

Intent:

The History curriculum at Altrincham College has been designed to allow our students to gain a rich, diverse and through historical knowledge, develop crucial life skills sorts as argument, reasoning and extended writing and to expose students to a wide range of countries, cultures and ideas, allowing them to make sense of the world in which they live. In an ever-changing world, where differing views around culture abound, our history curriculum will support students to make their own informed opinions and judgements. At a time when the reliability and veracity of information is muddled, our students will be taught the key skills of how to work their way through the wide variety of sources and interpretations.

In our lessons we ensure students develop a detailed knowledge of key events and themes. This knowledge is built on over time, allowing students to build up a vast understanding of key themes, ideas and events whilst making links and connections between them. We explore a wide range of primary sources and explore a range of different historical interpretations including the work of academic historians. We are committed to providing a diverse curriculum that covers a wide range of local, national and international history that reflects the world that we live in. Students will complete a wide range of depth, breadth and site studies across the curriculum.

Implementation:

At KS3 students follow a largely chronological approach. Across the Key Stage, a wide range of themes, links and connections are identified so that students recognise that events do not happen in isolation. Year 7 focuses on the Medieval and Early Modern world; Year 8 on Industrial Age and the foundations of the modern world and Year 9 focuses on the twentieth century. Students will study a range of enquiry questions throughout the key stage. These will be followed up with a key assessment each half term. These assessments will rotate in term of their focus, so that students will twice a year have an assessment that focuses on essay writing, source analysis and differing interpretations. Within these assessments' students will be challenged to bring in knowledge from topics that they have studied earlier in the year or lower down the school. This will be supported by our extensive retrieval practice in class and retrieval-based homework. Students will received detailed and specific feedback on this work, showing them specifically what they have done well and where, as well as clearly where they can make improvements. A follow up lesson will then be utilised to make the most of this feedback and help to ensure progress. At regular intervals, students will also be challenged to plot key events and people on a timeline to show the depth of their historical knowledge and enhance their ability to connect events. In the lesson sequencing below, you can see the thematic focus of each enquiry. This helps to highlight links and connections across our curriculum. The key themes we consider are, religion, power, democracy & rights, warfare, living conditions, empires and race. Students will also work through a range of depth, breadth and thematic studies throughout KS3 and 4.

Our KS4 curriculum builds on the foundations laid at KS3. The extensive knowledge students bring with them into GCSE study, as well as being exposed to a wide range of primary and secondary material prepares them for the challenge of GCSE. We have a wide range of students in our GCSE groups and our teaching is tailored to individual classes and students to give all pupils the opportunity to succeed at GCSE History. We begin our course with the People's Health module. This is a breadth study that covers over 750 years of history, broken down into four key time periods, much like our KS3 curriculum. We believe this is the perfect starting for students to re-cap much of the essential contextual knowledge of day to day changes that support this thematic study. We then cover the British depth study of Elizabethan England, a different historical approach of zoning in on a small window of the past and studying this in depth. Students also tackle a wide range of historical interpretations here, as this is the focus of the module. This is followed by Living Under Nazi rule where students build up knowledge of this 12-year period and apply it to arrange of primary and secondary sources. The Making of America follows this, with a focus on retrieval of the People's Health as the two exams have the same question stems. Our course is

rounded off with the 'History Around Us' site study. At the end of each sub-module students will be assessed with exam style questions, usually around 2/3 of a paper. This gives them timed practice and opportunities for teachers to provide specific feedback.

Literacy within History as a discipline

Literacy is an essential component of historical study across all 3 key stages. We provide students with a range of opportunities to read, and be read to. We use a selection of guided reading tasks within lessons at KS3, and at KS4 provide direct extracts of historian's work, and at KS5 work through articles and chapters of text with students. Students across key stages will work through a wide range of primary and secondary source material, with them being scaffolded with this, and increasingly given this type of information to work on more and more independently.

Students are given key words tests as part of their retrieval to ensure the widening of their vocabulary and the specific learning of tier 3 (subject-specific) vocabulary. Students are given several opportunities write at length and to support this there is a specific literacy focus in our marking. Students will also have a copy of our 'write like a historian' crib sheet to support them in their writing.

Personal Development in History

Throughout our curriculum we give students a broad array of topics that support personal development. Several topics help to support students understanding of citizenship, British Values, Inclusion and support spiritual, moral and social development.

There are also wider opportunities for students to engage in outside of lessons. The department is committed to providing trips and visits to our students across KS3,4 and 5, as well as engaging with a variety of external speakers and organisations including the National Archives, leading examiners and the Politics Project. A History club will run for students to engage more widely with the subject outside of lessons, as well as the use of the 'History library' to engage with wider reading.

