

Henlow Academy History Curriculum Information

Intent

As a secondary school we keep in line with the National Curriculum procedures when teaching History, and intend for all of our students be able to do the following:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

The History curriculum at Key Stage Three is sequenced chronologically from the first Millennium all the way through to the twentieth century. Throughout our selected curriculum, we aim for students to rapidly expand their level of knowledge about the past, and learn about a diverse variety of time periods, themes and human experiences. Our aim is for all of our students to have the ability to construct a chronological narrative of the past from the year 1000, and have a larger understanding of how time periods are different e.g. differences between the medieval and industrial periods.

Implementation

Our curriculum is largely centred around distinct investigations or historical enquiries so that lessons are sequenced to understand their learning journey, and which support students in expanding and building new knowledge and understanding over the course of a sequence of lessons in order to be able to answer a main historical enquiry question e.g. 'How did the British Empire become so powerful by the late nineteenth century?' While some enquiries (such as the previous example) focus on a wider synopsis of a historical epoch, others enable student to explore an exact historical incident, such as the effects of the Black Death, in depth. We aim for this knowledge and understanding to be taken on by the students and then used to construct their own historical accounts and discussions about the past. We also aim for students to be able to use second-order concepts such as explaining causation, change & continuity.

Our aim is also to strengthen the students' historical vocabulary. Words and terms such as 'parliament', 'liberty', 'civil war', 'democracy' will be used and addressed in multiple lessons throughout Key Stage Three, and we intend for all students to know these terms and be able to deploy them when speaking and when writing.

We also aim for students to be able to understand how historians reach different opinions and what they must to construct their arguments. We plan for students to have a much greater understanding of what source-based evidence is, how historians collect it, and how they reach inferences or conclusions about the past from them. We also want to ensure that students know that some issues in the past are always a matter of discussion for historians, and that historians will not always reach the same conclusions e.g. what was the main cause of the Civil War.

We want to ensure that all students throughout their Key Stage Three learning are fully prepared for the requirements at GCSE at Henlow, and A-level beyond. The knowledge, understanding and historical analysis students will learn throughout the first few years at Henlow will be vital for further study, and ensure they will enjoy the historical knowledge they gain and appreciate learning of historical processes.

Impact

In history, it is vital that students are prepared for formative assessments as this will become a core part of teaching and learning at GCSE and beyond. In class, we will use a variety of formative assessments in every lesson which will assess a variety of distinct historical skills. Students will also be required to complete online homework that will increase their knowledge and understanding of the topics as part of this.

Students will also be required to sit summative assessments once a term in order to test the knowledge and skills that students have been learning in history lessons. All history teaching staff will use the same assessments and mark schemes across the year group to ensure that all data collected is valid and can be analysed centrally by the school and the history department. This data will then be used to inform the Head of Department and history teachers to plan future lessons and ensure that students are able to progress and achieve.

Year 7 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Introduction to History; changing societies	Power, religion, extremism	Religious conflict; civil war; liberty and rights.	Impact of pandemics; rebellion in society	Contrasting England with other areas of the world	Exploration; Cultural encounters; impact of technology & culture
Key Concepts	Learning how historians construct the past. The impact of the Norman Conquest on England.	The power of the Medieval Catholic Church.	The Crusades King John, Magna Carta & the Barons' Wars.	The Black Death The Peasants' Revolt	Medieval West Africa	Discovery or invasion of the 'New World'. Transition from Medieval to Renaissance
SMSC and British Values	Conquest Monarchy Rebellion Power Identity	Religion Extremism Power Monarchy Institutional power Rebellion	Religion War Conflict Peace Monarchy & power Liberty & Rights Parliament Democracy Justice & law	Culture Identity Rebellion Monarchy Justice & law Nature	Culture Identity Religion Society Justice & law	Religion Conquest Conflict Power Identity Society
	<p style="text-align: center;">Henlow Academy offers a wide range of career-based activities with students. In History we will have guest speakers come in each year to talk about their experiences of learning and using history in their day-to-day lives. Working with the Head of Careers, Mr. Baxter, students will also receive a wider understanding about how subjects like History can draw them to potential to career paths.</p>					
Parental Support	Take your child to castles & medieval cathedrals around the country to gain an impact the Normans had on England.	Assist your child in helping them write more fluidly for their history assessments.	Explore the history of Magna Carta with them and encourage them to read more around the topic.	Explore the history of the Black Death and the Peasants' Revolt. Encouraging reading around the topic.	Encouraging research skills on medieval Africa and other societies around the world during the same time period	Wider reading around the Spanish conquest of the Americas and the impact on native societies.

