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Abstract

Students are carefully provided with feedback on their learning to enable them to improve.
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – history

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **Intent** * For all students to become historians and thereby, truth-seekers.
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| **Implementation*** Sequencing of the curriculum
* Adaptive teaching (to consider what the learners know and don’t know)
* Extending opportunities for extra-curricular.
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| **Impact*** All students will achieve their potential with altered trajectories.
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# KS1 and KS2 Links and Intent

* [**A full framework for KS1 history is given here.**](https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf)
* [**A full framework for KS2 history is given here.**](https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf)
* The history curriculum at Southchurch is designed to develop knowledge students are given at KS1 and KS2. For example, we continue to look at events both within living memory and beyond to assess the significance of events and individuals. In Year 9, students are taught about ‘recent history’ which includes events students would have experience of.
* In Year 7, students learn about the Prittlewell Prince, a key figure from the Dark Ages whose tomb was found a mere mile away from the school. Therefore, we continue to develop students’ understanding of the history of their local area.
* The Southchurch history curriculum is chronological which means that in Year 7 students build upon the knowledge they have gained at KS2 from the first term. In Year 7, we cover the Dark Ages and Middle Ages, including the Norman Conquest. This includes our local history study regarding the Prittlewell Prince.
* Local primary schools such as Greenways and Hamstel cover other historical periods for their KS2 local study, World War One and the Victorian Period. Therefore, an ancient history local study has been included at KS3 at Southchurch.
* Primary schools in the area cover Viking society as part of their KS2 curriculum and we build upon this at KS4 with our thematic topic on Migration. A key case study from this is the Viking conquest of York.
* At KS3, we develop student understanding of world history by completing schemes for learning on exploration, the British Empire, US civil rights and the Holocaust. Thus, this helps to build upon knowledge students have gained during their primary education. For example, at Temple Sutton primary school students learn about the Kingdom of Benin at KS2.
* We also cover aspects of British social history at KS3 and KS4 that will help students to develop their understanding of how our society has changed over time. In Year 7, students learn about the English Civil War, whilst in Year 10, they learn about the Notting Hill race riots.

