

Swindon Academy History Curriculum Map 2020-21

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 historians' 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.

During KS3 we take a historical chronological approach to studying the history of Britain, supplemented by some significant world history events. This gives pupils a secure foothold of knowledge, understanding and skills to develop a coherent narrative of history and be able to place things within the context of history. We study Britain from 1060's until 1945, covering key topics such as the establishment of Norman England, religious development in Britain, the English Civil War, industrialisation of Britain and aspects of WWI and WWII. This is enhanced by studies of the European Renaissance, the slave trade and Germany 1919-39. We use a mastery approach whereby lessons are learning cycles and content is reviewed and revisited throughout the units and terms, so that knowledge bases are secured for most of our pupils before moving on. This may be done through quizzing or 'do now' recall questioning, frequent testing, reviewing and retesting. Our lessons build support and challenge from this starting point e.g. extended reading to challenge and #AimHigh tasks. For lower ability pupils, scaffolded writing tasks and video clips are used, where appropriate, to both challenge and support. We also have built a spiralling curriculum so that foundations for Year 11 are laid down in Year 7 and built upon over each year of history, particularly in terms of understanding of GCSE skills. We offer a wide range of visits to Warwick Castle for Year 7 (supports Norman Conquest and Control), Black Country Living Museum for Year 8 (supports slave trade and the Industrial Revolution), Imperial War Museum for Year 9 and a battlefields trip for Years 9-11 (supports World War One and Holocaust). Bishops Palace and Wells Cathedral for Year 10 (supports Henry VIII) and Auschwitz for Sixth Form (supports Germany).

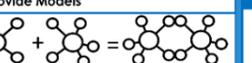
At the end of KS3, a History Swindon Academy student will have an understanding of the main events and key individuals in British and global history from 1066-1918.

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.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

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
 <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>
<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, cloaks and quick recall questions for GCSE students A3 revision sheets to prepare pupils for assessments Revision guides United Quizzing

Term	1	2	3	4	5	6	6
Year 7	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.	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. Revision - pupils will be revising for the end of year exam, based on the curriculum covered.		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. Higher - Evaluating the significance of something, reaching a supported judgement. 	<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 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. 		

Term	1	2	3	4	6	
Year 8	Henry VIII and the Reformation Pupils will study Henry VIII and his Break from Rome and the establishment of the Church of England. Elizabeth I Pupils will study the Mid-Tudor religious crisis and its impact on the people of England. They will look at who Elizabeth's religious settlement brought stability.		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 its impact.	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.	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. Revision - pupils will be revising for the end of year exam, based on the curriculum covered. 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. Revision - for the end of year exam covering the curriculum covered.	Assessment 2
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	Y7 - Challenges to Medieval Kings 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		Y8 - Who are the Tudors? Y8 - Elizabeth's Middle Way and the Catholic Threat	Y8 - Exploration under Elizabeth I	Y8 - Empire and the Slave Trade – British expansionism	

Term	1	2	3	4
Year 9	World War One Focus on Historical Environment (GCSE) – pupils will cover the Edexcel history curriculum, focusing on the context of medicine on the Western Front, looking at significant battles and injuries, treatments and experiments in surgery and medicine. Weimar Germany (GCSE) - pupils will cover the Edexcel history curriculum, focusing on the content of Weimar and Nazi Germany 1919-1939. They will study the Weimar Republic 1918-29. <ul style="list-style-type: none"> • The Origins of the Republic • The Early Challenges to the Weimar Republic • The Recovery of the Republic • Changes in Society 	Weimar and Nazi Germany (GCSE) Pupils will study Germany 1919-33, focusing on Hitler's rise to power. <ul style="list-style-type: none"> • Early development of the Nazi party • The Munich Putsch • The growth in support of the Nazis • How Hitler became Chancellor 	Weimar and Nazi Germany (GCSE) Pupils will study Germany 1933-39, focusing on Nazi control and dictatorship <ul style="list-style-type: none"> • The Creation of the Dictatorship • The Police State • Controlling and Influencing Attitudes • Opposition, Resistance and Conformity 	Weimar and Nazi Germany (GCSE) Pupils will study Germany 1933-39, focusing on life in Nazi Germany. <ul style="list-style-type: none"> • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities
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"> • 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. • Producing narrative accounts • Understanding features and characteristics
Links and Connections	Renaissance Medicine – Causes and Prevention of Illness and disease WWI – Treaty of Versailles		Persecution of the Jews – Jews in the Weimar Republic Nazi oppression of Jews	Weimar and Nazi Germany – Treatment of Minorities, Nuremberg Laws, Kristallnacht, Boycott of Jewish shops

