level and even university. Ultimately, we want our students to develop a love and a passion for History that sees them develop into well-rounded and responsible global citizens.

Whilst achievement in History emphasised, it cannot be accomplished without student buy-in and engagement. Lessons are therefore planned to be fun, interactive and diverse, often using games and documentaries to help students contextualise their learning in as many ways as possible.