# CURRICULUM MAP

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | **Key Topic 1:Norman Conquest***Why was William I a ruthless ruler?*Assessment: Causation | **Key Topic 3:****Mansa Musa***Why has Mansa Musa been remembered as the greatest Mansa in history?*Assessment: Significance | **Key Topic 5: Reformation***To what extent did the English reformation transform England?*Assessment: Change | **Key Topic 7: The Magna Carta.***How important was the Magna Carta for restricting a King’s authority?*Assessment: Significance | **Key Topic 9: Columbus in the Americas***Should Columbus be remembered as a discoverer or a conqueror?*Assessment: Interpretations | **Key Topic 10: The Inca people.***What can archaeological sources tell us about everyday life in the Inca Empire?*Assessment: Sources |
| **Key Topic 2:Prittlewell Prince***How do we know the Prittlewell Prince was a powerful leader?*Assessment: Sources | **Key Topic 4:** **The Black Death***What was the impact of the Black Death in Colchester?*Assessment: Consequence | **Key Topic 6: Witchcraft***Who is to blame for Witchcraft Trials in England?*Assessment: Causation. | **Key Topic 8: The English Civil War.***Did the English Civil War bring lasting change to England?*Assessment: Change and Continuity. |
| **Year 8** | **Key Topic 1: The Koh-I-Noor Diamond.***Where can we find the Koh-I-Noor and why is it there?*Assessment: Interpretations. | **Key Topic 3: Catherine the Great***What were the causes of Catherine the Great’s rise to power and how did her rule shape the Russian Empire?*Assessment: Cause and Consequence | **Key Topic 5: Workhouses.***What can Oliver Twist tell us about how workhouses changed Britain?*Assessment: Change and Continuity. | **Key Topic 7: Scott’s Antarctic***Was Robert Falcon Scott a brave explorer or a flawed leader?*Assessment: Interpretations | **Key Topic 9: The Battle of Waterloo.***Why is the Battle of Waterloo considered a turning point in European history?* Assessment: Significance | **Key Topic 10: The Battle of the Somme.***What can photos from the Battle of the Somme reveal about the realities of trench warfare?*Assessment: Sources |
| **Key Topic 2: The Partition of India***What does the partition of India reveal about how empires end?*Assessment: Significance | **Key Topic 4: The Great Exhibition***What does the Great Exhibition tell us about Industrialisation in Britain?*Assessment: Sources | **Key Topic 6: The Titanic***Why was the Titanic a disaster for Thomas Andrews?*Assessment: Causation | **Key Topic 8: The Space Race***How do the experiences of astronauts and Antarctic explorers reveal both shared and differing challenges of extreme exploration?*Assessment: Similarity and Difference |
| **Year 9** | **Key Topic 1: The French Revolution.***How revolutionary was the French Revolution by 1799?*Assessment: Change | **Key Topic 3: The Great Terror***Stalin’s rule had a ‘flourishing shadow culture’, how far do you agree?*Assessment: Interpretations | **Key Topic 5: The Atlantic Slave Trade.***To what extent did the Atlantic Slave Trade contribute to Britain’s wealth and Empire?*Assessment: Consequence | **Key Topic 7: The Cambodian Genocide.***How did the Cambodian Genocide affect the lives of ordinary people?*Assessment: Consequence | **Key Topic 9: Civil Rights***Was Martin Luther King the greatest Civil Rights leader?*Assessment: Significance | **Key Topic 10: The Origins of the Cold War.***Why does the Cold War begin?*Assessment: Causation and Significance. |
| **Key Topic 2: The Home Front During the Blitz***What can we learn from propaganda about the home front during the Blitz?*Assessment: Sources | **Key Topic 4: The Vikings in America***Why did the Vikings’ attempt to settle in North America?*Assessment: Causation | **Key Topic 6: The Holocaust***How does the testimony of victims help us to understand the Holocaust?*Assessment: Sources | **Key Topic 8: The Suffragettes***In what ways were the methods of the Suffragettes and Suffragists similar and different?*Assessment: Similarity and Difference |
| **Year 10** | **Crises of the Cold War and End of the Cold War.**Assessments:* Writing a narrative account.
* Identifying importance of events.
 | **Weimar Germany and the Rise of the Nazi Party.**Assessments:* Identifying causation of events.
* Assessing sources.
 | **Nazi Police State and Society.**Assessments:* Comparing interpretations.
* Assessing interpretations.
 | **Elizabeth I’s Early Reign and Challenges to her rule.**Assessments:* Identifying characteristics of a period.
* Evaluating events and making judgements.
 | **Elizabethan Society and Culture.**Assessments:* Identifying causation of events.
 | **Mocks** |
| **Year 11** | **Migration to England in the medieval and early-modern periods.**Assessments:* Evaluating events and making judgements.
* Identifying causation of events.
 | **Migration to England in Industrial and Modern Britain.****Mocks.**Assessments:* Comparing periods of time.
 | **Caribbean migration in Notting Hill 1948-1970.**Assessments:* Assessing sources including source enquiry.
 | **Revision and Mocks.** | **Revision** | **Exams** |

# KS3 Links and Intent

* [**A full framework for KS3 History is given here.**](https://assets.publishing.service.gov.uk/media/5a7c66d740f0b626628abcdd/SECONDARY_national_curriculum_-_History.pdf)

# KS4 Links and Intent

* [**Full guidance is given here by the government regarding expectations of the KS4 history curriculum.**](https://assets.publishing.service.gov.uk/media/5a7ef7ad40f0b6230268ca9a/history_GCSE_formatted.pdf)
* Southchurch uses Edexcel as it’s exam board for history and the units we have chosen to study are as follows:
Paper 1: Thematic study and historic environment.
*Migrants in Britain c.800-present and Notting Hill c.1948-1970.*Paper 2: Period study and British depth study.
*Early Elizabethan England, 1558-88
Superpower relations and the Cold War 1941-91.*Paper 3: Modern depth study.
*Weimar and Nazi Germany 1918-39.*

