

## Springwood High School History Curriculum Plan

### **Our Vision:**

Our vision is to allow all to access and enjoy the study of the past whilst maintaining the very highest academic standards in the subject. We intend to instil a love of the subject that we are passionate about in all students that we teach, so that they may develop this passion over a lifetime of learning, long after formal education ceases. We ensure that students learn both the knowledge, and the skill set in the discipline, to enable them to have the foundations to take this learning further. Our success in this area is shown by our exceptional option numbers at both GCSE and A-level. We strive to develop the transferable skills of our students, and the skills of supporting an argument with evidence and critically analysing points of view are crucial to a student's wider development.

Exam boards: Edexcel GCSE and AQA A level

### **Brief overview of topics, themes, skills or key questions for each term:**

#### **Key Stage 3**

##### **Why are we teaching a knowledge-rich curriculum; how is it different?**

Our curriculum is designed so that students can understand the story of the United Kingdom and its place in the wider world. We take a largely chronological approach to allow students to build on their prior knowledge at each successive stage. Our curriculum allows students to understand the world in which they live and to think critically about information that they receive.

##### **Why are we teaching this content, in this order?**

Our curriculum is largely delivered in chronological order. This allows students to build on their prior knowledge at each successive stage. For example, studying the Tudor Reformation allows a greater understanding of the religious causes of the English Civil War. This approach also helps to support students' understanding as the key concept of chronology has traditionally been an area that many find challenging. Where it makes sense to cover overlapping topics thematically - we teach the Industrial Revolution, the Slave Trade and the British Empire as discrete units - we emphasise the links between them and ensure that students know that each does not happen in isolation. Substantial attention is paid to the local history of King's Lynn and Norfolk across the three years.

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### **How does our curriculum match the ambition of the National Curriculum?**

Our curriculum matches, and in places exceeds, the ambition of the National Curriculum. Our curriculum uses the National Curriculum as its basis but includes more world history to both put the British experience in context, and to better reflect the history of the wide range of students at our school. Unlike the National Curriculum, we teach local history across all three years of KS3, in the appropriate wider historical topic, rather than in a single unit. For example, we teach the Siege of King's Lynn as part of our wider unit on the English Civil War, allowing students to put local events into the wider historical context. Local history is clearly signposted to our students as we teach it.

### **How does the curriculum build on that from Key Stage 2?**

Key Stage 2 focuses almost entirely on the period pre-1066. This gives the students the broader historical context to be able to access the Key Stage 3 curriculum which by contrast is largely post-1066. At Springwood, we purposely begin with a unit on English history from the Romans to the Anglo-Saxons, crossing over with KS2 content whilst guiding students to use their existing knowledge to put the Norman Conquest in context. Themes common to KS2 such as power, society and local history are also integral to KS3. In addition to content, KS3 will build on students' prior skills to allow them to become experienced practitioners in critical source analysis and extended writing in the subject.

### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?**

Students need to be able to place key historical periods, events and people in a chronological sequence. They need to be able to evaluate the importance of the role played by various factors in our history. Students must be able to understand the story of Britain and its place in the wider world. Ultimately, students need to know the disciplinary knowledge required for them to access to the subject at higher levels, enjoy history in later life, and to understand current events in the world around them.

## Springwood High School History Curriculum Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Why did people come to England from all over Europe?	How did William conquer and control England?	Was it all muck and misery in the 14 <sup>th</sup> Century?	Who were the great lives of the Middle Ages?	Why was Tudor England a time of change?	Why was Tudor England a time of change?
8	How secure was the Stuart monarchy?	How secure was the Stuart monarchy?	Why did the Industrial Revolution happen in Britain first?	How did the Industrial Revolution change the lives of the British?	Why did revolutions happen in the USA and France? / Why was the Slave Trade abolished?	What was life like in the British Empire?
9	How did women win the right to vote in 1918? / Why was the First World War a stalemate?	Why was the Second World War a very different conflict from the First World War?	How could the Holocaust have happened?	How did life change in the 20 <sup>th</sup> Century?	How did the Cold War avoid becoming the Third World War?	How were rights won in the 20 <sup>th</sup> Century?

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Medicine in Britain	Medicine in Britain	Western Front	Anglo-Saxon and Norman England	Anglo-Saxon and Norman England	The American West
11	The American West	Weimar & Nazi Germany	Weimar & Nazi Germany	Weimar & Nazi Germany	Revision	-

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### **Key Stage 5**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Henry VII / Cold War origins	Henry VII / Cold War origins	Henry VIII / Cold War 1955-63	Henry VIII / Cold War 1955-63	Edward & Mary / Russia Coursework	Edward & Mary / Russia Coursework
13	Elizabeth I / Vietnam War	Elizabeth I / End of the Cold War	Elizabeth I / End of the Cold War	Revision	Revision	-

### **Enrichment Activities:**

Super Learning Days: British Heroes and Democracy Day

Trips: GCSE: History of Medicine visiting workshop, Andy Robertshaw (military historian and film adviser), Battlefields trip to France and Belgium. A-level: Visiting academics, Berlin trip

Clubs & Support: Four revision guides for GCSE available in the school shop; after school revision sessions for KS4 and KS5, History Club