

Subject Curriculum Information Pack



Pedmore
High School

Aspire, Persevere, Succeed

Curriculum Intent



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Pedmore High School History Department Curriculum Statement



Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and the past 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 challenges of their time.

Intent

- Ambition for all – given as an option for all students to study, regardless of academic ability or skill.
- High standards of literacy expected and support structures in place to help improve literacy levels of students.
- Students to have a broad knowledge of local, national and international historical events to help them understand the wider world. Students from Stourbridge have limited worldly, and even local knowledge. The history curriculum designed to broaden horizons and address potential limitations of cultural views.
- Build students' knowledge from KS3 to GCSE, for example students need to understand different political, social, and religious views and how these can cause conflict. Developing an understanding of this at KS3 and building this knowledge from GCSE.
- Developing students' contextual knowledge of different periods in time so that they can understand key events, significance, change and continuity in order to effectively evaluate events and arguments.
- Providing students' with experience outside of the classroom to enable them to understand and relate to historical events.
- Use of collaborative learning structures to scaffold and challenge students.
- Source work to give enquiry skills, and helping to prepare students for life in further education by giving students the ability to research topics independently.

Implementation

Subject knowledge - history curriculum is framed around the topics and areas of history which are culturally valuable and have a wide variety of resources, allowing collaboration with other schools in the Invictus Trust, and indeed those school outside of the trust. This enables sharing of wider and in depth subject knowledge. The department contains many non-specialist teachers who are given guidance by the specialist teacher when necessary.

Long term planning from KS3-GCSE considers the wider knowledge students are required to know to be successful, whilst also developing the historical skills needed, such as source and interpretation evaluation and assessment of change and continuity. The foundations of knowledge and skill are laid in KS3, preparing students for GCSE as well as providing those who do not take the subject at GCSE with a range of culturally relevant and significant knowledge.

Short-term topics are broken down into units and intertwine knowledge development with historical skills. Units have been chosen for their relevance to students living in Stourbridge, as well as topics which will give students an insight into the history of the wider world.

Assessment is designed to check student progress and understanding throughout topic. Formal assessments build in GCSE style questions and knowledge at KS3 or full exam papers at GCSE. Furthermore, exam style questions are given in lessons to help prepare students and ensure skills are being developed and consistently built upon.

Reading is supported through all lessons through whole class reading, gap fill tasks, categorisation and prioritisation tasks. Staff encourage wider reading around topics and we provide additional reading materials for students, especially those students who have an active interest in history, or have higher aspirational targets.



Pedmore High School History Department Curriculum Statement



Impact

History at Pedmore High School is taught by a range of different teachers who all have an interest in the subject and a drive to help those studying history achieve the best they can. The topics students will learn about are varied and broad, allowing all students to pick up vital knowledge and expand their horizons. Current students have all remarked on how they have enjoyed both the topics taught and the work set. Furthermore, going into GCSE there is a greater depth of support offered in terms of revision sessions and catch-up sessions to help both those high achievers and those students who want to, of we as a department feel can, achieve higher grades than currently showing. The curriculum aims to produce students who are capable of high-quality work and skills.

By the end of KS3

From the beginning of KS3 the department instils in students an intellectual curiosity with which to carry through to GCSE and beyond. It also gives students the basis of knowledge and skill which can then be built upon for GCSE.

By the end of KS3 the curriculum gives students an understanding of the overview of how Britain has changed in terms of politics, religion, and social aspects. This is vitally important to the department and the school as it highlights the origins of the modern-day political system and basis of tolerance of which Britain boasts with the 'Great British Values'. In addition to this the department also gives students a view on how other countries have changes overtime and Britain's role in the world in topics such as the British Slave Trade and the build up to WW2. Furthermore, it gives those who do not intend to take history further a knowledge of these topics, as well as the abilities to argue their points and look at subjects from multiple points of view, as well as to be critical of information they are given in terms of its reliability.

