

# **St Michael's Church of England High School Curriculum Plan**

## **History**



## The Aims of the History National Curriculum

The national curriculum for history aims to ensure that all pupils:

- 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

## History Intent Statement

We aim to create the very best historians at St Michael's High School. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary.

At St Michael's High School, we believe that the transferable skills gained in our subject are essential for our students to achieve not only in school but in the wider outside world. We teach students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. We believe through understanding history our students will flourish spiritually, personally and academically.

Through a knowledge rich curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it through staff who know the content thoroughly and having a carefully planned curriculum which builds on previous knowledge and helps students understand topics in a wider context. Our knowledge organisers identify the key vocabulary within each unit of work and we encourage our students to use academic texts to 'know more'. We use Microsoft Teams to consistently to provide links to further reading and revision resources. Low stakes quizzes and formative assessment of longer written answers are regular features of history lessons.

We build the Cultural Capital of our students through everything we teach as history and culture are intrinsically linked. We are constantly improving students' understanding of wider culture through exposure to politics, art, religion and language within the history we teach. Having the city of Liverpool on our doorstep we aim to enrich the lives of our students by providing opportunities to explore the city, along with its many museums and art galleries. We also provide cross curricular opportunities with other departments in the school such as Religious Studies and English.

Our curriculum is underpinned by 'Big Ideas' which are based around the fundamental concepts which are revisited frequently during KS3 and into KS4 through careful sequencing:

- Chronology
- Change and continuity
- Causation and Significance
- Using historical evidence
- Analysing historical interpretations
- Understanding historical perspectives

Students begin Year 7 with an introduction to the 'Big Ideas' in history at St Michaels. Each idea is applied to a topic before 1066. This is done to provide reference point when the big ideas are explored later in the year. As KS2 students in local primary schools have covered topics like the Vikings and Anglo Saxons year 7 students will also examine what Britain was like pre 1066 in more depth. Students then move on to study of British History and its turning points from **the causes and significance** of the Norman Conquest of 1066, the Black Death, the religious roller-coaster of the English Reformation under the Tudors and Stuarts and the English Civil War this allows students to consider and understand the concept of **change and continuity**. A local study will focus on the role of Liverpool in the slave trade.

Year 8 explore and evaluate the causes and impact of the Industrial revolution in England. Within this, students have the opportunity to explore life in an industrial city and the infamous Whitechapel murders. Student will **use historical evidence** which will allow them to explore what life was like for different social groups at that time. Students will then analyse the causes of the Transatlantic slave trade, the role Liverpool played and the impact slavery had on the black people of America. This student allows students to explore **historical interpretations and perspectives**. Students will then assess the achievements gained by the 1960 civil rights movement. Students analyse in-depth the **significance** of WW1 including the Treaty of Versailles and the rise of the Nazis in Germany and evaluate the impact on The German people. Students investigate the background to and **significance** of the Holocaust through academic texts and historical sources. Students end the year by analysing significant battles of WW2 and how they changed the course of the war in the years 1939-1945.

Year 9 students evaluate whether the British empire is something to be proud of. They will also gain an understand of how migration to Britain has changed over the years and the consequences of leaving the EU. Students then undertake a depth study of the Vietnam war and the reasons for USA's failure in this conflict. Student spend the remainder of the year investigating medical marvels and how these discoveries changed attitudes towards illness and disease from medieval to modern times.

Year 10 study the GCSE Edexcel Units Early Elizabethan England 1558-1588, this examines the challenges Elizabeth faced in terms of religion, succession and plots both at home and abroad whilst building an empire in the Age of Exploration. A study of the American West 1835-1895 examines the lives of Plains Indians, settlement of the West, the impact of cattle ranching and railroads and the destruction of the Plains Indians way of life.

Year 11 study GCSE Edexcel unit 'Weimar and Nazi Germany' exploring the political, social and economic issues of Weimar and the subsequent rise and control of the Nazi State with particular reference to different historical interpretations.

