

# UTC History Curriculum Narrative

## Curriculum Intent

History: Our intent is to deliver an engaging and inspiring curriculum that sparks creativity, analytical thinking and produces a love for learning and a love of History. Students will be equipped with a functional set of skills in reading, writing and communication. This will enable them to be evaluative, reflective and effective communicators ready for the world of work and as well as equipping students with the ability to better understand the world around them. The History curriculum provides a thorough understanding of Britain's past and the wider world and a foundation of understanding relating to Britain's role in the present and moving forward. As part of our study of History over the last 2000 years we will also use a range of maps, atlases and globes to see how our Geographical understanding provides a contextual knowledge for our Historical study.

## Pillars of the Curriculum

### Sequencing

Students explore how society has changed over time, challenges that have been faced by different countries, and how it currently impacts on people. Throughout the History curriculum pupils develop their historical skills as they are encouraged to ask questions, analyse sources, debate and make judgements on different events. In year 7 students start their learning with the Norman invasion enabling them to build upon this chronologically throughout year 7 and year 8 with each term representing a key milestone in historical progress. In year 9 the sequencing still follows a chronological order but with a particular focus on analytically studying the changes and progress of medicine's evolution from the Stone Age to the Modern Day.

### Intent

To increase knowledge of historical periods, people, trends and events – both to develop and retain a rich understanding of the past; and to ensure students possess powerful knowledge that makes them 'culturally literate'. British history will be interwoven with diverse and global histories to ensure that all students feel empowered through their understanding of their own culture and how they can fit into, and positively influence, the world around them.

To provide opportunities to study both representative, and diverse histories for each student. This includes the study of a range of local sites in each Year group.

To understand the discipline of history, by considering the second order concepts and being able to work with sources of evidence. Students should be able to evaluate the opinions of others, by looking beyond their words to the evidence that these ideas are grounded on. From this, students can make their own, informed judgements. This in turn, will allow them to communicate and debate effectively.

To maintain and encourage a love of learning across history so that students want to further their knowledge independently.

## **Implementation**

A range of enquiry questions (EQ) are planned across each year, each designed to cover key historical skills and concepts. These skills will be developed throughout KS3 and KS4 to ensure that all students are fully prepared for the next part of their academic journey.

Each enquiry-based question aims to capture our student's attention and has the practical purpose of pulling different lessons or topics together. This will allow students to understand the purpose of this unit and how each lesson fits into this broader picture.

Within each unit, we will smoothly integrate multi-cultural elements and themes where appropriate in order to allow students to see how their own personal history fits into the past. We will include sources that represent the voices of a diverse range of people from different classes, ethnicities and genders.

## **Impact**

Students are assessed every half term on a range of skills from both AO1 and AO2. At the end of each topic (every 5- 6weeks), they will then be assessed on a particular historical skill that they have been working on. This might be in the form of an essay, source question or debate. These are scaffolded, marked and then students are encouraged to use the feedback in order to improve their technique for their next assessment. This will build confidence and enable students to see assessment as a way to constantly develop and learn, rather than something that is fixed that cannot be corrected or improved. During KS3 students will be assessed in a number of ways intended to test all areas of students' Historical understanding. Each term is assessed on the learning and content from that term. We have a 20 mark single mark quiz based on content from that lesson as well as a PEEL paragraph based around the lesson content during the half term. PEEL is a paragraph structure which allows students the foundation of formulating their answers before being able to develop their own writing style. Each half term student also has an extended written answer to complete answering an enquiry question based on that topic's focus. This is designed to both enable students to form academic arguments as well as justify their opinions through critical reasoning.

Teacher assessment should also be used to ensure that the curriculum is being delivered in an impactful way.

Teachers should frequently reflect on whether students know more, and are able to remember historical information and demonstrate understanding from earlier in the course as well as what they have most recently studied. They should look to ascertain whether students are becoming more comfortable with the first and second order concepts and growing in confidence in articulating their thoughts, explanations and arguments verbally and in writing. Bespoke mark schemes used for teacher designed tasks are encouraged.

Ultimately, the impact of this curriculum should be apparent through the engagement of students. We will know that our curriculum has achieved its aims if students show enthusiasm and a love of learning in our lessons. Whether they chose to opt for history at GCSE, we will have achieved our aims if all students leave education with a strong understanding of both their past and the past of others, their place in the World today and how that can influence their actions in the future.