Year 8 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Early challenges to religion in the late medieval period.	Power, religion, extremism, religious conflict	Understanding migration & trade. Establishment of the Empire. Warfare and its impact on society.	Political unity. Expansion of the British Empire & political control.	Changes to the working world.	Impact of Industrialisation on democracy in Britain.
Key Concepts	Early Tudor England	The Protestant Reformation and its impact in Europe The reign of Elizabeth I in England	England's connections to the world in the sixteenth century Impact of the English Civil Wars	Creation of the United Kingdom and the power of Parliament. The rise and power of the British Empire	The impact of the Industrial Revolution in Europe	Nineteenth century Britain and the impact of wider democracy.
SMSC and British Values	Religion Monarchy & Power Diversity Historical Sources Use of evidence Identity	Religion Extremism Humanism Monarchy & Power Identity Poverty Justice & law	Religion Conflict Monarchy and Power Liberty & Rights	Culture Identity Power Conquest Diversity	Culture Work Identity	Culture Identity Power Liberty & Rights Justice & law
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Parental Support	Visit national art galleries in London to understand Renaissance art, and how leaders wanted to portray themselves.	Explore a wide variety of churches to understand their key differences.	Explore the history of the Civil War. Encouraging reading around the topic.	Explore the history of the British Empire. Encouraging reading around the topic.	Explore the history of the Industrial Revolution. Encouraging reading around the topic.	Explore the history of Parliament and democracy in the UK. Encouraging reading around the topic.

Year 9 Curriculum Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Exploitation and Slavery	Warfare; changing attitudes in society	Nationalism; the rise of extremism, economic disaster and dictatorships	Warfare; changing attitudes in society	Warfare; extremism, genocide and resistance.	Changing attitudes in society; establishment of rights for other communities.
Key Concepts	The Transatlantic Slave Trade and the system of slavery	The First World War Women gaining the right to vote.	Ireland and the struggle for Home Rule & independence The Interwar Years & the rise of dictatorships	The Second World War	The Holocaust	Post-war immigration to Britain.
SMSC and British Values	Liberty & Rights Mutual Respect Diversity Slavery	Extremism Power & Conflict	Diversity Religion Power & Conflict Liberty & Rights Justice & Law Democracy	Extremism Power & Conflict Justice & Law Democracy	Liberty & Rights Justice & Law Genocide Mutual Respect	Liberty & Rights Justice & Law Mutual Respect Tolerance Diversity
	<p>Henlow Academy offers a wide range of career-based activities with students. In History we will have guest speakers come in each year to talk about their experiences of learning and using history in their day-to-day lives. Working with the Head of Careers, Mr. Baxter, students will also receive a wider understanding about how subjects like History can draw them to potential to career paths.</p>					
Parental Support	Visit London Docklands Museum to understand the history of the Transatlantic Slave Trade.	Visit the Imperial War Museum in Lambeth, London to gain a greater understanding of Britain's role in World War One.	Visit the Imperial War Museum in Lambeth, London to gain a greater understanding of Ireland during the First World War.	Explore the history of the Second World War. Encouraging reading around the topic.	Visit the Imperial War Museum in Lambeth, London. They have a special exhibit on the Holocaust, which is outstanding.	Visit the Museum of London in Barbican to see exhibits on migration to the UK post-1945.

Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2/First Half Summer 1	Second Half Summer 1/Summer 2
Theme	Superpower Relations & the Cold War (1941-1991)	The USA: Conflict at home and abroad (1954-1975)	The USA: Conflict at home and abroad (1954-1975)	The USA: Conflict at home and abroad (1954-1975)/ Revision	Revision / Examinations
Key Concepts	Superpower Relations during the Cold War (Arms Race; Crisis in Berlin, Eastern Europe & Cuba; Detente; Second Cold War; Collapse of the USSR & End of Cold War)	The Civil Rights Movement (1954-1975) - Pre-1950s; education; bus boycotts; progress	The Civil Rights Movement (1954-1975) - Progress; Peaceful protests; Malcolm X & Black Power; Conclusion. US Involvement in Vietnam War (1954-1975) - Escalation; nature of conflict; changes under Nixon.	US Involvement in Vietnam War (1954-1975) - Changes under Nixon; Opposition at home; support for the war; end of the war.	Revision and preparations for the exams.
SMSC and British Values	Democracy Liberty Extremism Ideological difference Warfare	Democracy Liberty Extremism Ideological difference Racism Protest Rule of Law Mutual respect & tolerance	Democracy Liberty Extremism Ideological difference Racism Protest Rule of Law Mutual respect & tolerance Warfare	Democracy Liberty Extremism Ideological difference Warfare Protest Rule of law Mutual respect & tolerance	N/A
Parental Support	Encourage students to engage in wider reading and to organise their materials & resources	Encourage students to engage in wider reading and to organise their materials & resources	Encourage students to engage in wider reading and to organise their materials & resources	Encourage students to engage in wider reading and to organise their materials & resources	Encourage students to engage in wider reading and to organise their materials & resources

Assessment Overview

	Autumn	Spring	Summer
Year 7	Britain at the end of the First Millennium/ Norman England	The Power of the Medieval Catholic Church; The Crusades; The Black Death	Medieval Africa; The Magna Carta
Year 8	Tudor England; Protestant Reformation	Civil War & Restoration; European Exploration of the 'New World'	British Empire; Industrial Revolution
Year 9	African Slavery	World War One; Women's suffrage; Partition of Ireland	World War Two; Migration
Year 10	Medicine Through Time (1250-1500)	Medicine Through Time (1250-Present)	Anglo-Saxon & Norman England (1060-1088)
Year 11	Superpower Relations & the Cold War (1941-1991)	The USA (1954-1975)	The USA (1954-1975) *Assessment will be conducted as part of the Revision period.