

Swindon Academy History Curriculum Map

Intent




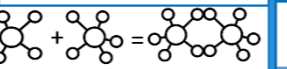






We aim for all students at KS3 to have an overview of British and World History and understand the key events and individuals that have come to prominence and influenced the development of our country and society. We encourage understanding and tolerance of different historical views, teach students how to interpret historian's interpretations of the past and encourage them to use a wide range of historical sources to form their own opinions of historical events.

We intend to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We intend to inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe that 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.

Year 7 unit 1 begins in Constantinople, where East meets West, ideas are exchanged, religions coexist, and trade flourishes. This provides an understanding of the interconnectedness between different parts of the world, such as tracking the influence of the Spice Roads from China into Europe. Students gain significant context and foundational knowledge about Christianity and Islam for later in the year when they visit this region again in unit 3 through the lens of medieval conflict and the crusades. It also prepares them with a conceptual understanding of the development of scientific knowledge and the spread of ideas. This is built on in unit 6, when they learn about the Renaissance, and explore the age of discoveries. The Year 7 curriculum comes full circle as unit 6 begins with the collapse of Constantinople in the 15th century, 400 years after they initially studied its importance and influence in the region in unit 1. The concepts of power and authority are present throughout Key Stage 3. For example, in Year 7 unit 3 the power struggle between the Crown and the Church are introduced. These are developed in unit 5 when individual challenges to authority are studied, such as Becket, Magna Carta and the Peasants' Revolt. This power struggle culminates in the English Reformation at the beginning of Year 8 when huge religious upheaval led to long-lasting political and social changes. This is further developed in unit 2 by examining Elizabethan conspiracies and then we consider just how England ended up in a period of civil war. In unit 3, the English Civil War explores changes in power and authority, such as the strengthening of parliament and how the commonwealth briefly interrupted the system of constitutional monarchy for the only time in our national history. In Year 8 the concept of Britain's emerging empire begins in unit 2 with the early days of Tudor exploration and expansionism under Elizabeth I. Unit 3 then examines how and the role trade and profit played in the development of the early empire. In unit 4, the Transatlantic Slave Trade highlights the establishment of an industrial system dehumanizing people to Britain's benefit. Links between the slave trade routes and the scale and success of the Industrial Revolution are made in unit 5. In unit 6 The British Empire is addressed at its height including the actions and consequences of colonial rule for different people in different places. A range of diverse stories from across the British Empire provides different experiences and connections are revisited to tie pockets of information throughout Year 8 together by analysing links through empire with trade, slavery, identity, migration, race, profit, and political power. Black history is integrated throughout Key Stage 3. In Year 7 at the beginning of unit 2, we use a bridging lesson to consider what happened after the withdrawal of the Roman Empire from the British Isles? and use evidence of the 'Ivory-bangle lady' for discussion around migration and to consider the role and status that Africans played in this society. This is picked up in Year 8 unit 2 when migration from Africa is explored again through Henry VIII's court. In unit 4 the role of Black people and their influence is central to the debate around abolition. Protest movements and campaigns feature throughout Key Stage 3 history, and importantly these units are where concepts around identity and belonging are developed. In Year 7 unit 5 the Peasants' Revolt 4 provides a clear moment that ordinary people, downtrodden by feudalism, challenged authority and believed they could make a change for the better. In Year 8 we consider the role of popular campaigns by working-class and middle-class people to abolish the Atlantic slave trade. In Year 9 through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why

There are many opportunities for pupils to engage with extra-curricular activities and enrich their educational experience. In year 7 pupils will attend Warwick Castle and the Swindon steam museum, this incorporates our local history links when studying Industrial Revolution. Year 8 pupils attend Black Country Museum and attend theatre performances such as Horrible Histories. In year 9 we will visit the Imperial War Museum. In year 10 and 11 we invite guest speakers in to delve into the world of life on the Western Front to link to our GCSE specification and we visit Hampton Court Palace which links to our teaching of Henry VIII and his ministers.

