

Long Term Departmental Planning Overview

Subject: **History**

Rationale behind curriculum decisions in light of Covid-19;

The History curriculum is designed to encourage students to engage in meaningful historical enquiries that enable them to develop a broad and deep knowledge of history and how the past impacts upon our world today. It is also designed to ensure that what is taught, reflects the diverse nature of our school community and the wider community.

Curriculum (KS3/4/5) –

At KS3, the curriculum follows a chronological approach interspersed with thematic studies in years 7 and 8. Both Year 7 and 8 will undertake an overview at the beginning of the year – this will allow Year 8s to consolidate their learning from the previous year and place it within the context of the last 2000 years. The Year 9s will begin with a study of the causes and impact of the First World War on the Twentieth century. The changes made to the curriculum as a result of the prolonged period of lockdown ensure that we continue to follow a chronological approach which ultimately helps pupil understanding. Each Key Enquiry Question offers students the opportunity to explore different second-order concepts and teachers will ensure that these are made explicit during lessons. Despite lost curriculum time, I feel confident that there is sufficient coverage of the second-order concepts to ensure students develop as historians through their ability to communicate their understanding of key features and characteristic of the period studied.

At KS4, and for the Year 11s, OFQUAL have announced that there will be a reduction in the content of the exam although **all** students will be required to study the British Depth Study Unit (Elizabethan England). As a result, there is no requirement to teach the ‘Living in Nazi Germany’ unit and this will enable us to use the curriculum time gained to ensure that pupils are fully prepared for the exams in the summer. In order to do this, revision lessons will be planned to revisit topics studied previously to give students the opportunity to consolidate their learning further and develop their exam skills.

Assessment (KS3/4/5) –

Summative assessment at KS3 will take place at the end of each half-term. This assessment will focus on the key second-order concepts covered through the key enquiry questions. In addition, homework will compose of fortnightly knowledge recall tests (students will be expected to revise the answers in preparation for a test in class). There is also an increased emphasis on the use of ‘retrieval practice’ in the classroom to encourage students to recall learning from last lesson, last week, last term and last year. In addition, each summative assessment will include questions based on learning from a previous topic/year to deepen pupils knowledge.

Assessment at KS4 will take place at the end of each unit of study (generally after 10 taught lessons). As with KS3, there is also an increase use of ‘retrieval practice’ in the classroom.

Summative assessment at KS5 will take place at the end of each half-term.

	Intended Impact at KS3						
	<ul style="list-style-type: none"> • Pupils are able to understand the key features and characteristics of the period studied through their engagement with a meaningful enquiry question. • Show a developing understanding of the second-order concepts that underpin a study of history – causation, consequence, significance, change/continuity and diversity of experience. 						
	Intended Impact at KS4						
	<ul style="list-style-type: none"> • Students will have a good understanding of the content required in preparation for the summer exams. • To ensure that students have a thorough understanding of the requirements of the examination and the importance of writing detailed, factually correct responses showing an appreciation of the second-order concepts 						
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	Medieval and Early Modern History	1. How has Britain changed? – an overview of key changes over the last 2000 years 2. When did toilets in Britain really change? A thematic study of sanitation through time.	1. How was William of Normandy able to take control of England	1. Was England ruled by strong and successful monarchs between 1087 and 1272? 2. Why was there a 'golden age' of Science in the Early Middle Ages?	1. What changed in Early Modern Britain? 2. What mattered to Henry VIII?	1. How far was Elizabethan England a 'golden age'? 2. Was Charles a tyrant or a martyr?	1. Who was the greatest Mughal Emperor?
8		1. How has Britain changed? – an overview of key changes over the last 2000 years 2. How and why has London become one of the world's great cities? A thematic study of change 3. What was the impact of the Industrial Revolution on people's working lives?	1. How should we remember the Peterloo massacre? 2. What shocking secrets lie behind the sugar trade?	1. Did the British Empire really enhance global welfare?	1. Who are the British? 2. Why was 'Jim Crow' so powerful?	1. Why did Europe go to war in 1914?	1. What was the impact of the 'Great War' on people's lives?

9		1. What was the impact of the 'Great War' on people's lives?	1. Did Britain win the Second World war? 2. How should we remember Churchill? 3. What stories lie behind photographs of the Holocaust?	1. What was the impact of the Cold War? 2. Why are we less likely to die from disease today?	1. How did people protest for equality and freedom in the 20 th century?	1. How did people protest for equality and freedom in the 20 th century? (continued)	1. What caused the 9/11 attacks
10	OCR GCSE History B (SHP)	1. Peoples Health 1250-present (The Thematic Study)	1. Peoples Health 1250-present (cont.)	1. Elizabethan England (cont.) (The British Depth Study)	1. Elizabethan England (cont.)	1. The Making of American 1789-1900 (The Period Study)	1. The Making of American 1789-1900
11	OCR GCSE History B (SHP)	Living under Nazi Rule, 1933-45 (The World Depth Study)	Living under Nazi Rule, 1933-45	History Around Us – Beeston Castle	History Around Us – Beeston Castle (cont)	Exam preparation	
	Year 11 Recovery Curriculum	1. Elizabethan England (complete Ch 4+5) 2.The Making of America 1789-1900	1. The Making of America 1789-1900	1. The Making of America 1789-1900 2. History Around Us – Beeston Castle	1. History Around Us – Beeston Castle 2. Begin exam preparation	1. Exam preparation	
12	OCR A-Level History A	The USA in the 19 th century: Westward expansion and the Civil War	The USA in the 19 th century: Westward expansion and the Civil War	England 1547-1603: the Late Tudors. <i>The mid-Tudor crisis</i>	England 1547-1603: the Late Tudors.	England 1547-1603: the Late Tudors.	England 1547-1603: the Late Tudors.
13		Popular culture and the witch craze of the 16th and 17th centuries	Popular culture and the witch craze of the 16th and 17th centuries	Popular culture and the witch craze of the 16th and 17th centuries	Popular culture and the witch craze of the 16th and 17th centuries	Exam preparation	

		This will be taught alongside the topic-based essay pupils need to undertake	This will be taught alongside the topic-based essay pupils need to undertake	This will be taught alongside the topic-based essay pupils need to undertake	This will be taught alongside the topic-based essay pupils need to undertake		
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