# KS5 Links and Intent

* [**Full guidance is given here by the government regarding expectations of the KS5 history curriculum.**](https://assets.publishing.service.gov.uk/media/5a7e5050ed915d74e33f1704/A_level_history_subject_content.pdf)
* KS5 history is not offered at Southchurch however, we do our best to prepare students for their further study should they wish to take history as a subject at A-Level.
* The historical topics students’ study at KS5 largely depends on what exam board their sixth form uses, but some examples from the local area are:
Chase High School Sixth Form:
*Britain, 1625-1701: Conflict Revolution and Settlement
France in Revolution 1774-99
Britain: Losing and gaining an Empire 1763-1914.*

Shoebury High School Sixth Form:
*The Tudors: England 1485-1603
The American Dream: Reality and Illusion 1945-80.
Coursework on Indian Independence.*

Southend High School for Girls Sixth Form:
*England 1547-1603: The Late Tudors
The French Revolution and the rule of Napoleon 1774-1815
Coursework on Russia and its Rulers 1855-1964.*

# END OF COURSE EXPECTATIONS

**Aims**

The aims and objectives of the Edexcel History GCSE qualification are to enable students to:

* Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
* Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
* Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
* Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
* Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**Assessment Objectives**

**AO1** - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2** - Explain and analyse historical events and periods studied using secondorder1 historical concepts.

**AO3** - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4** - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

# NATIONAL CURRICULUM LINKS

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| **Purpose of study at KS3**A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.**Aims of study at KS3**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 – key stage 3 2.
* Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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| **KS3 History** | [**A full framework for KS3 History is given here.**](https://assets.publishing.service.gov.uk/media/5a7c66d740f0b626628abcdd/SECONDARY_national_curriculum_-_History.pdf)**Pupils should be taught about:*** **The development of the Church, state and society in Medieval Britain 1066-1509 which could include the Norman Conquest, the Magna Carta, the Wars of the Roses and the struggle between Church and crown.**
* **The development of the Church, state and society in Britain 1509-1745 which could include the first colony in America and first contact with India and Renaissance and Reformation in Europe.**
* **Ideas, political power, industry and empire: Britain 1745-1901. This could include Darwin’s Origins of Species, the French Revolutionary wars and Britain’s transatlantic slave trade.**
* **Challenges for Britain, Europe and the wider world 1901 to present day. In addition to studying the Holocaust this could include: Women’s suffrage, the creation of the Welfare State and Britain’s place in the world since 1945.**
* **A local history study.**
* **The study of an aspect or theme in British history that consolidates and extends pupil’s chronological knowledge from before 1066.**
* **At least one significant society or issue in world history and its interconnections with other world developments.**
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| **Purpose of Study at KS4**GCSE specifications in history should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.**Aims of Study at KS4**GCSE specifications in history should enable students to:* Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
* Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
* Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
* Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
* Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
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| **KS4 History** | [**Full guidance is given here by the government regarding expectations of the KS4 history curriculum.**](https://assets.publishing.service.gov.uk/media/5a7ef7ad40f0b6230268ca9a/history_GCSE_formatted.pdf)**GCSE specifications should include history:*** **From three eras: Medieval (500-1500), Early-Modern (1450-1750) and Modern (1700-preset day)**
* **On three-time scales: Short (depth study), medium (period study) and long (thematic study).**
* **On three geographical contexts: A locality (the historic environment), British; and European / wider world settings.**

**GCSE specifications in history should require students to study:*** **At least one British depth study chosen from the historical eras defined above.**
* **At least on European or wider world depth study chosen from the historical eras defined above. This should focus on the history of a nation or group of peoples or on international relations between several nations. It must not merely study British overseas involvements.**