Implementation – Rosenshine principles of instruction

| Daily Review | New Material in Small Steps | Ask Questions | Provide Models | Guide Student Practice | Check Student Understanding | Obtain High Success Rate | Scaffolds for Difficult Tasks | Independent Practice | Weekly and Monthly Review |
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|  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p> |  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p> |  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p> |  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p> |  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p> |  <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p> |  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p> |  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p> |  <p>Independent practice produces "overlearning"—a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p> |  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p> |

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| <ul style="list-style-type: none"> Do Now quizzing using United Quizzing at the beginning of every lesson Use questioning in lessons to re-cap prior knowledge Explicitly make links between topics of prior learning | <ul style="list-style-type: none"> Regular assessment of learning using cold call Writing tasks are broken down into mastering an individual PEEL paragraph | <ul style="list-style-type: none"> All new learning is explained and modelled by the teacher Open and close questions via cold call are asked in all lessons | <ul style="list-style-type: none"> Model answers are used for all Apply Tasks Use of Visualiser to show peer answers Scaffold answers with sentence starters and keywords | <ul style="list-style-type: none"> All learning cycles have an apply task/exam practice Roll calling key words | <ul style="list-style-type: none"> Circulating classroom and looking for key facts and phrases in pupils work Challenging individual students on knowledge and understanding whilst circulating United Quizzing | <ul style="list-style-type: none"> Check for understanding by use of mini-whiteboards/hands up Peer marking against 100% model answers | <ul style="list-style-type: none"> Planning for written tasks Sentence starters and paragraph prompts Key word lists and linking phrases Explicit teach answer structures | <ul style="list-style-type: none"> Written questions based on learning Apply Tasks at the end of every learning cycle Knowledge organiser tests United Quizzing | <ul style="list-style-type: none"> Gap fills, clocks and quick recall questions for GCSE students A3 revision sheets to prepare pupils for assessments Revision guides United Quizzing |
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At the end of KS3 a History Swindon academy student will have an understanding of the main events and key individuals in British and Global History from 1066-1918.
 At the end of KS4 a History Swindon academy student will be equipped to achieve a Grade 4-9 in their History GCSE, having covered the specified topics and exam skills.
 At the end of KS5 a History Swindon academy student will be equipped to achieve a Grade E-A* in their History A-Level, having covered the Tudors, 1485-1603 and Germany 1918-1945 and exam skills. Furthermore, having produced an independent research task, of approximately 3000 words using academic research and referencing skills, they will be prepared to produce academic essays at University.

| Term | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 6 |
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| | Worldviews – Historical Skills, How connected was the world in 1000? Studying the Byzantine Empire and the Islamic Empire Norman Conquest and Control Norman Changes. Pupils will start by learning about Anglo-Saxon England, and then go onto the Battle of Hastings and the changes William the Conqueror made to England. | | Religion in the Middle Ages - Pupils will study the Church in medieval life, focus on monasteries. Will then look at the Christian Crusades, why people went and benefits of going. | | Medieval Mali - In this unit we will look at the Empire of Mali from the years 1200-1600. We will look at the importance of key individuals such as Mansa Maghan and Mansa Musan | Challenges to Medieval Kings – pupils will investigate political, social/economic and religious challenges to key monarchs of the middle ages. Henry II, King John and Richard II. The Renaissance – pupils will have an understanding of the impact of the European renaissance on Britain in terms of art, architecture, medicine and science. <ul style="list-style-type: none"> Revision - pupils will be revising for the end of year exam, based on the curriculum covered. | | |
| Alternative Curriculum | Worldviews – Historical Skills, How connected was the world in 1000? Studying the Byzantine Empire and the Islamic Empire Norman Conquest Pupils will start looking at key skills that they will use in history, using timelines, chronology, making judgments and analysing sources. Then in Term 2 they will use these skills as they start their historical knowledge unit, first looking at the Anglo-Saxons before focusing on the Battles of Stamford Bridge and Hastings. Will then start to look at the changes that William the Conqueror made to England. | Teacher Assessment | Religion in the Middle Ages - Pupils will study the Church in medieval life, focus on monasteries. Will then look at the Christian Crusades, why people went and benefits of going | Assessment 1 | Medieval Mali - In this unit we will look at the Empire of Mali from the years 1200-1600. We will look at the importance of key individuals such as Mansa Maghan and Mansa Musan | Challenges to Medieval Kings – pupils will investigate political, social/economic and religious challenges to key monarchs of the middle ages. Henry II, King John and Richard II. The Renaissance - Pupils will finish off by completing a unit on the Renaissance looking at what caused the European Renaissance and then looking at its impact on art, science and medicine. Revision Pupils will use their completed workbooks and revision lessons and guides to revise for their end of year exam | Assessment 2 | |
| Skills | <ul style="list-style-type: none"> Understanding chronology, Causation and consequence – grouping knowledge into themes Linking and Prioritising factors Higher - synthesise evidence | | <ul style="list-style-type: none"> Significance - Writing a chain of reasoning to explain why an effect was significant within the lens of the topic being studied. | | <ul style="list-style-type: none"> Change and continuity – Stating explicit trends or overall changes within certain periods Giving historical examples which support an identified trend or change. Higher - Assessing the extent to which there has been change or continuity within a certain periods. | <ul style="list-style-type: none"> Cause and Consequence – Giving historical examples which support a factor causing something to happen. Explaining links between different specific causes or general factors. | | |