## **Knowledge**

It is important that students gain a chronological understanding of events that have impacted Britain and shaped our world today. Pupils will explore changes within England starting with the invasion of the Normans, the religious changes during the Reformation era and the impact of Modern war.

Students will investigate different themes such as religious, political and military changes over time in Britain and other countries.

## **Ways of thinking**

History develops student's inquiry skills by analysing evidence to make judgements and understand how and why there are different perspectives on events. Pupils will use historical concepts such as cause and consequence, continuity and change, similarities and differences and significance to make connections, analyse trends and create their own structured accounts.

### **Character**

Students will apply their knowledge of past events to current affairs to understand how History affects them today and feel confident in making judgements on these issues. Furthermore, they will access a range of sources, both primary and secondary, to construct arguments. This will encourage pupils to become more resilient by using challenging sources and applying them to difficult concepts with confidence.

### **Second order concepts.**

Causation: why things happened. Historical arguments around causation.

Consequence: consequences of an event or development. It is important to remember that consequences can be positive and negative.

Continuity and change: Historical analysis of the pace, extent or nature of change.

Similarities and differences: analysis of the extent or type of difference between people, groups, experiences or places.

Significance: The importance of an event/person or group or development. It focuses on how and why historical events, trends, individuals are ascribed historical significance.

Interpretation: An understanding of how and why different accounts of the past are constructed.

Sources and evidence: How historians use sources as evidence to construct, challenge or test claims about the past.

### **Experiences**

History enables students to construct an argument using evidence to justify their point of view. They will have the opportunity to challenge other viewpoints within debates.

### **Geographical concepts**

In order for students to have a full and comprehensive understanding of the Geographical context of their Historical studies we use a range of maps, globes, atlases, ordnance survey maps and aerial photographs throughout our Historical studies to enable for students to clearly see how Britains importance to local, national and world events changes over time. The role of the sea as first an isolating force keeping Britain focused inwards and then as a connective conduit to the rest of the world. A mixture of local geographical understanding in the changing role of Plymouth and a clear comprehension of how Geography has shaped History is critical for students to have a true comprehension of History.

## **Key Stage 3 Curriculum**

Students will then use this as their foundation for year 7 and 8 for a chronological study stretching from 1066 to the present day. This is separated into time frames for each half term enabling students to clearly see the difference between each time period. In year 9 we change from a chronological to an analytical study of History. By this point in KS3 students should have a clear understanding of the sequence of the last 1000 years and by scaffolding an analytical study around this students are empowered to clearly see how each time period develops while still being able to offer a Historical context to these periods. By blending a chronological and analytical approach students are able to track progress and development through the centuries and clearly identify key turning points and moments of advance and stagnation.

## **Year 7**

The year 7 curriculum has a particular focus on change and progress. Looking at how England changed from pre 1066 through to the height of the British Empire. We will look at how power transitions from the King to Parliament and what impact this has had on the present day. We look at this as the first topic as this builds from the KS2 curriculum which ends at 1066. This topic acts as a bridge between KS2 and KS3 knowledge and ensures that all students have the same starting understanding of the History of the British isles.

### **Term 1: Battle of Hastings 1060 - 1066**

In this unit you will be exploring the events leading up to the Battle of Hastings, the battle itself and the impacts of the battle for England. You will be introduced to the study of History and use both Primary and Secondary sources to meet lesson objectives.

#### **Sequencing**

This topic marks the first major event of the Middle Ages and ensures students are able to see the catalyst that shapes the next 1000 years of British History. Students will be introduced to Historical concepts and ways of thinking and encouraged to develop their own historically justified opinions of the conflict.

#### **Geographical historical context.**

We will use a map of Europe to enable students to understand where each of the contenders originated from as well as a map of Britain to allow students to see how the two key battles impacted Godwinson strategically. Students will also have a battle map of Hastings as well as an O.S map to understand the progress of the battle and be able to see how features on the ground translate to a map.

### **Term 2: Middle Ages 1066 - 1465**

In this unit you will be exploring the period from 1066 to 1465. The Middle Ages were a time of great change but also stagnation in many areas. We will explore some of these ideas and look at why they were maintained for so long and what eventually caused them to change.

