

## History Curriculum Intent

### Values

- The Past is a diverse place
- Britain exists in a global context
- The past explains the present
- Understand what historians do

### Principles of Lessons in History.

1. Simple visuals.
2. 2 historians with opposing views used per enquiry. (minimum)
3. 3 primary sources used per enquiry. (minimum)
4. Retrieval Practice.
5. Assessment for Learning.
6. Meaningful homework that feeds into the next lesson.
7. Images used to set context.
8. Resources that follow these principles.
9. Engaging activities that demonstrate the joy of history as a subject.
10. Celebrate, scaffold and focus on reading and literacy.



### Years 7 and 8

At KS3, students should extend and deepen their chronologically secure knowledge and understanding of local, British and world history. This will help to promote cross-curricular links and enable students to have a better understanding of the world that they live in. Students will need to identify significant events, individuals, make connections, draw contrasts and analyse specific historical trends. They should begin to use historical terms with confidence and accuracy. They should pursue historically valid enquiries that help to generate enthusiasm and engagement for the topics studied. The curriculum is designed to be relevant and current with our students. Giving them great insight into their own personal, community and national heritage.

<b>Year 9 Transition Year</b>	All students in Year 9 study this subject. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Some appropriate GCSE content will be covered from the spring term of Year 9 including international relations between the two World Wars as well as a depth study on Germany from 1890-1945.
<b>Years 10 and 11</b>	At GCSE, students apply core historical concepts and skills to the exam. At Vyners we study the AQA GCSE. We have selected a range of topics that connect students with the wider world and the big narrative trends in British History. Students study Conflict and Tension: The Inter War years which develops their understanding of the cost of war and the complexities of international politics. The German Depth Study shows students the difficulties in maintaining democratic principles and the hallmarks of totalitarian regimes. The Power and the People study deepens the understanding of how rights have been gained by the British people. It also develops pupil's ability to compare and contrast events over significantly separated chronological periods. The Restoration study gives pupils an understanding of the emergency of many of the key aspects of modern British society.
<b>Year 12 and 13</b>	A-level deepens the understanding of core concepts but also raises the academic requirements of students as learners. At Vyners we study the AQA A-Level. Our component option goes far beyond the 200 year requirement in order to unlock the potential of the NEA. Our British Study is the Tudors. Students develop analytical essay writing techniques and the ability to evaluate the views of historians. Our wider world study is The American Dream: 1945-80. Students develop analytical essay writing techniques and the ability to critically analyse sources in terms of their message and provenance. Students have free choice of their NEA which gives them an opportunity to take ownership of their learning and study a topic that particularly resonates with them.

### History Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Local History</b> What was it like to be in Year 7 60 years ago?</p> <p><b>Anglo Saxons &amp; Vikings</b> What do Artefacts tell us about Anglo Saxon England?</p>	<p><b>Norman England</b> To what extent did the Norman Conquest change England?</p> <p><b>Medieval Period</b> How powerful were medieval monarchs?</p>	<p><b>Medieval Period</b> What can portraits tell us about the changing roles of women, 1100-1600?</p> <p><b>History of Trade</b> Why do the Silk Roads matter?</p>	<p><b>Early Modern Religion</b> Why did the Reformation survive the 1500s?</p> <p><b>Early Modern England</b> How did Miranda Kaufmann uncover the hidden lives of Black Tudors?</p>	<p><b>The English Civil War</b> To what extent was the world turned upside down in the seventeenth century?</p> <p><b>Industrial Revolution</b> Should England have Industrialised?</p>	<p><b>British Empire</b> Does a cup of tea explain the origins of Empire?</p>

