

### 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 of 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><b><u>Thematic studies:</u></b> <b>How has Britain Changed over time? (4 lessons)</b></p> <p>Population, technology and living conditions</p> <p><b>When did toilets in Britain really change? (4 lessons)</b></p> <p>Key developments of sanitation in Britain over 2000 years</p> <p><b>Key assessment 1:</b> <b>Topic: Sanitation – key skill: knowledge</b></p> <p><b>Were the Silk Roads the centre of the Medieval world? (4 lessons)</b></p>   <p>What were the Silk Roads? Religion, Empires and Disasters</p>	<p><b><u>Depth study</u></b> <b><u>Norman Conquest:</u></b></p> <p><b>How was William of Normandy able to take control of England? (6 lessons)</b></p> <p>Claimants to the throne, Stamford Bridge, Hastings and securing power</p> <p><b>Key assessment 2:</b> <b>Topic: What caused William’s victory at Hastings? – key skills: knowledge, extended writing and explanations</b></p> <p><b>Did the Normans just bring a ‘truck load of trouble’ to England? (3 lessons)</b></p> <p>Changes to laws, language, castles and daily life</p>	<p><b><u>Breadth study:</u></b></p> <p><b>What affected the power of Medieval Monarchs? (7 lessons)</b></p>   <p>Stephen and Matilda, Henry and Becket, John and Magna Carta, the Black Death and the Peasant’s Revolt</p> <p><b>What was life like in the Mali Empire? (4 lessons)</b></p>  <p>Geography, Religion, Trade Mansa Musa – the richest man who ever lived</p> <p><b>Key assessment 3:</b> <b>Topic: Medieval Rulers – key skills:</b></p>	<p><b><u>Breadth study:</u></b></p> <p><b>Why was there a golden age of Islamic Science? (4 lessons)</b></p>  <p>Astrolabe, Al-Khwarizmi Caliph Al-Mamun Was religion the driving force?</p> <p><b>Key assessment 4:</b> <b>Topic: Islamic Science – key skills: knowledge and source analysis</b></p> <p><b>What caused Henry VIII’s break from Rome? (3 lessons)</b></p> <p>Henry VIII’s early reign Problems with religion How did the break from Rome affect England?</p>	<p><b><u>Breadth study:</u></b></p> <p><b>Depth study Tudor England:</b></p> <p><b>What was daily life like for ordinary Tudors? (3 lessons)</b></p> <p>Diet, housing, clothing and entertainment, theatres, exploration</p> <p><b>What can Miranda Kaufman’s work teach us about the lives of Black Tudors? (4 lessons)</b></p>  <p>The lives of John Blanke, Jacques Francis, Diego the Navigator and Reasonable Blackman</p> <p><b>Key assessment 5:</b> <b>Topic: How has England changed since 1087? – key skills: knowledge,</b></p>	<p><b><u>Breadth study</u></b></p> <p><b>Was Charles I a tyrant or a martyr? (5 lessons)</b></p>  <p>Charles and the divine right of Kings Causes of the Civil War Charles’ trial and execution</p> <p><b>End of Year Exam</b></p> <p><b>Thematic study:</b></p> <p><b>How has society treated disabled people through time? (4 lessons)</b></p>    <p>Case studies from Medieval, Early Modern, Industrial and Modern Britain</p>



		along the Silk Roads	<p><b>What factors affected Medieval Kingship? (2 lessons)</b></p> <p>Dan Jones and the Power of Kings The role of religion in society</p>	<p><b>knowledge and interpretations</b></p>	<p><b>How did religion England change during the reigns of Henry VIII's children? (2 lessons)</b></p> <p>Religious changes, the Protestant reformation under Edward, does Mary I deserve to be remembered as bloody</p>	<p><b>explanations and extended writing</b></p>	
	Historians work used:	Peter Frankopan	Simon Schama and Dan Jones	Dan Jones	Ian Mortimer	Miranda Kaufman, Anna Whitelock	
8	The making of the Modern World	<p><b><u>Depth study: Transatlantic Slave trade</u></b></p> <p><b><u>Why did the British Empire grow to cover ¼ of the world? (2 lesson)</u></b></p>  <p>How and why was the Empire built?</p>	<p><b><u>Breadth studies: How did life in India change from the Mughal Empire to the British Empire? (5 lesson)</u></b></p>  <p>The growth and decline of the Mughal Empire, the arrival of the British in India, the</p>	<p><b><u>Thematic study: How did women gain the right to vote? (4 lessons)</u></b></p>  <p>Campaigners for women's rights, the Suffragettes</p> <p><b><u>Why did so many people join the war effort in WW1? (3 lessons)</u></b></p>	<p><b><u>Depth study WW1: In what ways did people's experiences of war differ? (5 lessons)</u></b></p>  <p>Trench life, experiences of Charlie May, experiences of Indian and</p>	<p><b><u>Depth study WW1: How did the home front support the war effort? (2 lessons)</u></b></p> <p>DORA, War work and conscientious objectors</p> <p><b><u>What was the main reasons for WW1 coming to an end?(2 lessons)</u></b></p>	<p><b><u>Depth study: The Jim Crow south</u></b></p> <p><b><u>How did a 'patchwork quilt' of problems ensure African Americans were still not free after slavery? (8 lessons)</u></b></p>  <p>What was Jim Crow? Disenfranchisement,</p>