#### **Sequencing**

In this topic we will look at the progression from the Anglo-Saxon to the Norman and what causes these changes. Students will look at the changing role of the King and their relation with the emerging power of the Church and challenges from the Barons.

### **Term 3: Tudors 1465 - 1603**

In this unit you will be exploring the Tudor Monarchs. The new Age of Reason leads to an acceptance of many new ideas and we will be exploring these and deciding how important this questioning was for development. The Tudors mark the first steps away from intellectual stagnation and a lack of intellectual innovation that had set in during the Middle Ages and students will be looking at what causes this British Renaissance and what forces tried to prevent it and why.

#### **Sequencing**

In this topic we will look at the progression from the Middle Ages into the 'Age of reason' under the Tudors. Students will look at each Tudor Monarch and analyse the extent to which they shaped society.

#### Term 4: Stuarts 1603 - 1714

In this unit we will be studying the Stuart rule of Britain. In this unit you will be exploring a period of English History that saw the UK joined together, new scientific discoveries and major changes go hand in hand with witch trials and religious conflicts. This also presents the opportunity for students to do an in- depth local study on the English Civil War in Plymouth and analyse why Plymouth stood against the King and why the City was able to hold out for so long.

##### Sequencing

The Stuarts' rule marks the change from the power of the King to the rule of Parliament and the start of many of the traditions and procedures we have in Modern Britain. This half term acts as a connecting bridge of contextual knowledge from the 'old' world of Kings to the new power of Parliamentary rule.

##### Geographical historical context.

We will use a map of the world to enable students to understand how Britain began to expand. Students will also have a battle map of the defences of Plymouth in the English Civil war as well as an O.S map to understand the progress of the defences of the City and how these have changed over time. Students will also be able to see how features on the ground translate to a map and have changed over time within the field examples. .

#### Term 5: Voyages of Discovery 1490 - 1900

In this unit you will be exploring the topic of Voyages of Discovery. Sea journeys that came to shape our understanding of the world around us from Drake proving it was possible to sail around the world to Darwin's theory of evolution. This topic leads directly from the Stuarts and enables students to see how these voyages progress from a search for trade and profit to scientific discoveries and displays of national pride.

##### Sequencing

This topic bridges the end of the Stuart era with the establishment and spread of the British Empire and will provide students with an insight into how and why the Empire grew in particular areas in preparation for our next topic.

##### Geographical historical context.

We will use a map of the world to enable students to understand how Britain began to send out Voyages and how each voyage had a particular focus. Students will understand how different continents are discovered by the Europeans as well as the role Plymouth played in these voyages.

#### Term 6: British Empire 1500 - 1900

In this unit you will be exploring the growth and management of the British Empire. Looking at what the Empire brought but also what it took from the lands it controlled and how this led to a new Industrial Age. This topic focuses on methods of control of the Empire as well as the Social History in Britain at the time and how this changed over time.

##### Sequencing

This is the last topic of year 7 and marks the change from Britain being absorbed into a Norman Empire to leading the world's largest Empire to date and the social, economic, political and moral legacy of this Empire.

##### Geographical historical context.

We will use a map of the world to enable students to understand how Britain began to expand and spread its control. Focus will be centred around colonisation verse conquest with examples of both. Students will use a world map to track the growth of the Empire and will use this to analyse why the Empire expanded as it did.

## **Year 8**

Year 8 progresses into the 'modern era' as students study the world created by the Industrial Revolution. As a chronological study we will follow our timeline through the 19th and 20th Centuries and finish the year looking at the key events that shaped the world around us. During year 8 we will again be following a chronological course of events looking at the major milestones along the way. Each half term has a different focus and builds directly on the content and understanding from the last half term.

### **Term 1: Industrial Revolution 1760 – 1840**

In this unit you will be exploring the ideas brought forward in the Industrial Revolution and offer you the chance to judge on Historical significance in relation to inventions. This topic marks the main step forward towards the modern world in relation to progress and innovation and students will be challenged to answer questions on what caused the Industrial Revolution and will lead students into the First World War. A clear understanding of the causes, progress and impacts of the Industrial Revolution provides students with a cornerstone of historical understanding and context that links directly to a number of other subjects across the school.