By the end of KS4

By the end of KS4 student have a more in-depth understanding of the many changes and continuities throughout British and world history. At this point in student's academic career the department imparts on pupils a more nuanced understanding in how modern medicine has developed, as well as Britain's views on religion. Furthermore, through the topics chosen the department intends to highlight for students how things such as totalitarian governments are allowed to form, as well as reasons for wars to be started on ideological stances. This is all in aim of creating a generation of politically critical students who have the skills to argue their own point of view and judge for themselves to come out with their own point of view. These students should also be able to communicate these views in a sophisticated manner and be competent at research outside of the classroom, in order to prepare students for higher education and life outside of school.

Year 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Conquest in Britain	The Black Death	The Renaissance	The Reformation and Counter-Reformation	Reign of Elizabeth I	The Civil War and the Restoration
Key Learning & Skills	<ul style="list-style-type: none"> • The Viking Invasion • Life before the Norman Conquest • Viking involvement in England and the Danelaw • The Norman Conquest • The Battle of Hastings • Bayeux Tapestry • Life after the Conquest • Source work and how can we trust them • Justification and argument of importance • Change and continuity • Debate over justification 	<ul style="list-style-type: none"> • Life before the Black Death • Symptoms and causes of the Black Death • The Peasants' Revolt • Change and continuity • Arguing from different sides and perspectives. • Identifying long and short-term factors 	<ul style="list-style-type: none"> • Importance of the Printing Press • Development of the Catholic Church • Changing ideas. • Change and continuity • Arguing from different sides and perspectives. • Source work • Cause and consequence 	<ul style="list-style-type: none"> • The Reformation • Henry VIII's Life • Wittenberg • Henry's Wives • Counter-Reformation • Edward VI's religious changes • Mary I's religious changes • How bloody was Mary? • Cause and consequence • Change and continuity • Source work • Argument and justification • Prioritisation 	<ul style="list-style-type: none"> • Elizabeth's early years • Elizabeth's personality • Catholic and Puritan threats • The Middle Way • Mary Queen of Scots • Spanish Armada • Cause and consequence • Change and continuity • Source work • Identify emergence of British Values and why they are important 	<ul style="list-style-type: none"> • The Civil War • Charles I as king • Oliver Cromwell as Lord Protector • The Restoration • Charles II returning to power • New role of parliament. • Source work • Cause and consequence • Change and continuity • Arguing from different sides and perspectives. • Identify emergence of British Values and why they are important
End points	<p>In the first year of secondary school we focus on developing the necessary skills of a historian. By the end of the year students should have developed their historical skills such as building coherent arguments, analysing and evaluating sources and interpretations, and examining cause and continuity over time.</p> <p>Students should also have firm knowledge of how power and control in Britain has changed and stayed the same over time. Ideas about parliamentary representation and the gradual inclusion of democracy should factor into this knowledge. Furthermore, students should be able to make comparisons and explain reasons for change, as well as how this has affected ordinary people.</p> <p>Additionally, students should have ideas and understanding about how religion has altered over time, starting with the strict religious laws and beliefs of the medieval era, through to the move towards secular religion in the Renaissance finishing with the creation of the Church of England as well as building in knowledge of have religious tolerance.</p>					
Informal (formative) Assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • Knowledge assessment 	<ul style="list-style-type: none"> • Skill based assessment 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Skill based assessment 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Curriculum Assessment Map: Year 7 History

	Autumn Term	Spring Term	Summer Term
Topic	The Black Death	The Renaissance	The Civil War and the Restoration
Key Learning & Skills	<ul style="list-style-type: none"> Life before the Black Death Symptoms and causes of the Black Death The Peasants' Revolt Change and continuity Arguing from different sides and perspectives. Identifying long and short-term factors 	<ul style="list-style-type: none"> Importance of the Printing Press Development of the Catholic Church Changing ideas. Change and continuity Arguing from different sides and perspectives. Source work Cause and consequence 	<ul style="list-style-type: none"> The Civil War <ul style="list-style-type: none"> Charles I as king Oliver Cromwell as Lord Protector The Restoration <ul style="list-style-type: none"> Charles II returning to power New role of parliament. Source work Cause and consequence Change and continuity Arguing from different sides and perspectives. Identify emergence of British Values and why they are important
End points	<p>In the first year of secondary school we focus on developing the necessary skills of a historian. By the end of the year students should have developed their historical skills such as building coherent arguments, analysing and evaluating sources and interpretations, and examining cause and continuity over time.</p> <p>Students should also have firm knowledge of how power and control in Britain has changed and stayed the same over time. Ideas about parliamentary representation and the gradual inclusion of democracy should factor into this knowledge. Furthermore, students should be able to make comparisons and explain reasons for change, as well as how this has affected ordinary people.</p> <p>Additionally, students should have ideas and understanding about how religion has altered over time, starting with the strict religious laws and beliefs of the medieval era, through to the move towards secular religion in the Renaissance finishing with the creation of the Church of England as well as building in knowledge of have religious tolerance.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> Skill based assessment 	N/A	<ul style="list-style-type: none"> N/A