Within the long-term plan below, key areas of personal development are highlighted by the following symbols:



Citizenship



British Values













Inclusion












Spiritual, Moral, Social & Cultural Development










Wider Opportunities



Long Term Departmental Planning Overview			Subject:	History			
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	The Medieval and Early Modern World	<p><u>Thematic studies:</u></p> <p><u>How has Britain Changed over time? (4 lessons)</u></p> <p>Population, technology and living conditions</p> <p><u>When did toilets in Britain really change? (4 lessons)</u></p> <p>Key developments of sanitation in Britain over 2000 years</p> <p><u>Key assessment 1:</u> <u>Topic: Sanitation – key skill: knowledge</u></p> <p><u>Were the Silk Roads the centre of the Medieval world? (4 lessons)</u></p> <p> </p> <p>What were the Silk Roads? Religion, Empires and Disasters</p>	<p><u>Depth study</u> <u>Norman Conquest:</u></p> <p><u>How was William of Normandy able to take control of England? (7 lessons)</u></p> <p>Claimants to the throne, Stamford Bridge, Hastings and securing power</p> <p><u>Key assessment 2:</u> <u>Topic: What caused William's victory at Hastings? – key skills: knowledge, extended writing and explanations</u></p> <p><u>Did the Normans just bring a 'truck load of trouble' to England? (3 lessons)</u></p> <p>Changes to laws, language, castles and daily life</p>	<p><u>Breadth study:</u></p> <p><u>What affected the power of Medieval Monarchs? (6 lessons)</u></p> <p> </p> <p>Stephen and Matilda, Henry and Becket, John and Magna Carta, the Black Death and the Peasant's Revolt</p> <p><u>What was life like in the Mali Empire? (4 lessons)</u></p> <p></p> <p>Geography, Religion, Trade Mansa Musa – the richest man who ever lived</p> <p><u>Key assessment 3:</u> <u>Topic: Medieval Rulers – key skills:</u></p>	<p><u>Breadth study:</u></p> <p><u>Why was there a golden age of Islamic Science? (4 lessons)</u></p> <p></p> <p>Astrolabe, Al-Khwarizmi Caliph Al-Mamun Was religion the driving force?</p> <p><u>Key assessment 4:</u> <u>Topic: Islamic Science – key skills: knowledge and source analysis</u></p> <p><u>What caused Henry VIII's break from Rome? (4 lessons)</u></p> <p>Henry VIII's early reign Problems with religion How did the break from Rome affect England?</p>	<p><u>Depth study Tudor England:</u></p> <p><u>What can Miranda Kaufman's work teach us about the lives of Black Tudors? (4 lessons)</u></p> <p></p> <p>The lives of John Blanke, Jacques Francis, Diego the Navigator, Cattalena and Reasonable Blackman</p> <p><u>Key assessment 5:</u> <u>Topic: How has England changed since 1087? – key skills: knowledge, explanations and extended writing</u></p> <p><u>How did England change during the reigns of Henry VIII's children? (6 lessons)</u></p> <p>Religious changes, does Mary I deserve to be remembered as</p>	<p><u>Breadth study</u></p> <p><u>Was Charles I a tyrant or a martyr? (5 lessons)</u></p> <p></p> <p>Charles and the divine right of Kings Causes of the Civil War Charles' trial and execution</p> <p><u>Key assessment 6:</u> <u>Topic: Charles I's legacy – key skill: knowledge and interpretations</u></p> <p><u>Local History site study (5 lessons)</u></p> <p> </p> <p><u>End of Year Exam</u></p>