#### **Sequencing**

By having this as the first topic of year 8 students are able to understand the changes brought in by the new ways of thinking and to look at how much the world had changed.

### **Term 2: World War One 1914 - 1918**

In this unit you will be exploring the First World War with major events and issues raised by the war. This will give students a clear idea of both the wider context of the war and the realities of fighting. This war gave a clear understanding of how the adaptations and progress of the Industrial Revolution changed the face of warfare and what problems this caused for soldiers and commanders and what opportunities it offered for science and technology.

#### **Sequencing**

We will also look at the political changes caused by the war and how the end of WW1 led to the tensions causing the Second World War. This topic shows how the world has changed due to the progress of the Industrial Revolution and what problems this led to.

#### **Geographical historical context.**

In this unit we will look at a map of Europe at the outbreak of the Great War to establish a clear understanding of the Alliance network that existed as well as be able to understand how widespread the fighting was. Students will also use a mixture of aerial photographs and maps of the Trenches to provide students with a clear conceptual understanding of what the war was like.

### **Term 3: Interwar years 1918 - 1939**

In this unit you will be exploring the period between the wars, looking at extreme political ideologies, how they came to dominate many countries and how they were challenged/ or not. Studying this period enables students to understand how the end of WW1 created a new world order and how financial markets came to dominate progress in the USA and the growth of interconnected economies across the world.

#### **Sequencing**

A focus on different countries throughout this time period will enable students to compare the development of each country and what caused their development in particular areas. As well as enabling students to understand how the changes in these countries allowed Hitler to rise to power.

#### Term 4: World War II 1939 - 1945

In this unit you will be exploring the Second World War with a particular focus on comparing the War with that of the First and identify why the two were so different. Tracking the key events of the war means that we will be able to identify the key turning points of the war and should be able to identify the causes of these turning points.

##### Sequencing

A study of WWII will also allow students to comprehend the change from the interwar growth and constriction to the polarisation of politically motivated conflict within the Cold War.

##### Geographical historical context.

Students will use a map of Europe as well as the Pacific to understand the evolving features of the war.

#### Term 5: Cold War 1945 - 1991

In this unit you will be exploring the concepts of the Cold War and how technology led to a complete change in how super powers dealt with each other and why these tensions never developed into full scale war.

##### Sequencing

This topic connects students from the end of WWII to the modern world to ensure that students are provided with a clear understanding of major world events and the historical context behind these events. We will be focused on the developments made during the Cold War in relation to technological progress and competition alongside the evolution of international relations.

##### Geographical historical context.

Students will use maps of the world to track the rising power of NATO and the Warsaw pact to identify how the Cold war divided the world.

#### Term 6: The making of modern Britain 1940-present day

In this unit you will be exploring the events that have shaped the nation we currently live in and what the long term and short term impacts were. Students will also be able to use this term to study an event that they feel is significant and to use the skills they have learnt to structure their own enquiry questions.

##### Sequencing

This unit will enable students to explore a number of key events involved in the creation and development of the United Kingdom and how events such as the Poll Tax, Windrush and the Falklands war left lasting impacts still felt today.

##### Geographical historical context.

The use of the world map will enable students to compare and contrast the position Britain used to maintain compared to its role in the modern world as well as understanding some of the influences on Britain in the modern day in relation to Geographical context.

## **Year 9**

In year 9 our focus switches from a purely chronological to a blended chronologically analytical perspective with the study of medicine through time. Students will follow this topic throughout the entire year looking at what changes from each time period and what causes this change. The focus on medicine allows for the discussion on luck, changing attitudes or individual innovation being the main driving force of change and progress.

### **Term 1: Ancient medicine**

You will be looking at some of the earliest known medical treatments and ideas. From the stone age to the Roman Empire. We will analyse the role that superstition played in shaping the views of these early doctors and what mistakes this caused.

#### **Sequencing**

By looking at ancient History students will be going back further in time to enable students to have a clear foundation of where medical understanding and practice and by following this chronological modal students will have a clear conceptualization of where our analytical study of History fits within the wider historical context.