Curriculum Assessment Map: Year 7 History

	Autumn Term	Spring Term	Summer Term
Topic	Conquest in Britain	The Reformation and Counter-Reformation	Reign of Elizabeth I
Key Learning & Skills	<ul style="list-style-type: none"> • The Viking Invasion <ul style="list-style-type: none"> • Life before the Norman Conquest • Viking involvement in England and the Danelaw • The Norman Conquest <ul style="list-style-type: none"> • The Battle of Hastings • Bayeux Tapestry • Life after the Conquest • Source work and how can we trust them • Justification and argument of importance • Change and continuity • Debate over justification 	<ul style="list-style-type: none"> • The Reformation <ul style="list-style-type: none"> • Henry VIII's Life • Wittenberg • Henry's Wives • Counter-Reformation <ul style="list-style-type: none"> • Edward VI's religious changes • Mary I's religious changes • How bloody was Mary? • Cause and consequence • Change and continuity • Source work • Argument and justification • Prioritisation 	<ul style="list-style-type: none"> • Elizabeth's early years • Elizabeth's personality • Catholic and Puritan threats • The Middle Way • Mary Queen of Scots • Spanish Armada • Cause and consequence • Change and continuity • Source work • Identify emergence of British Values and why they are important
End points	<p>In the first year of secondary school we focus on developing the necessary skills of a historian. By the end of the year students should have developed their historical skills such as building coherent arguments, analysing and evaluating sources and interpretations, and examining cause and continuity over time.</p> <p>Students should also have firm knowledge of how power and control in Britain has changed and stayed the same over time. Ideas about parliamentary representation and the gradual inclusion of democracy should factor into this knowledge. Furthermore, students should be able to make comparisons and explain reasons for change, as well as how this has affected ordinary people.</p> <p>Additionally, students should have ideas and understanding about how religion has altered over time, starting with the strict religious laws and beliefs of the medieval era, through to the move towards secular religion in the Renaissance finishing with the creation of the Church of England as well as building in knowledge of have religious tolerance.</p>		
Informal (formative) Assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • Knowledge assessment 	<ul style="list-style-type: none"> • Skill based assessment 	<ul style="list-style-type: none"> • N/A

Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Industrial Revolution	The British Empire	The Slave Trade	World War One	Women's Suffrage	Tsarist Russia
Key Learning & Skills	<ul style="list-style-type: none"> How it impacted Britain. Improvements made. How social conditions changed. How the modern working day emerged. Crime in the cities Its impact on the local area. Source work and analysis. Change and continuity. Justification and arguments of different ideas Independent research into the local area. 	<ul style="list-style-type: none"> What is the Empire America Australia India A good or bad thing? Arguing different sides. Understanding contemporary views Change and continuity Cause and consequence Impact on the modern world Identify emergence of British Values and why they are important 	<ul style="list-style-type: none"> Creation of the Trade. Why the Trade was so important. Conditions in Africa Conditions in the Middle Passage Selling and lives of slaves. Abolition of slavery and important white and black figures. Source work and analysis. Arguing difficult points of view. Critical view of opinions and contemporary ideas Impacts on the modern world 	<ul style="list-style-type: none"> Causes of World War One Early years of the war Later years of the war Soldiers in the war Life at Home End of the War Identification of long term, short term, and immediate consequences. Looking at different points of view Change and continuity in war. Source work and analysis. 	<ul style="list-style-type: none"> Role of ancient women. Suffragettes and Suffragists Women in WW1 Opposition to women's rights. 20th century modern feminism Source work Cause and consequence Change and continuity Making conclusions from unclear events Knowledge of opinions and contemporary views. Identify emergence of British Values and why they are important 	<ul style="list-style-type: none"> Rule of the Tsars Life for peasants Rise of discontent Rasputin Russian Revolution Lenin and Stalin Cause and consequence Change and continuity Source work and analysis. Change and continuity in war.
End points	<p>In year eight the main focus of many of our topics are arguments and viewpoints. By the end of the year it is expected that students will be able to confidently and securely look at multiple sides of an argument backed up with evidence and reasonable explanation. In addition to this students should be confident in examining thoughts and ideas which are not their own and explain positives and negatives about theirs and other people's theories and ideas.</p> <p>In terms of historical knowledge students should have further awareness of how society changed for people in Britain at the beginning of the Industrial Revolution and throughout the nineteenth and early twentieth century. Students should also be able to think critically about the role Britain played in the developing world.</p> <p>Finally, ideas about what are traditionally told to be 'British Values' are examined, and students should have an awareness of how democracy and the idea of political independence and freedom began to spread throughout the late nineteenth and early twentieth century.</p>					
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> N/A

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 History

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	The Rise of Totalitarianism	World War Two	The Holocaust	Black Civil Rights in the US	Britain, 1947-1997	The Troubles in Ireland
Key Learning & Skills	<ul style="list-style-type: none"> Stalin in Russia Mussolini in Italy Mosely in Britain Hitler in Germany Change and continuity Examining social conditions to explain political thought in the period Cause and consequence Source work and analysis 	<ul style="list-style-type: none"> Causes of the War. Blitzkrieg Dunkirk and Battle of Britain Operation Barbarossa and Pearl Harbour D-Day Fall of Nazi Germany Source work and analysis Change and continuity from WW1 Examining myths and misconceptions in history 	<ul style="list-style-type: none"> Attitudes towards Jews in history The Ghettos of Poland Tiergartenstraße 4 Wannsee and the Final Solution The SS and the Camps Responsibility Source work and analysis Examination of sensitive topics Making conclusions from unreliable sources Critical views of historian's ideas. Cause and consequence 	<ul style="list-style-type: none"> Treatment of Black Americans prior to WW1 Involvement of Black Americans in world conflicts Peaceful protest vs violent protest Gaining of black rights Change and continuity Cause and consequence Understanding social thought in the period Arguing difficult points of view Source work and analysis Impacts on modern politics and society 	<ul style="list-style-type: none"> Post-war Britain Creation of the NHS Windrush and immigration Actions of Thatcher Britain in the 90s Change and continuity Impacts on modern politics and society Understanding social thought in the period Examining social conditions to explain political thought in the period 	<ul style="list-style-type: none"> Historic relationship between Britain and Ireland Causes of the Troubles Events during the Troubles End of the Troubles and continuing issues Change and continuity Cause and consequence Understanding social thought in the period Arguing difficult points of view Source work and analysis Impacts on modern politics and society
End points	<p>For their final year of KS3 students switch their focus from Britain's history to a more global view. Largely students will continue developing their skills from year seven as well as building upon those skills of critical thinking which were focused on previously. Students by the end of year nine should be able to confidently analyse a source or interpretation, argue both their own point of view and the views of others with supporting evidence, and be able to examine history as a whole rather than separate periods of time.</p> <p>Students also begin looking more at the ideas of legality and persecution, and should be able to give good examples of this in history feeding from their topics in autumn term one, spring term one and two, and summer term two. This once more feeds into ideas of 'British Values' by looking at democratic and religious freedom as well as equality.</p> <p>Finally students should also have an awareness of the changes that happened in Britain in the second half of the twentieth century, including the creation of significant organisations and laws such as the NHS.</p>					
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback. 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> Skill based assessment 	<ul style="list-style-type: none"> N/A



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