<b>Year 8</b>	<p><b>African History</b> How has the story of the African Empires been told?</p> <p><b>Slavery</b> Who was responsible for the abolition of the slave trade?</p>	<p><b>WW1</b> How much did the British public know about the front?</p>	<p><b>Women's suffrage</b> How did women protest for equality in the 20th Century?</p> <p><b>WW2</b> How typical was the experience of Clifford Spencer?</p>	<p><b>British Empire</b> How does Britain's imperial legacy affect us today?</p> <p><b>Holocaust</b> How has the Holocaust been remembered?</p>	<p><b>China</b> How much did Mao Zedong improve the lives of people in China?</p>	<p><b>International Relations</b> What kind of factors led to conflict?</p>
<b>Year 9</b>	<p>Conflict &amp; Tension Unit 1: The treaty of Versailles</p>	<p>Conflict &amp; Tension Unit 2: The League of Nations</p>	<p>Conflict &amp; tension Unit 3: Steps to War</p>	<p>Germany Unit 1: Germany &amp; The Weimar republic</p>	<p>Germany Unit 2: The Great Depression &amp; the Rise of the Nazis</p>	<p>Germany Unit 3: The Nazis Dictatorship</p>
<b>Year 10</b>	<p>Power &amp; the People Magna Cart Simon De Montfort</p>	<p>Power &amp; the People Peasants Revolt Pilgrimage of Grace</p>	<p>Power &amp; the People Dissolution of the Monasteries English Civil War</p>	<p>Power &amp; the People American Revolution Great Reform Act Abolition of Slavery anti-Corn Law League</p>	<p>Power &amp; the People Toldpuddle Martyrs MAtch Girls Strike Dockers Strike Suffrage</p>	<p>Power &amp; the People Migration post ww2 20th Century Trade Unions</p>
<b>Year 11</b>	<p>Restoration The Restoration of Charles II Restoration Parliament</p>	<p>Restoration Popish Plots Restoration culture Art Culture Theater Coffee</p>	<p>Revision Trade Exploration Anglo-Dutch war</p>	<p>Revision Conflict &amp; Tension Germany Power &amp; the People</p>	<p>Revision The run in</p>	<p>N/A</p>
<b>Year 12</b>	<p>Henry VII Truman</p>	<p>Henry VII Truman/Eisenhower</p>	<p>Henry VIII Eisenhower/Kennedy</p>	<p>Henry VIII Kennedy</p>	<p>Henry VIII Johnson</p>	<p>Edward V Johnson</p>
<b>Year 13</b>	<p>Mary I Johnson/Nixon</p>	<p>Elizabeth I Nixon</p>	<p>Elizabeth I Nixon/Ford</p>	<p>Elizabeth I Carter</p>	<p>Revision</p>	<p>N/A</p>

Subject History KS3		FUNCTIONS OF ASSESSMENT		
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>		<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. Questions are set in the style of the GCSE.</p> <p>These cover all topics studied across the year as follows:</p> <p><u>Year 7:</u></p> <ul style="list-style-type: none"> <li>• What was it like to be in Year 7 60 years ago?</li> <li>• What do Artefacts tell us about Anglo Saxon England?</li> <li>• To what extent did the Norman Conquest change England?</li> <li>• How powerful were mediaeval monarchs?</li> <li>• What can portraits tell us about the changing roles of women, 1100-1600?</li> <li>• Why do the Silk Roads matter?</li> <li>• Why did the Reformation survive the 1500s?</li> <li>• How did Miranda Kaufmann uncover the hidden lives of Black Tudors?</li> <li>• To what extent was the world turned upside down in the seventeenth century?</li> <li>• Should England have Industrialised?</li> <li>• Does a cup of tea explain the origins of Empire?</li> </ul>	<p>Throughout KS3, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The History tracker tracks and evaluates summative assessment performance across all of Key Stage 3 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>