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| | | <ul style="list-style-type: none"> Higher - Evaluating the significance of something, reaching a supported judgement. | | | |
| Year 8 | <p>Henry VIII and the Reformation – pupils will study Henry VIII and his Break from Rome and the establishment of the Church of England.</p> <p>Elizabeth I – Pupils will study the Mid-Tudor religious crisis and it's impact on the people of England. They will look at who Elizabeth's religious settlement brought stability.</p> | The English Civil War – pupils will study the religious turmoil caused by the Gunpowder Plot followed by a study of the English Civil War and it's impact | | <p>Age of Exploration – Pupils will study the impact Christopher Columbus had on his explorations, the impact of conquistadors on the discovery of the New World. This will then connect to the slave trade and the industrial revolution. Pupils will study what Britain was like in 1750, explore Britain as the first industrial nation and the benefits of this to the country. They will also compare life as a slave and life as a cotton worker, the abolition of the slave trade and new inventions.</p> | <p>Age of Exploration – Pupils will study the impact Christopher Columbus had on his explorations, the impact of conquistadors on the discovery of the New World. This will then connect to the slave trade and the industrial revolution. Pupils will study what Britain was like in 1750, explore Britain as the first industrial nation and the benefits of this to the country. They will also compare life as a slave and life as a cotton worker, the abolition of the slave trade and new inventions. They will also explore a local study of Swindon during the industrial revolution.</p> <p>Revision - pupils will be revising for the end of year exam, based on the curriculum covered.</p> |
| Skills | <ul style="list-style-type: none"> Significance – Measuring how significant an event is Understanding features and characteristics eg of the church Making Judgements and measuring the impact of an event | <ul style="list-style-type: none"> Assessing similarities and differences between time periods Explaining consequences Identifying elements of provenance of sources Producing narrative accounts | | <ul style="list-style-type: none"> Paraphrasing the argument of a historian or correctly inferring points from a source. Explaining how the provenance of a source may have affected its content/what this suggests about the period. Providing analytical explanations which come to a judgement Giving historical examples which either support or conflict with a historian's interpretation of a source. | <ul style="list-style-type: none"> Correctly inferring points from a source. Understanding features and characteristics Identifying change and continuity between centuries |
| Links and Connection | <p>Y7 - Challenges to Medieval Kings</p> <p>Y7 - Religion in the Middle Ages – Role of the Catholic Church, Structure of the Church, Role of the Pope, Importance of Monasteries, Importance of Pilgrimages, The Role of Monks and Nuns</p> | <p>Y8 - Who are the Tudors?</p> <p>Y8 - Elizabeth's Middle Way and the Catholic Threat</p> | | <p>Y8 - Exploration under Elizabeth I</p> | <p>Y8 - Empire and the Slave Trade – British expansionism</p> |
| Year 9 | <p>World War One</p> <p>Pupils will study the causes of WWI, and then do an indepth study on life and medicine on the Western Front, to include significant battles and injuries, treatments and experiments in surgery and medicine.</p> <p>Sufragettes</p> | <p>WW2 -</p> <p>In this unit we will look at</p> <ul style="list-style-type: none"> The causes of WW2 The war in the West The Eastern front | | <p>Holocaust</p> <p>Persecution of the Jews (Holocaust) – pupils will study the persecution of Jews throughout history and then focus on Nazi treatment of Jewish people in Germany from 1933-1945</p> | <p>Medicine Through Time – Pupils will cover the Edexcel history curriculum, focusing on the context of medicine from c1250-1700. They will study medicine in Medieval England and the Medical Renaissance in England.</p> <ul style="list-style-type: none"> Ideas about the cause of disease Approaches to treatment and prevention The Black Death |