Term	1	2	3	4	5	6
Year 10	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. <ul style="list-style-type: none"> • Ideas about the cause of disease • Approaches to treatment and prevention • The Black Death • The Great Plague 	Medicine Through Time Pupils will cover the Edexcel history curriculum, focusing on the context of medicine in 18 th and 19 th Century Britain. They will study medicine in Industrial Britain. <ul style="list-style-type: none"> • Ideas about the cause of disease • Approaches to treatment and prevention • Fighting Cholera in London 		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. <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 	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. <ul style="list-style-type: none"> • Cromwell's Rise to Power • Cromwell and the Kings Marriage • Cromwell and the government • The fall of Cromwell • The Break with Rome • Opposition to and Impact to the Reformation • The dissolution of the Monasteries • The Pilgrimage of Grace • Renaissance Prince 	

					<ul style="list-style-type: none"> The rise of Wolsey and his Policies Wolsey's Foreign Policies Succession and Annulment 	
Links and Connections	<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</p> <p>Renaissance period builds on the knowledge from Medieval England Term 1 Unit – looking at change and continuity</p>	18 th and 19 th century period builds on the knowledge from Medieval England and Renaissance – looking at change and continuity		1900 to Present Day - builds on the knowledge from Medieval England, Renaissance and 18 th and 19 th centuries– looking at change and continuity	<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?</p> <p>Opposition to the Reformation, Dissolution of the Monasteries and the Pilgrimage of Grace</p> <p>Spain – Y7 the Renaissance and increase in exploration</p>	

Term	1	2	3	4	5
Year 11	<p>Germany 1919-1939</p> <p>Pupils will cover the Edexcel history curriculum, focusing on the content of Weimar and Nazi Germany 1919-1939.</p> <p>They will study the Weimar Republic 1918-29 and Hitler's rise to power.</p>	<p>Mock 1</p> <p>Finish Germany 1919-1939</p> <p>Pupils will study Germany 1933-39, focusing on Nazi control and dictatorship and life in Nazi Germany for different groups in society.</p> <p>Medicine Re-cap – active revision recapping Medicine Through Time Unit</p>	<p>Mock 2</p> <p>Persecution of the Jews – Jews in the Weimar Republic</p> <p>Nazi oppression of Jews</p>	<p>Mock 3</p> <p>Revision and past paper practice to embed knowledge and apply skills</p>	<p>Mock 3</p> <p>Revision and past paper practice to embed knowledge and apply skills</p>
Links and Connections	WWI – Treaty of Versailles			All GCSE topics	

Term	1	2	2	3	3	4	4	5	6	6
Year 12	<p>Consolidation of the Tudor Dynasty</p> <p>Pupils will study Henry VII 1485-1509.</p> <p>The Weimar Republic</p> <p>Pupils will study the establishment and early years of the Weimar republic, 1918-24</p>	<p>Assessment 1</p> <p>Review and reteach</p>	<p>Consolidation of the Tudor Dynasty</p> <p>Pupils will study Henry VII 1485-1509.</p> <p>The Weimar Republic</p> <p>Pupils will study the establishment and early years of the Weimar republic, 1918-24.</p>	<p>Assessment 2</p> <p>Review and reteach</p>	<p>Consolidation of the Tudor Dynasty</p> <p>Pupils will study Henry VIII 1509-1547.</p> <p>The Weimar Republic</p> <p>Pupils will study the Golden Age of the Weimar Republic 1924-28</p>	<p>Assessment 3</p> <p>Review and reteach</p>	<p>Consolidation of the Tudor Dynasty</p> <p>Pupils will study Henry VIII 1509-1547.</p> <p>The Weimar Republic</p> <p>Pupils will study the collapse of democracy 1928-33.</p>	<p>Assessment 4</p> <p>Review and reteach</p>	<p>Coursework</p> <p>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.</p>	<p>Assessment 5</p> <p>Review and reteach</p>

Term	1	2	3	4	5
Year 13	<p>England Turmoil and Triumph</p> <p>Pupils will study instability and consolidation, the Mid-Tudor Crisis 1547-1563.</p> <p>Nazi Germany</p> <p>Pupils will study the Nazi Dictatorship 933-39</p>	<p>Mock 1</p> <p>England Turmoil and Triumph</p> <p>Pupils will study instability and consolidation, the Mid-Tudor Crisis 1547-1563.</p> <p>Nazi Germany</p> <p>Pupils will study the racial state 1933-41.</p>	<p>Mock 2</p> <p>England Turmoil and Triumph</p> <p>Pupils will study the triumph of Elizabeth 1563-1603.</p> <p>Nazi Germany</p> <p>Pupils will continue to study the racial state 1933-41 and study the impact of war 1939-45.</p>	<p>Mock 3</p> <p>England Turmoil and Triumph</p> <p>Pupils will study the triumph of Elizabeth 1563-1603.</p> <p>Nazi Germany</p> <p>Pupils will study the impact of war 1939-45</p>	<p>Mock 4</p> <p>Revision and past paper practice to embed knowledge and apply skills</p>

Impact
 The History Curriculum has enabled students to know and remember more as they progress through the Academy, using the practice of GCSE exam skills in KS3 leads to greater understanding and less time needing 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.