**GCSE specifications should, through these studies, require students to develop and demonstrate:** * **Knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content.**
* **Understanding and appropriate use in context of historical terms including first order historical concepts such as ‘constitution’, ‘nation’, ‘revolution’, ‘society’**
* **The ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives. descriptions and analyses, reaching substantiated conclusions when appropriate**
* **Understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations.**
* **Understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short- and long-term timescales.**
* **The ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims.**
* **Understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.**
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# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**The history curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars; * **Equality and Diversity**
* **Cultural Capital**
* **Community and Wellbeing**
* **Careers and Employability**
* **Character Development.**
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| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration. * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported o engage equally and freely share their ideas and opinions.
* **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
* **Aspiration** – Students are encouraged to develop their love of history through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.
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| **Equality & Diversity:** The history curriculum aims to help students develop an appreciation and understanding of how people of different faiths, convictions, ability, gender, heritage and ethnicity have impacted our world. Some key examples are: * The impact of the religious reformation in Britain.
* The impacts of exploration, colonisation and the British Empire on different ethnic groups across the world.
* The influence and contribution of minorities and women during World War One and World War Two.
* The consequences of the Holocaust and their wider impacts.
* The Civil Rights Movement in the USA and the creation of the Civil Rights Act.
* Events covered in our ‘recent history’ scheme such as Brexit, Black Lives Matter and the Russian invasion of Ukraine.
* The Cold War and its influence on international relations today.
* How Migration has shaped Britain from the Medieval period up to now.
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| **Wellbeing & Community** – The history curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.* Students are encouraged to reflect on their own history work and enjoy the process of improving it. Students who show resilience and make efforts to improve are celebrated as being successful.
* We advise students that assessments and learning are a process that is never mastered. All progress is illustrious, no matter how small.
* Kindness is demonstrated and celebrated. Pupils are expected to care for each other and themselves.
* Teachers provide KCSS (kind, courteous, smart, successful) cards to students to praise them for demonstrating the above attributes.
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| **Cultural Capital** – The history curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.**Trips & Visits:*** + **Year 7: Dover Castle and the Tower of London.**
	+ **Year 8: Greenwich Maritime Museum & The Cutty Sark and visit to IWM Duxford.**
	+ **Year 9: Visit to the IWM to take part in their Holocaust workshop.**
	+ **Year 10: Hampton Court Palace**

**Extra-Curricular:** **British Values:** * **Individual Liberty**: Students are encouraged to express themselves and form opinions in history lessons. Moreover, we ask students to reflect an evaluate misconceptions they may have about historical topics.
* **Mutual Respect**: Students are respectful when listening to the opinions and views of other students. Students respect the authority and knowledge of their classroom teacher.
* **The Rule of Law:** The classroom rules enable all students to develop their historical skills in an environment where everyone is respected. The classroom rules ensure students are all responsible for their own learning environment.
* **Tolerance:** Students are tolerant of the opinions and ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs discussed within the topics we study.
* **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own historical knowledge and skills.
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| **Careers & Employability –** The history curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the history curriculum, our students are supported to develop the following skills; * Communication and oracy skills.
* Promoting high self-esteem.
* Teamwork and leadership.
* Listening and responding.
* Critical thinking and problem solving.
* Research.
* Academic writing.
* Meeting deadlines and managing workload.

**Events** * Drop-down day organised with Personal Development for Black History Month.
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# SMSC CURRICULUM LINKS

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| **Spiritual development** Through the topics we study, students learn about a variety of different faiths and their belief systems. We evaluate conflict that results from disagreement regarding religious and cultural practises. Students are encouraged to respect others beliefs and cultures regardless of difference.  |
| **Moral development**Pupils are provided with moral juxtapositions throughout the history curriculum. Students are encouraged to understand why actions of figures in history are considered to be wrong and why they have faced consequences as a result of their actions.  |
| **Social development**Pupils are asked to share their thoughts and feelings with others in history lessons. Students are also asked to share these with the rest of the class to form the basis for discussions and debate in the classroom. This promotes oracy skills and builds students’ confidence to express themselves.  |
| **Cultural development**Pupils are taught that their history work and opinions should be sensitive to needs and beliefs of others to ensure they do not cause offence. Pupils must consider how their actions and opinions can impact the world around them. Students are encouraged to understand that culture encompasses different aspects of peoples lives and that diversity should be celebrated where applicable.  |

# Equality, Diversity and Inclusivity Links

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| **Aims**Within the different topics on the history curriculum, we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. This is embedded throughout the curriculum and we have included topics within our curriculum to ensure all students feel included in the history that we study. During lessons, we ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.  |