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| | <p>In this unit students will study how women strove towards equal voting rights throughout the 19th century and the impact this had on how women were perceived. Students will also study how and why the electorate widened in general, including the place in society of working-class men. Through this unit students understanding of the concepts power and authority are developed, particularly in relation to who held power and different types of authority. Students explore the key campaigns led by women, the Suffragettes, and the Suffragists, and consider which methods were most successful and why, and how far progress was made.</p> | | <ul style="list-style-type: none"> • The origins of the Cold war • The role of USA | | | <p>Medicine Through Time – Pupils will cover the Edexcel history curriculum, focusing on the context of medicine in 18th and 19th Century Britain. They will study medicine in Industrial Britain.</p> <ul style="list-style-type: none"> • Ideas about the cause of disease • Approaches to treatment and prevention • Fighting Cholera in London • | | |
| Skills | <ul style="list-style-type: none"> • Correctly inferring points from a source. • Giving historical examples which either support or conflict with a historian's interpretation of a source. • Giving evidenced reasons in support of or challenging a historian's interpretation. Comparing how convincing two interpretations are. • Explaining how the provenance of a source may have affected its content/what this suggests about the period. • Explaining how (specified) events or factors caused something to happen. | | <ul style="list-style-type: none"> • Correctly inferring points from a source. • Giving historical examples which either support or conflict with a historian's interpretation of a source. • Giving evidenced reasons in support of or challenging a historian's interpretation. Comparing how convincing two interpretations are. • Explaining how the provenance of a source may have affected its content/what this suggests about the period. • Explaining how (specified) events or factors caused something to happen. | | <ul style="list-style-type: none"> • Identifying similarities and differences between time periods • Making judgements • Explaining the importance of events | <ul style="list-style-type: none"> • Identifying similarities and differences between time periods • Making judgements • Explaining the importance of events | | |
| Links and Connections | <p>WWI – Treaty of Versailles This unit also links back to the World War One unit, as students will consider the impact of war on the role of women, and how that resulted in changed attitudes and power.</p> | | | | | <p>Y7 - Religion in the Middle Ages – Importance of the Catholic Church, The Importance of Monasteries, The Role of Monks and Nuns</p> <p>Y7 – Renaissance – Causes of the Renaissance, Impact of Vesalius and Harvey, Proving Galen Wrong, Astronomy Renaissance period builds on the knowledge from Medieval England Term 1 Unit – looking at change and continuity</p> | | |

| Term | 1 | 2 | 3 | Assessment 1 | 3 | 4 | 5 | 6 | Assessment 2 | 6 |
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| Year 10 | <p>Medicine Through Time –Pupils will cover the Edexcel history curriculum, focusing on the context of medicine from c1900-present. They will study medicine in Modern Britain.</p> <ul style="list-style-type: none"> Ideas about the cause of disease Approaches to treatment and prevention Fleming, Florey and Chains development of penicillin The fight against lung cancer in the 21st century | | <p>Henry VIII and His Ministers 1509-1540 - Pupils will cover the Edexcel history curriculum, focusing on Henry and Cromwell and the Reformation and its impact.</p> <ul style="list-style-type: none"> Cromwell's Rise to Power Cromwell and the Kings Marriage Cromwell and the government The fall of Cromwell | | Review and reteach | <p>Henry VIII and His Ministers 1509-1540 - Pupils will cover the Edexcel history curriculum, focusing on Henry and Cromwell and the Reformation and its impact.</p> <ul style="list-style-type: none"> The Break with Rome Opposition to and Impact to the Reformation The dissolution of the Monasteries The Pilgrimage of Grace | <p>Weimar and Nazi Germany Pupils will study Germany 1919-33, focusing on the Weimar republic and Hitler's rise to power.</p> <ul style="list-style-type: none"> The Origins of the Republic The Early Challenges to the Weimar Republic The Recovery of the Republic <p>Changes in Society</p> <ul style="list-style-type: none"> Early development of the Nazi party The Munich Putsch The growth in support of the Nazis <p>How Hitler became Chancellor</p> | | Review and reteach | |
| Links and Connections | <p>18th and 19th century period builds on the knowledge from Medieval England and Renaissance – looking at change and continuity</p> <p>1900 to Present Day - builds on the knowledge from Medieval England, Renaissance and 18th and 19th centuries– looking at change and continuity</p> | | <p>Y7 - The Role of the Church in Everyday Life, Routes to Heaven, Role of Monasteries.</p> <p>Y8 - What reasons did Henry VIII have for wanting to break away from the RC church? Opposition to the Reformation, Dissolution of the Monasteries and the Pilgrimage of Grace Spain – Y7 the Renaissance and increase in exploration</p> | | | <p>Y7 - The Role of the Church in Everyday Life, Routes to Heaven, Role of Monasteries.</p> <p>Y8 - What reasons did Henry VIII have for wanting to break away from the RC church? Opposition to the Reformation, Dissolution of the Monasteries and the Pilgrimage of Grace Spain – Y7 the Renaissance and increase in exploration</p> | | | | |