		<p>How were people in the Empire treated?</p> <p><b>How did the transatlantic slave trade shape the modern world? (10 lessons)</b></p>  <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><b>Key assessment 1:</b> <b>Topic: Middle Passage – key skill: knowledge and source analysis</b></p>	<p>East India Company and the Indian War of Independence 1857</p> <p><b>Key assessment 2:</b> <b>Topic: British rule in India – key skill: knowledge and interpretations</b></p> <p><b>What can the work of Emma Griffin teach us about the Industrial Revolution and its impact on Britain? (6 lessons)</b></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>MAIN causes of WW1, recruitment posters and differing reasons for joining the war effort</p> <p><b>Key assessment 3:</b> <b>Topic: Joining the War effort– key skill: knowledge and source analysis</b></p>	<p>Caribbean soldiers, the Somme and the legacy of Douglas Haig</p> <p><b>Key assessment 4:</b> <b>Topic: Does Douglas Haig deserve to be remembered as the ‘butcher of the Somme’? – key skill: knowledge and extended writing</b></p>	<p>Collapse of the Eastern Front, changes on the Western Front</p>	<p>white supremacy, sharecropping, the life of Ida B. Wells, African American resistance</p> <p><b>End of Year Exam</b></p>
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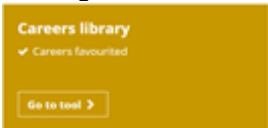
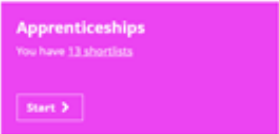

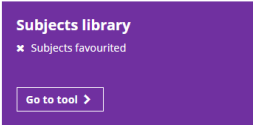
	Historians work used:	David Olusoga, Andrea Stuart, Edward Baptist	Shashi Tharoor, Niall Ferguson		David Olusoga, Stephen Bourne	Pete Daniel	
	Retrieval focus	Y7 topics on the theme of Empire and Race	Mughal Empire	Tudor England	Industrial Revolution	Slave trade	All Y8 topics
9	The 20 <sup>th</sup> Century 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>Key assessment 1: Topic: Treaty of Versailles– key skill: knowledge and source analysis</u></p>	<p><u>How did the Nazis create a society based on hatred? (8 lessons)</u></p>  <p>Nazi racial theory, treatment of disabled people and gay people, Nazi policies towards children</p> <p><u>Was WW2 all Hitler’s fault? (2 lessons)</u></p> <p>Appeasement, Munich Agreement, invasion of Poland and Blitzkrieg</p> <p><u>Key assessment 2: Topic: Causes of</u></p>	<p><u>What were the biggest turning points of WW2? (4 lessons)</u></p>  <p>Stalingrad, D-Day, the Atomic Bomb</p> <p><u>Key assessment 3: Topic: Atomic Bomb – key skill: knowledge and extended writing</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>The ‘holocaust by bullets’, the Final Solution, Auschwitz, the aftermath of the Holocaust</p>	<p><u>How did African Americans fight for their rights after WW2? (8 lessons)</u></p>  <p>Great Migration, Brown v Board, Montgomery Bus Boycott, Black Power and the Civil Rights Act</p> <p><u>Key assessment 5: Topic: Fight for Rights– key skill: knowledge and interpretations</u></p> <p><u>What were the key moments of</u></p>	<p><u>What were the key moments of the Cold War? (8 lessons)</u></p>  <p>China, Korea, Berlin Wall, Life behind the Iron Curtain, Cuba, Vietnam</p> <p><u>End of Year Exam</u></p> <p><u>How were rights won for LGBT people? (4 lessons)</u></p>   <p>LGBT people throughout history,</p>