		along the Silk Roads	<u>What factors affected Medieval Kingship? (2 lessons)</u> Dan Jones and the Power of Kings The role of religion in society	<u>knowledge and interpretations</u> 	<u>What was daily life like for ordinary Tudors? (2 lessons)</u> Diet, housing, clothing and entertainment	bloody, the story of Margaret Clitherow and Elizabeth I	
	Historians work used: Retrieval focus	Peter Frankopan Changes to Britain	Simon Schama and Dan Jones Silk Roads	Dan Jones The Norman Conquest	Ian Mortimer Mali	Miranda Kaufman, Anna Whitelock Life after the Norman Conquest	All Y7 topics
8	The making of the Modern World	<u>Depth study: Transatlantic Slave trade</u> Why did the British Empire grow to cover ¼ of the world? (1 lesson)  <u>How did the transatlantic slave trade shape the modern world? (9 lessons)</u> 	<u>Breadth studies:</u> <u>How did life in India change from the Mughal Empire to the British Empire? (4 lessons)</u>  The growth and decline of the Mughal Empire, the arrival of the British in India, the East India Company and the Indian War of	<u>Depth study WW1:</u> <u>Why did so many people join the war effort in WW1? (3 lessons)</u> MAIN causes of WW1, recruitment posters and differing reasons for joining the war effort <u>Key assessment 3: Topic: Joining the War effort– key</u>	<u>Does Douglas Haig deserve to be remembered as ‘the butcher of the Somme’? (2 lessons)</u>  The Somme and the legacy of Douglas Haig <u>Key assessment 4: Topic: Does Douglas Haig deserve to be remembered as</u>	<u>Depth study: The Jim Crow south</u> <u>Why were African Americans still not equal despite the end of slavery? (10 lessons)</u>  What was Jim Crow? Disenfranchisement, white supremacy, sharecropping, the life of Ida B. Wells, African American resistance	<u>Thematic study:</u> <u>How has society treated disabled people through time? (6 lessons)</u>    Case studies from Medieval, Early Modern, Industrial and Modern Britain <u>End of Year Exam</u>



		<p>Why were black Africans taken, trade triangle, middle passage, who were the slave owners, life on plantation in Barbados and America, how did enslaved people resist and fight to end slavery</p> <p><u>Key assessment 1:</u> <u>Topic: Middle Passage – key skill: knowledge and source analysis</u></p>	<p>Independence 1857</p> <p><u>Key assessment 2:</u> <u>Topic: British rule in India – key skill: knowledge and interpretations</u></p> <p><u>What can the work of Emma Griffin teach us about the Industrial Revolution and its impact on Britain? (4 lessons)</u></p>  <p>What was the industrial revolution? What do traditional sources tell us about the Industrial revolution? What was life like for ordinary people during the Industrial Revolution?</p> <p><u>Thematic study:</u></p>	<p><u>skill: knowledge and source analysis</u></p> <p><u>In what ways did people's experiences of war differ? (4 lessons)</u></p>  <p>Trench life, experiences of Charlie May, experiences of Indian and Caribbean soldiers, the Somme</p>	<p><u>the 'butcher of the Somme'? – key skill: knowledge and extended writing</u></p> <p><u>How did the home front support the war effort? (3 lessons)</u></p> <p>DORA, War work and conscientious objectors</p> <p><u>What was the main reasons for WW1 coming to an end? (2 lessons)</u></p> <p>Collapse of the Eastern Front, changes on the Western Front</p>	<p><u>Key assessment 5:</u> <u>Topic: Resistance fighters – key skill: knowledge and extended writing</u></p>	
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	<p>Historians work used:</p> <p>Retrieval focus</p>	<p>David Olusoga, Andrea Stuart, Edward Baptist</p> <p>Y7 topics on the theme of Empire and Race</p>	<p>Shashi Tharoor, Niall Ferguson</p> <p>Mughal Empire</p>	<p>Tudor England</p>	<p>David Olusoga, Stephen Bourne</p> <p>Industrial Revolution</p>	<p>Pete Daniel</p> <p>Slave trade</p>	<p>All Y8 topics</p>
9	The 20 th Century World	<p><u>Did the peace of 1919 make another war inevitable? (2 lessons)</u></p>  <p>Disagreements between the allies, the Treaty of Versailles and the League of Nations</p>	<p><u>How did the Nazis create a society based on hatred? (5 lessons)</u></p>  <p>Nazi racial theory, treatment of disabled people and gay people, Nazi policies towards children</p>	<p><u>Key assessment 3: Topic: Impact of WW2 – key skill: knowledge and interpretations</u></p> <p><u>What was life like for Jewish people in Europe before 1939? (4 lessons)</u></p> 	<p><u>Key assessment 4: Topic: Build-up of hatred – key skill: knowledge and extended writing</u></p> <p><u>How should we remember the Holocaust and its victims? (6 lessons)</u></p> 	<p><u>How did African Americans fight for their rights after WW2? (9 lessons)</u></p>  <p>Great Migration, Brown v Board, Montgomery Bus Boycott, Black Power and the Civil Rights Act</p>	<p><u>What were the key moments of the Cold War? Cont. (6 lessons)</u></p>  <p>Korean War, life in East Germany, Cuban missile crisis, Vietnam, fall of the Wall</p>


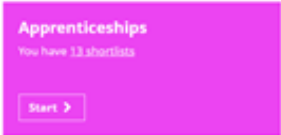
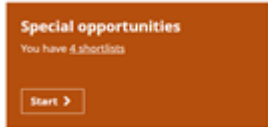
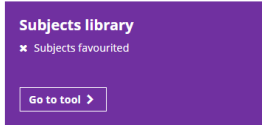

