

## Curriculum Overview – History

### All Saints' Curriculum Intent Statement:

*Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.*

### Subject Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The History curriculum is planned to ensure that students have a rich understanding of Britain's "Island Story" whilst developing their literacy and key historical skills of using evidence and weighing different interpretations of the past.

The curriculum intends:

1. To provide our young people with an agreed core of historical knowledge that they can wield in their future study of History and other subjects. After studying the curriculum, students will be able to contextualise historical examples and metaphors in other settings.
2. To give students a grounding in British history to set the context for their lives in modern Britain. From the influx of people from the Romans, Normans and across the British Empire; to the social changes that occurred as a result of the two world wars.
3. To equip students with an array of critical skills and an analytical frame of mind. The curriculum will embed opportunities to engage with the work of the historian and develop 'second-order thinking' about causation, historical change, source analysis, historical significance and interpretations. Students will also be exposed to difficult texts and supported towards extended historical writing.
4. Through all of this, to cultivate a love of subject that propels students towards a future interest in the past.

Please note, all subject overviews may change based on the needs of pupils in each year group. This is indicative content only.

|  | Cycle 1                                     | Cycle 2   | Cycle 3   |
|--|---|---|---|
|  | Romans – How did the Romans change Britain? | Normans – How do we know so much about the Normans? | Medieval Realms & the Black Death - Why are some events more significant than others? |

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| <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |
| <p>Assessment:<br/>Mid Unit knowledge test</p>  | <p>Assessment:<br/>Mid Unit knowledge test</p>  | <p>Assessment:<br/>Mid Unit knowledge test</p>  |

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|---|---|---|
| <p>Summative assessment: explain, source and interpretation tasks</p>   | <p>Summative assessment: explain, source and interpretation tasks</p>   | <p>Summative assessment: explain, source and interpretation tasks</p>   |
| <b>Cycle 4</b>  | <b>Cycle 5</b>  | <b>Cycle 6</b>  |
| <p>Tudors – “Religion was the only cause of conflict in Tudor England” How far do you agree?</p>  | <p>English Civil War and the French Revolution - Did they bring more freedom to the people?</p>   | <p>Empire &amp; Industry – Why did Britain support slavery and then end it?</p>   |
| <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |
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| <b>Cycle 7</b>  | <b>Cycle 8</b>  | <b>Cycle 9</b>  |
| <p>First World War - Will the Great War ever be forgotten?</p>  | <p>Suffragettes - Did violence win the vote?</p> <p>Nazi Germany - How did the Holocaust happen?</p>  | <p>Second World War - How do historians find out about war?</p> <p>Cold War World - Why was the world on the brink of destruction?</p>  |
| <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> | <p>Big ideas:</p> <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |

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| Cycle 10   |                       | Cycle 11   |                          | Cycle 12   |               |
| Medicine 1250-1700   | Medicine 1700-present | Western Front  | Elizabeth I's Challenges | Elizabethan England  | American West |
| Big ideas: <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |                       | Big ideas: <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |                          | Big ideas: <ul style="list-style-type: none"> <li>• The work of the Historian</li> <li>• Power</li> <li>• Economics</li> <li>• Society</li> <li>• Conflicts</li> </ul> |               |
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| Cycle 13   |                | Cycle 14   |          |  |
| American West  | Weimar Germany | Nazi Germany   | Revision |  |
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