Year 12 and 13 study the reformed A Level AQA 'Unit 1H Tsarist and Communist Russia 1855- 1964' exploring the challenges facing the Tsarist regime and its eventual collapse, followed by the emergence of Communist dictatorship 1917-1941 and the rise and impact of the Stalinist system. Unit 2S Modern Britain 1951-2007' examines post war affluence, the changing political, social and economic landscape of Britain; and judges the effectiveness of government solutions.

### Key Stage 3

#### What are the Big Ideas in History?

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#### Chronology

Chronology is important because the exact order in which events occur helps us understand the cause and the effect of those events, and thereby allow us to step back and view the "big picture" of history - how and why events unfold in the way they do, and how they are related.

#### Change and continuity

History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.

#### Causation and Significance

Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the

past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change.

### Use of Historical evidence

Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked. Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and the conditions and views that existed at the time.

### Analysing historical interpretations

Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through the process of interpretation. It is possible to draw INFERENCES from interpretations of the past, just as with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.

### Understanding historical perspectives

There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives.

#### How are the Big Ideas developed through Key Stage 3

<b>Year 7</b>	Students will examine the significance of the contest for the throne in 1066 and how the outcome at Hastings changed the course of English history forever.	Students will gain an understanding of how England changed during the Norman conquest.	Students will examine the causes behind Henry's break with Rome and how this decision created religious turmoil in England which lasted well until the Stuart reign.	Historical documents are used throughout the delivery of each topic at KS3. This will allow students to examine what people thought at the time and how events in history have been interpreted by historians through the ages.
<b>Year 8</b>	Students will understand why WW1 was referred to as the Great War and how its impact rippled through the 20 <sup>th</sup> century.	Students can assess how the Industrial revolution transformed Britain, its economy and the people.	The study of Weimar Germany and the rise of Hitler lends perfectly to examining the causes and effect of such period in history.	Historical documents are used throughout the delivery of each topic at KS3. This will allow students to examine what people thought at the time and how events in history have been interpreted by historians through the ages.
<b>Year 9</b>	Students can investigate the significance of major developments in medicine and evaluate their impact through the medical marvels study.	A student of empire and migration allows students to examine the impact Britain has had on the world and the impact migration has had on Britain	Students can explore why America got involved in a War in Vietnam and why it resulted in a costly failure for them.	Historical documents are used throughout the delivery of each topic at KS3. This will allow students to examine what people thought at the time and how events in history have been interpreted by historians through the ages.

### What topics are used to explore these ideas?

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<ul style="list-style-type: none"> <li>St Michael's Big Ideas</li> <li>Norman Invasion</li> </ul>	<ul style="list-style-type: none"> <li>Medieval England</li> <li>Tudors</li> </ul>	<ul style="list-style-type: none"> <li>Stuarts</li> <li>Local area study</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>Slave trade and civil rights</li> </ul>	<ul style="list-style-type: none"> <li>World War 1</li> <li>Rise of Hitler and Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>Holocaust</li> <li>WWII</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Empire and migration</li> <li>Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>Medical marvels 1250-modern day</li> </ul>	<ul style="list-style-type: none"> <li>Medical marvels 1250-modern day</li> </ul>

### Key Stage 4

#### GCSE History

<b>Exam board:</b>	<b>Edexcel</b>
Paper 1:	Medicine in Britain 1250-present
Paper 2:	Elizabethan England 1558-1588 and American West 1830-1890
Paper 3:	Weimar and Nazi Germany 1918-1939

### How are the Big Ideas developed through Key Stage 4

<b>Year 10</b>	The theme of significance in integral to the teaching of the GCSE syllabus at St Michaels. Student will cover and debate the significance of events over the two years.	Throughout the study of British medicine 1250-present students will assess how ideas relating to medicine has changed and stayed the same.	The study of the American West will give students a textbook example of how American white expansion impacted the Native American way of life and the effect it had on the population.	Paper 1 and 2 will provide students with the opportunity to examine the utility of sources linked to topics of study. Students will also develop the skill of explaining how and why interpretations differ.
<b>Year 11</b>				

#### Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>Year 10</b>	Germany	Germany	Elizabeth
<b>Year 11</b>	American West	Medicine	Revision

### Key Stage 5

#### A level History

<b>Exam board:</b>	<b>AQA</b>
Paper 1:	Tsarist and Communist Russia 1855-1964
Paper 2:	Modern Britain

## How are the Big Ideas developed through Key Stage 5

**Tsarist and Communist Russia**

- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?
- How was Russia governed and how did political authority change and develop?
- What was the extent of social and cultural change?
- What were the causes of the 20<sup>th</sup> century revolutions and how did it change Russia.
- Over the two years students will examine extracts from historians which discuss significant events within the time period. They will need to assess how accurate they are.

**Modern Britain**

- Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power
- Economic developments: post-war boom; balance of payments issues and 'stop-go' policies
- Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture
- Impact of Thatcherism on society: sale of council houses; miners' strike and other industrial disputes; poll tax; extra-parliamentary opposition
- Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure; attitudes to Europe, including Thatcher's policies; divisions
- Over the two years the students will be presented with various sources with which they will need to evaluate the utility off.

within the  
Conservative  
Party

### Teaching Schedule

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 12 (Russia)</b>	Autocracy and modernisation	The collapse of the Russian empire	The Bolshevik seizure of power
<b>Year 12 (Britain)</b>	Britain 1951-1964	British society	Foreign relations
<b>Year 13 (Russia)</b>	The emergence of Communist dictatorship 1917- 1914	The Stalinist dictatorship and reaction 1941-64	Revision
<b>Year 13 (Britain)</b>	British economy	British politics	Revision



## History Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>An introduction to St Michael's Big Ideas</b>	<b>How did the Normans conquer England?</b>	<b>What was life like in Medieval England?</b>	<b>How did England change under the Tudors?</b>	<b>What were the significant events of the 17<sup>th</sup> century?</b>	Local area study
<b>Enhanced Learning opportunities</b>		Visit to Liverpool museum to explore the Norman conquest exhibition		Trip to explore Speke Hall, a Tudor manor	Trip to London to explore the Great Fire of London	Field trip to Liverpool city centre. Docks, location of Liverpool castle etc
<b>Year 8</b>	<b>How did the Industrial revolution change Britain?</b>	<b>How did the Slave Trade lead to the civil rights movement?</b>	<b>Why is the First World War known as the Great War?</b>	<b>What was life like in Nazi Germany?</b>	<b>Why is it important to remember the Holocaust?</b>	<b>How was Germany defeated in the Second World War?</b>
<b>Enhanced Learning opportunities</b>	Quarry bank mill Cheshire	Slave trade museum in Liverpool	Battlefields trip to Belgium		Talks from the Holocaust educational trust	Normandy beaches school trip to France
<b>Year 9</b>	<b>What impact has empire and migration had on the UK?</b>	<b>What was the Cold War?</b>	<b>Medical marvels from Ancient to the modern era</b>	<b>Medical marvels from Ancient to the modern era</b>	<b>Medical marvels from Ancient to the modern era</b>	<b>How did the First World war impact medicine?</b>
<b>Enhanced Learning opportunities</b>			Trip to 'sick to death' exhibition in Chester			World War One medicine live show
<b>Year 10</b>	<b>The early settlement of the West 1835-1862</b>	<b>Development of the Plains 1862-1876</b>	<b>Conflicts and conquest 1876-1995</b>	<b>Weimar Germany</b>	<b>Hitler's rise to power</b>	<b>Nazi Germany</b>
<b>Enhanced Learning opportunities</b>						
<b>Year 11</b>	<b>The early settlement of the West 1835-1862</b>	<b>Development of the Plains 1862-1876 Conflicts and conquest 1876-1995</b>	<b>Queen, government and religion 1558-69</b>	<b>Challenges to Elizabeth at home and abroad 1569-88</b>	<b>Elizabethan society in the age of exploration 1558-88</b>	<b>Revision</b>

Enhanced Learning opportunities						