		<p><b>Why did some people see communism as a solution to society's problems? (4 lessons)</b></p> <p>Origins of communism, Russian Revolution and Stalin's Russia</p> <p><b>Were the 1920s in America 'roaring'? (4 lessons)</b></p> <p>Lives of women, prohibition, Wall Street Crash</p>	<p><b>WW2– key skill: knowledge and extended writing</b></p> <p><b>What were the biggest turning points of WW2? (4 lessons)</b></p> <p>Dunkirk, Battle of Britain, The Blitz, Pearl Harbour</p>	 <p>Pre-War Jewish life, build up of Jewish persecution in Germany, ghettos</p>		<p><b>the Cold War? (8 lessons)</b></p>  <p>China, Korea, Berlin Wall, Life behind the Iron Curtain, Cuba, Vietnam</p> <p><b>Key assessment 6: Topic: Cold War– key skill: knowledge and source analysis</b></p>	<p>Stonewall, AIDS and changing societal attitudes, hate crime and legalisation of marriage</p>
	Historians work used:	<p>Orlando Figes</p> <p>Sheila Fitzpatrick</p>	Ian Kershaw			Stephen Bourne	
10	GCSE OCR B	<p><b><i>The People's Health module is a thematic study</i></b></p>  <p><b>Module 1: The Crime and Punishment 1250-present day (20</b></p>	<p><b>Module 1: Crime and Punishment (20 lessons)</b></p> <p>Why were there such huge changes to Crime and Punishment 1750-1900?</p>	<p><b><i>Elizabethan England is a depth study</i></b></p> <p><b>Module 2: Elizabethan England 1580-1603 (8 lessons)</b></p>	<p><b>Module 2: Elizabethan England 1580-1603 (16 lessons)</b></p>  <p>Did daily life represent a period</p>	<p><b>Module 2: Elizabethan England 1580-1603 (8 lessons)</b></p> <p>What did the Elizabethan adventurers achieve?</p>	<p><b>Module 3: Living Under Nazi Rule (10 lessons)</b></p> <p>What made it so hard to oppose Nazi rule?</p>



		<p>on the German people?</p> <p>What did Nazi rule mean for the people of Europe 1939-45?</p>	<p><b>Module 4: The Making of America 1789-1900 (8 lessons)</b></p>  <p>What tensions arose as the USA grew 1789-1838?</p>		change 1877-1900?		
	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>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>How did the Weimar Government establish itself after 1919?</p> <p><b><u>The Later Tudors 1547-1603</u></b></p> <p>How stable was the English monarchy 1547-58?</p>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>How stable was the Weimar Republic by 1929?</p> <p><b><u>The Later Tudors 1547-1603</u></b></p> <p>What caused rebellion and unrest 1547-58?</p>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>How and why did Hitler come to power in 1933?</p> <p><b><u>The Later Tudors 1547-1603</u></b></p> <p>How did Elizabeth govern England?</p>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>How did the Nazi Party control Germany 1933-1939?</p> <p><b><u>The Later Tudors 1547-1603</u></b></p> <p>How successfully did Elizabeth manage her finances and the economy?</p>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>What was the impact of war and defeat on Germany 1939-1949?</p> <p><b><u>The Later Tudors 1547-1603</u></b></p> <p>What challenges did Elizabeth face in the final years of her reign?</p>	<p><b><u>Democracy and Dictatorships in Germany 1919-1963</u></b></p> <p>Why was Germany divided by 1964?</p> <p><b><u>Coursework preparation</u></b></p>  <p>Identifying a topic and beginning research</p>

		How did religion change 1547-58?  Anna Whitelock John Edwards	How did religion change during Elizabeth I's reign?  Stephen Alford John Guy	What effects did the issues of marriage and succession have on the Elizabethan monarchy?  Barbara Mervyn Susan Doran	How successfully did Elizabeth deal with the problem of poverty?  Ian Mortimer	What legacy did Elizabeth I leave?  John Miller	
13	OCR A-Level	<b>Russia and its Rulers 1855-1964 (24 lessons)</b>  How did the nature of Russian government change over time?  <u>Coursework – research and question formulation</u>	<b>Russia and its Rulers 1855-1964 (24 lessons)</b>  What impact did dictatorial regimes have on the economy and society?  <u>Revision and mock exams</u>	<b>Russia and its Rulers 1855-1964 (20 lessons)</b>  How did war and revolution affect the development of the Russian Empire and USSR?  <u>Coursework – writing up</u>	<b>Russia and its Rulers 1855-1964 (20 lessons)</b>  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"> <li>• Law</li> <li>• Police and the armed forces</li> <li>• Education</li> <li>• Heritage, travel and tourism</li> <li>• Record keeping</li> <li>• Archival work</li> <li>• Media and journalism</li> <li>• Museums and galleries</li> <li>• Libraries</li> <li>• Civil Service</li> <li>• Archaeology</li> </ul>	<p>Why study History? Careers talk: <a href="#">Webinars - Unifrog</a></p> <p>Link to the Historical Association Careers website <a href="#">Careers in History / Historical Association</a></p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link <a href="https://www.altrinchamcollege.com/careers/websites">https://www.altrinchamcollege.com/careers/websites</a></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><a href="https://www.prospects.ac.uk/employer-profiles">https://www.prospects.ac.uk/employer-profiles</a></p> <p>Job profiles include recent LMI <a href="https://www.prospects.ac.uk/job-profiles/browse-sector">https://www.prospects.ac.uk/job-profiles/browse-sector</a></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><a href="https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships">https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</a></p>	 <p>unifrog</p> <p>Search by keyword or subject search: <b>HISTORY</b></p>