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| Year 11 | <p>Weimar and Nazi Germany pupils will study Germany 1933-39, focusing on Nazi control and dictatorship and life in Nazi Germany</p> <ul style="list-style-type: none"> • The Creation of the Dictatorship • The Police State • Controlling and Influencing Attitudes • Opposition, Resistance and Conformity • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities | Mock 1 | <p>Spain and the New World Pupils will study</p> <ul style="list-style-type: none"> • Spanish Exploration • Columbus reaches America • Spanish claims in the Caribbean's The start of an Empire • The Conquest of Mexico | Mock 2 | <p>Spain and the New World Pupils will Study</p> <ul style="list-style-type: none"> • Impact of Spain in the New World • Pizarro and the conquest of the Incas • Expansion of Empire <p>Impact of the New World in Spain</p> <p>Revision and past paper practice to embed knowledge and apply skills</p> | Mock 3 | Revision and past paper practice to embed knowledge and apply skills |
| Links and Connections | | | Columbus – Year 8 – British empire-slave trade | | All GCSE topics | | |

| Term | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 |
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| Year 12 | Consolidation of the Tudor Dynasty – pupils will study Henry VII 1485-1509 The Weimar Republic – pupils will study the establishment and early years of the Weimar republic, 1918-24 | Assessment 1 Review and reteach | Consolidation of the Tudor Dynasty – pupils will study Henry VII 1485-1509 The Weimar Republic – pupils will study the establishment and early years of the Weimar republic, 1918-24 | Assessment 2 Review and reteach | Consolidation of the Tudor Dynasty – pupils will study Henry VIII 1509-1547 The Weimar Republic – pupils will study the Golden Age of the Weimar Republic 1924-28 | Assessment 3 Review and reteach | Consolidation of the Tudor Dynasty – pupils will study Henry VIII 1509-1547 The Weimar Republic – pupils will study the collapse of democracy 1928-33 | Assessment 4 Review and reteach | Coursework – pupils will be prepared using the AQA coursework booklet to produce an individual 3,000 word independent study on a historical question of their choosing, covering a 100 year period. | Assessment 5 Review and reteach |
| | Consolidation of the Tudor Dynasty – pupils will study Henry VII 1485-1509 The Weimar Republic – pupils will study the establishment and early years of the Weimar republic, 1918-24 | | Consolidation of the Tudor Dynasty – pupils will study Henry VIII 1485-1509 The Weimar Republic – pupils will study the establishment and early years of the Weimar republic, 1918-24 | | Consolidation of the Tudor Dynasty – pupils will study Henry VIII 1509-1547 The Weimar Republic – pupils will study the Golden Age of the Weimar Republic 1924-28 | | Consolidation of the Tudor Dynasty – pupils will study Henry VIII 1509-1547 The Weimar Republic – pupils will study the collapse of democracy 1928-33 | | Coursework – pupils will be prepared using the AQA coursework booklet to produce an individual 3,000 word independent study on a historical question of their choosing, covering a 100 year period | |
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| Term | 1 | 2 | 3 | 4 | 5 | | | | |
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| Year 13 | <p>England Turmoil and Triumph – pupils will study instability and consolidation, the Mid-Tudor Crisis 1547-1563</p> <p>Nazi Germany – pupils will study the Nazi Dictatorship 933-39</p> | Mock 1 | <p>England Turmoil and Triumph – pupils will study instability and consolidation, the Mid-Tudor Crisis 1547-1563</p> <p>Nazi Germany – pupils will study the racial state 1933-41</p> | Mock 2 | <p>England Turmoil and Triumph – pupils will study the triumph of Elizabeth 1563-1603.</p> <p>Nazi Germany – pupils will continue to study the racial state 1933-41 and study the impact of war 1939-45</p> | Mock 3 | <p>England Turmoil and Triumph – pupils will study the triumph of Elizabeth 1563-1603.</p> <p>Nazi Germany – pupils will study the impact of war 1939-45</p> | Mock 4 | Revision and past paper practice to embed knowledge and apply skills |

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Impact

The History curriculum has enabled students to obtain a secure grasp on British history as they progress through the academy. Through the practice of GCSE exam skills in KS3, less time has been needed to be spent on teaching GCSE exam skills at KS4. Insistence on accurate PEEL paragraphs at KS3 has aided performance both at KS3 and KS4 in extended questions. Quizzing on prior knowledge in Do Nows on one topic whilst studying another, has helped with students recall. Prep in KS4 on one topic whilst studying another has helped with recall and consolidation of prior learning. Use of revision Clocks and Quick Recall Questions has helped to identify gaps in knowledge for individual learners and identified where gaps need to be closed. The proportion of your students continue with History between Key Stage 3 and Key Stage 4 is less than half of the year group.