		<p><u>Key assessment 1:</u> <u>Topic: Treaty of Versailles– key skill: knowledge and source analysis</u></p> <p><u>Why did some people see communism as a solution to society's problems? (4 lessons)</u></p> <p>Origins of communism, Russian Revolution and Stalin's Russia</p> <p><u>Why did fascists gain support? (3 lessons)</u></p> <p></p> <p>Fascism in the 1920s, James Maley and the Battle of Cable Street</p>	<p><u>Was WW2 all Hitler's fault? (3 lessons)</u></p> <p>Appeasement, Munich Agreement, invasion of Poland and Blitzkrieg</p> <p><u>Key assessment 2:</u> <u>Topic: Causes of WW2– key skill: knowledge and extended writing</u></p> <p><u>What were the biggest turning points of WW2? (8 lessons)</u></p> <p>Dunkirk, Battle of Britain, The Blitz, Pearl Harbour, Stalingrad, D-Day, the Atomic Bomb</p>	<p>Pre-War Jewish life, build-up of Jewish persecution in Germany, ghettos</p>	<p>The 'holocaust by bullets', the Final Solution, Auschwitz, the aftermath of the Holocaust</p>	<p><u>Key assessment 5:</u> <u>Topic: Fight for Rights– key skill: knowledge and interpretations</u></p> <p><u>What were the key moments of the Cold War? (3 lessons)</u></p> <p></p> <p>Origins, Soviet occupation of Eastern Europe, China's communist revolution</p>	<p><u>End of Year Exam</u></p> <p><u>How were rights won for LGBT people? (5 lessons)</u></p> <p> </p> <p>LGBT people throughout history, Stonewall, AIDS and changing societal attitudes, hate crime and legalisation of marriage</p>
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	<p>Historians work used:</p> <p>Retrieval Focus:</p>	<p>Orlando Figes</p> <p>Sheila Fitzpatrick</p> <p>WW1</p>	<p>Ian Kershaw</p> <p>Communism and Fascism</p>	<p>Britain in the early 20th century</p>	<p>Life in Nazi Germany/ post WW1 peace</p>	<p>Stephen Bourne</p> <p>How did people in Britain fight for their rights?</p>	<p>All Y9 topics</p>
10	GCSE OCR B	<p><u>The People's Health module is a thematic study</u></p> <p></p> <p><u>Module 1: The People's Health 1250-present day (20 lessons)</u></p> <p>Did anyone really care about health</p>	<p><u>Module 1: The People's Health 1250-present day (20 lessons)</u></p> <p>Why were there such huge changes in the people's health 1750-1900?</p> <p>Do the changes in public health since</p>	<p><u>Elizabethan England is a depth study</u></p> <p><u>Module 2: Elizabethan England 1580-1603 (8 lessons)</u></p> <p>Was Elizabeth I really just a bully and a show off?</p>	<p><u>Module 2: Elizabethan England 1580-1603 (16 lessons)</u></p> <p></p> <p>Did daily life represent a period of crisis for Elizabethans?</p>	<p><u>Module 2: Elizabethan England 1580-1603 (8 lessons)</u></p> <p>What did the Elizabethan adventurers achieve?</p> <p><u>Living Under Nazi Rule is a depth study</u></p> <p><u>Module 3:</u></p>	<p><u>Module 3: Living Under Nazi Rule (10 lessons)</u></p> <p>What made it so hard to oppose Nazi rule?</p> <p><i>Revision time and end of year exams/feedback</i></p>

		<p>in Medieval England?</p> <p>Was the Early Modern period just 'more of the same' for the people's health?</p>	<p>1900 tell a simple story of progress?</p>	<p>Elizabethan England 1580-1603 (8 lessons)</p> <p>Were Catholics in Elizabethan England really dangerous people?</p> <p>Christopher Haigh Stephen Alford</p>	<p>What lay behind the changes to popular culture?</p> <p>Ian Mortimer</p>	<p>Living Under Nazi Rule (10 lessons)</p> <p>How were the Nazis able to take control of Germany so quickly?</p> <p>Richard J. Evans</p>	<p>Laurence Rees</p>
11	GCSE OCR B	<p>Module 3: Living Under Nazi Rule (8 lessons)</p> <p>How did the lives of German people change 1933-9?</p> <p>Living Under Nazi Rule (12 lessons)</p>  <p>What was the impact of the Second World War on the German people?</p> <p>What did Nazi rule mean for the</p>	<p>Module 4 – History Around Us – Site study: Beeston Castle (12 lessons)</p> <p><i>Beeston castle is a breadth study</i></p>  <p><i>The Making of America is a breadth study</i></p> <p>Module 4: The Making of America 1789-1900 (8 lessons)</p> 	<p>Module 4: The Making of America 1789-1900 (18 lessons)</p> <p>How did different groups see the American West 1839-60?</p> <p>What sense can be made of the Civil War and its aftermath?</p>	<p>Making of America 1789-1900 (9 lessons)</p> <p>What drove settlement and conflict on the Plains 1861-77?</p> <p>Module 4: The Making of America 1789-1900 (9 lessons)</p> <p>How did the lives of Americans change 1877-1900?</p>	<p>Revision and mop up</p>	<p>Examinations</p>