### **Term 2: Middle Ages medicine**

You will be continuing to look at medical development, this time from 1066-1485 during the Middle Ages. This is a time when new discovery was discouraged, sometimes at the cost of peoples lives, and advancement was seen as something to be feared. We will look at why this was and what it meant for medical treatment.

#### **Sequencing**

This time period marks a stagnation in medical understanding and we will analyse why this was before leading into the age of rediscovery and relearning.

### **Term 3: British Renaissance medicine**

You will analyse what this age of new learning meant for medicine. How Europe moved forward from the Middle Ages and began the Age of discovery. Looking at which makes the bigger impact on development; individual achievement, changing public attitudes, new technology or luck plays the bigger role in progress and why understanding moved out of Mediaeval stagnation into a period of rediscovery.

#### **Sequencing**

This topic will enable students to track the impact of individual genius, advances in technology and changes in public opinion and the extent these had on the progress on medicine.

### **Term 4: Industrial medicine**

You will look at how the work of individual scientists and inventors changed the shape of medical knowledge and understanding. Looking at Germ theory, Hospital changes and antiseptic the focus will be on what drives change. Is it the work of individuals, the advancement of technology or luck. You will be looking at how significant these changes were and what long term and short term implications.

#### **Sequencing**

Linking with earlier studies in year 8 on the Industrial Revolution and the advances in technological development, this unit will allow students to clearly analyse the advancements achieved during this period, however, also the continued limitations of these treatments within a social context.

#### Term 5: WWI medicine

You will be looking at how the WW1 conflict shaped medicine. How the advancement of weapons forced new methods of treating the wounded. We will look at the logistical problems associated with transporting the injured soldiers and how conditions in the trenches compounded these problems.

#### Sequencing

By analysing the role of conflict in relation to medical progress students will be able to see how new technology and new attitudes presented new problems for health care and wellbeing and how these were overcome.

#### Term 6: Modern medicine

You will be looking at how medicine has changed over the last 100 years. The digital age has totally revolutionised medicine and we will look at these impacts as well as massive advances in technology and welfare support.

#### Sequencing

The role of new technology along with the NHS and how these roles are changing and evolving. This marks the end of KS3 study of History and will enable students to reflect on where we are and how much progress has been made and what they feel is the driving force of this progress.

## Substantive concepts

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 7</b>	Battle of Hastings 1060 - 1066	Middle Ages 1066 - 1465	Tudors 1465 - 1603	Stuarts 1603 - 1714	Voyages of Discovery 1490 - 1900	British Empire 1500 - 1900
<b>Substantive concepts</b>	<b>Monarchy</b> <b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Migration</b> <b>Geographical historical context.</b>	<b>Monarchy</b> <b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b>	<b>Monarchy</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b>	<b>Monarchy</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b> <b>Parliament</b> <b>Geographical historical context.</b>	<b>Power/Control</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Geographical historical context.</b>	<b>Monarchy</b> <b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Migration</b> <b>Geographical historical context.</b>
<b>Year 8</b>	Industrial Revolution 1760 – 1840	World War One 1914 - 1918	Interwar years 1918 - 1939	World War II 1939 - 1945	Cold War 1945 - 1991	The making of modern Britain 1940-present day
<b>Substantive concepts</b>	<b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Parliament</b>	<b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Geographical historical context.</b>	<b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Migration</b>	<b>Conquest</b> <b>Power/Control</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Geographical historical context.</b>	<b>Conquest</b> <b>Power/Control</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Geographical historical context.</b>	<b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Liberty</b> <b>Migration</b> <b>Parliament</b> <b>Geographical historical context.</b>
<b>Yea 9</b>	Ancient medicine	Middle Ages medicine	British Renaissance medicine	Industrial medicine	WWI medicine	Modern medicine
<b>Substantive concepts</b>	<b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Religion</b>	<b>Monarchy</b> <b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b>	<b>Monarchy</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b> <b>Migration</b> <b>Parliament</b>	<b>Conquest</b> <b>Power/Control</b> <b>Hierarchy</b> <b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b> <b>Migration</b> <b>Parliament</b>	<b>Conquest</b> <b>Power/Control</b> <b>Society</b> <b>Economy</b> <b>Parliament</b>	<b>Society</b> <b>Economy</b> <b>Religion</b> <b>Liberty</b> <b>Migration</b> <b>Parliament</b>