			<p><u>Year 8:</u></p> <ol style="list-style-type: none"> <li>1. Who was responsible for the abolition of the slave trade?</li> <li>2. How has the story of the African Empires been told?</li> <li>3. How much did the British public know about the front?</li> <li>4. How did women protest for equality in the 20th Century?</li> <li>5. How typical was the experience of Clifford Spencer? (WW2)</li> <li>6. How does Britain's imperial legacy affect us today?</li> <li>7. How has the Holocaust been remembered?</li> <li>8. How much did Mao Zedong improve the lives of people in China?</li> <li>9. What kind of factors led to conflict?</li> </ol>			
	<p><b>Interim</b></p> <p>Could be termly or half termly</p>	<p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance</p>	<p>Health checks are used to gauge knowledge of content in every topic. End of topic assessments</p> <table border="1"> <tr> <td data-bbox="1146 882 1447 1441"> <p><u>Year 7:</u></p> <ul style="list-style-type: none"> <li>• What was it like to be in Year 7 60 years ago?</li> <li>• What do Artefacts tell us about Anglo Saxon England?</li> <li>• To what extent did the Norman Conquest change England?</li> </ul> </td> <td data-bbox="1447 882 1742 1441"> <p><u>Year 8:</u></p> <ul style="list-style-type: none"> <li>• Who was responsible for the abolition of the slave trade?</li> <li>• How has the story of the African Empires been told?</li> <li>• How much did the British public know about the front?</li> </ul> </td> </tr> </table>	<p><u>Year 7:</u></p> <ul style="list-style-type: none"> <li>• What was it like to be in Year 7 60 years ago?</li> <li>• What do Artefacts tell us about Anglo Saxon England?</li> <li>• To what extent did the Norman Conquest change England?</li> </ul>	<p><u>Year 8:</u></p> <ul style="list-style-type: none"> <li>• Who was responsible for the abolition of the slave trade?</li> <li>• How has the story of the African Empires been told?</li> <li>• How much did the British public know about the front?</li> </ul>	
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	<p><b>Weekly</b></p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>• Success criteria or student checklists</li> <li>• Model answers</li> <li>• Low stakes testing on key concepts, processes, locations and features.</li> <li>• Tiered outcome descriptors e.g. Gold/Silver/Bronze</li> </ul>			

		Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.	
	<b>Hourly</b>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>● Focused questioning</li> <li>● Tiered verbal questioning (Bloom's taxonomy)</li> <li>● Mini test and plenaries.</li> <li>● Use of keywords and learning word walls throughout lessons.</li> <li>● Hinge point questions and self-reflection exercises.</li> </ul>	

Subject		FUNCTIONS OF ASSESSMENT		
<b>History KS4</b>				
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	At Key Stage 4 (KS4) the use of previous KS3 data and FFT data can be used by staff in order to make formative judgements of students' performance and understanding against.	<p>Years 9 and 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points 10 around Easter and Yr 9 in the summer.</p> <p>Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.</p> <p>Year 9: Conflict and tension, Germany Democracy and Dictatorship</p>	<p>Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The History tracker, tracks and evaluates summative assessment</p>

			Year 10: Power and the People, The restoration	performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.
<b>Interim</b>  Could be termly or half termly	End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades.  Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance  Half term units of topic/style/issue based work are completed. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the start of each topic. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.	End of topic tests for each topic in each unit. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	Conflict and Tension	<ol style="list-style-type: none"> <li>1. Treaty of Versailles</li> <li>2. League of Nations</li> <li>3. Steps to War</li> </ol>
			Germany	<ol style="list-style-type: none"> <li>1. Weimar Republic</li> <li>2. Rise of the Nazis</li> <li>3. Consolidation of Power</li> <li>4. Life in Nazi Germany</li> </ol>
			Power and the People	<ol style="list-style-type: none"> <li>1. Challenging the king</li> <li>2. Threats to Royal Authority</li> <li>3. Protest and Reform</li> <li>4. The Twentieth Century</li> </ol>
			The Restoration	<ol style="list-style-type: none"> <li>1. The King</li> <li>2. Cultural change</li> <li>3. Economic and Technological change</li> </ol>
<b>Weekly</b>	Regular formative assessment takes place using the following strategies: <ul style="list-style-type: none"> <li>● Success criteria or student checklists</li> <li>● Single GCSE questions</li> <li>● Model answers</li> <li>● Low stakes testing on key concepts, processes, locations and features.</li> </ul>			