		people of Europe 1939-45?	 What tensions arose as the USA grew 1789-1838?				
	Historian's Work used	Ian Kershaw Tim Cole	Edward Baptist	Adam Smith			
12	OCR A-Level <i>Y12 will be studying 2 modules concurrently</i>	<u>Democracy and Dictatorships in Germany 1919-1963</u> How did the Weimar Government establish itself after 1919? <u>The Later Tudors 1547-1603</u> How stable was the English monarchy 1547-58? How did religion change 1547-58?	<u>Democracy and Dictatorships in Germany 1919-1963</u> How stable was the Weimar Republic by 1929? <u>The Later Tudors 1547-1603</u> What caused rebellion and unrest 1547-58? How did religion change during Elizabeth I's reign?	<u>Democracy and Dictatorships in Germany 1919-1963</u> How and why did Hitler come to power in 1933? <u>The Later Tudors 1547-1603</u> How did Elizabeth govern England? What effects did the issues of marriage and succession have on the Elizabethan monarchy?	<u>Democracy and Dictatorships in Germany 1919-1963</u> How did the Nazi Party control Germany 1933-1939? <u>The Later Tudors 1547-1603</u> How successfully did Elizabeth manage her finances and the economy? How successfully did Elizabeth deal with the problem of poverty?	<u>Democracy and Dictatorships in Germany 1919-1963</u> What was the impact of war and defeat on Germany 1939-1949? <u>The Later Tudors 1547-1603</u> What challenges did Elizabeth face in the final years of her reign? What legacy did Elizabeth I leave?	<u>Democracy and Dictatorships in Germany 1919-1963</u> Why was Germany divided by 1964? <u>Coursework preparation</u>  Identifying a topic and beginning research

	Historian's work used	Anna Whitelock John Edwards	Stephen Alford John Guy	Barbara Mervyn Susan Doran	Ian Mortimer	John Miller	
13	OCR A-Level	<u>Russia and its Rulers 1855-1964 (24 lessons)</u> How did the nature of Russian government change over time? <u>Coursework – research and question formulation</u>	<u>Russia and its Rulers 1855-1964 (24 lessons)</u> What impact did dictatorial regimes have on the economy and society? <u>Revision and mock exams</u>	<u>Russia and its Rulers 1855-1964 (20 lessons)</u> How did war and revolution affect the development of the Russian Empire and USSR? <u>Coursework – writing up</u>	<u>Russia and its Rulers 1855-1964 (20 lessons)</u> How did Russia control her Empire and satellite states? <u>Revision and mock exams</u> <u>Coursework – writing up</u>	<u>Revision</u> <u>Coursework – writing up</u>	<u>Examinations</u>
	Historian's work used	Martin MacCauley Ian Thatcher	Anne Applebaum Catriona Kelly	Edward Acton Orlando Figes	Simon Montefiore Robert Service		

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>Possible careers related to History:</p> <ul style="list-style-type: none"> • Law • Police and the armed forces • Education • Heritage, travel and tourism • Record keeping • Archival work • Media and journalism • Museums and galleries • Libraries • Civil Service • Archaeology 	<p>Why study History? Careers talk: Webinars - Unifrog</p> <p>Link to the Historical Association Careers website Careers in History / Historical Association</p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link https://www.altrinchamcollege.com/careers/websites</p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p> <p>https://www.prospects.ac.uk/employer-profiles</p> <p>Job profiles include recent LMI https://www.prospects.ac.uk/job-profiles/browse-sector</p> <p>See poster below Select any relevant information linked to your subject</p>	<p>Unifrog – student side</p>  <p>Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</p> <p>See AC careers bulletin – you could select any suitable virtual work experiences</p> <p>https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</p>	  <p>Search by keyword or subject search: HISTORY</p>