		<ul style="list-style-type: none"> <li>Tiered outcome descriptors e.g. Gold/Silver/Bronze</li> </ul> <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.</p>	
	<b>Hourly</b>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>Focused questioning</li> <li>Tiered verbal questioning (Bloom's taxonomy)</li> <li>Mini test and plenaries.</li> <li>Use of keywords and learning word walls throughout lessons.</li> <li>Hinge point questions and self-reflection exercises.</li> </ul>	

Subject		FUNCTIONS OF ASSESSMENT		
<b>History KS5</b>				
		<p><b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p><b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p><b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.</p>
<b>TI ME SC AL E</b>	<b>Annually</b>	<p><b>Year 12:</b></p> <ul style="list-style-type: none"> <li>GCSE History data used to make formative judgment of students.</li> <li>Reflection on ALPS target grades</li> </ul> <p><b>Year 13:</b></p>	<p><b>Year 12 - UCAS exam – A level paper 1 &amp; 2</b> <b>Tudors</b> Henry VII, 1485–1509 Henry VIII, 1509–1547 <b>USA</b> Truman Eisenhower</p>	<p>Throughout KS5, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal</p>

		<ul style="list-style-type: none"> <li>UCAS exam data and ALPS target grades from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning.</li> </ul>	Kennedy <b>Year 13 - A level mock examinations</b> <ul style="list-style-type: none"> <li>Paper 1: The Tudors</li> <li>Paper 2: USA: American Dream</li> </ul> <b>Year 13 - A level external examinations</b> <ul style="list-style-type: none"> <li>Paper 1: The Tudors</li> <li>Paper 2: USA: American Dream</li> <li>None Examined Assessment</li> </ul>	evaluation given by teachers and pupils.  Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.  Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.  External A level exams for year 13 will form the basis for departmental evaluation.
	<b>Interim</b>  Could be termly or half termly	Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.  Half term units of topic based work are completed and assessed.  <b>Following topical assessment:</b> <ul style="list-style-type: none"> <li>Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set.</li> </ul> Each student will have an assessment tracker sheet which they will use to track their own	End of topic tests for each topic in each History. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.  Year 12 <b>Tudors</b> Henry VII, 1485–1509    Henry VIII, 1509–1547  <b>USA</b> Truman,                    Eisenhower,            Kennedy  Year 13 <b>Tudor</b> Mid Tudor Crisis                    Elizabeth  <b>USA</b> Johnson,                    Nixon, Ford & Carter	

		<p>progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p>		
	<p><b>Weekly</b></p>	<p><b>Sub-topical exam style questions:</b></p> <ul style="list-style-type: none"> <li>● Throughout the weeks past paper questions are embedded into each topic</li> <li>● Having completed tasks, students immediately self or peer assess and reflect on their learning, making next step comments/action plans for improvement. This is then also completed in the assessment trackers.</li> <li>● Source analysis reflections embedded into every lesson.</li> </ul> <p><b>Understanding exam requirements:</b></p> <ul style="list-style-type: none"> <li>● Students will view mark schemes weekly.</li> <li>● Model answers will be used to support learning.</li> </ul>		
	<p><b>Hourly</b></p>	<p><b>Every lesson the following formative assessment takes place using the following strategies:</b></p> <ul style="list-style-type: none"> <li>● Recap Quizzes</li> <li>● Use of mini-whiteboards</li> <li>● Focused questioning</li> <li>● Tiered verbal questioning (Bloom's taxonomy)</li> <li>● Mini test and plenaries.</li> <li>● Hinge point questions and self-reflection exercises.</li> </ul>		