

Curriculum Progression Pathway for History

Subject Intent:

The curriculum is at the heart of a school's purpose and George Pindar School's curriculum reflects our Trust vision: life in all its fullness – a place to thrive. In history, we live these values by teaching our pupils a broad, balanced and rich curriculum while focusing on teaching our pupils to be thoughtful, responsible, informed members of the local, national and international community. Our goal is to provide an ambitious and inspiring curriculum which ignites the curiosity of our pupils and prepares them for life long learning. We aim to ensure that all pupils gain a coherent, chronological understanding of how this nation developed and how Britain has influenced and been influenced by the wider world. Pupils will also know and understand significant aspects of the history of the wider world and be able to place their knowledge into different contexts, understanding the connections between local, national and global history. We intend to develop pupils' understanding of historical concepts and methods of historical enquiry to equip them with the knowledge needed to be successful historians. We endeavour to match the scope and ambition of the National Curriculum whilst at the same time reflecting our school's values and context. Ultimately, the history curriculum aims to enable students to become successful learners, confident and responsible citizens.

Why is the study of history important?

We study history to support our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Historical study 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. We teach our pupils secure knowledge of the political, social and cultural landscape of Britain, including how to be considerate, educated and diverse citizens of the modern world.

Moreover, the study of history equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. It is through the study of history that we can truly understand the complexity of people's lives, the process of change, the diversity of society and our own identities. As such, history is a powerful tool for enhancing cultural capital and personal development, as well as a vehicle for promoting British values. We have developed a carefully sequenced curriculum which provides a broad and balanced learning experience.

Embedding an appreciation of different cultures and perspectives is fundamental at our school to help our pupils learn about life beyond our community. Similarly, history enables pupils to contextualise significant historical events / wider issues reflected in their local Scarborough environment, and fosters active engagement. Learning about historical individuals as role models in history engages pupils in moral values and embeds British Values in their role as empathetic citizens, at a range of scales.

What will you know and understand from your study of history?

Core and chronological knowledge (substantive) and disciplinary – *historical enquiry*:

KS3 PoS:

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use **historical terms** and **concepts** in increasingly sophisticated ways. They should pursue historically **valid enquiries** including some they have framed themselves, and create *relevant, structured and evidentially supported accounts* in response. They should understand how different **types of historical sources** are used rigorously to make historical claims and discern how and why **contrasting arguments** and **interpretations** of the past have been constructed.

- 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.
- 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.

KS4:

• 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.

Options selected

- Paper 1: The Elizabethan Age, 1558-1603
- Paper 2: The USA: A Nation of Contrasts, 1910-1929
- Paper 3: The Development of Germany, 1919-1991
- Paper 4: Changes in Crime and Punishment in Britain, c.500 to the present day

Disciplinary knowledge: 'historical enquiry' - Shows pupils how accounts of the past arise and are constructed. Pupils learn how evidence for a claim can be constituted and the conditions under which valid claims can be made. They learn how historians and others construct accounts about the past, building on and challenging or refining the work of others. Pupils learn how argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts. (Gov.UK history review)

- cause
- consequence
- change and continuity
- similarity and difference
- historical significance
- sources and evidence
- historical interpretations - *analysing / critiquing / evaluating / provenance (effects of bias / propaganda) / sift arguments*

While these are all often called second-order concepts, increasingly a distinction is drawn between the first 5 (cause, consequence, change and continuity, similarity and difference, and historical significance) and the last 2 (sources and evidence and historical interpretations). The former are now generally used by history teachers to classify types of historical argument taught to pupils; the latter focus more on the processes by which evidence is established and accounts are constructed. (Gov.UK history review)

- ask perceptive questions
- think critically
- weigh evidence – assess / evaluate
- develop perspective and judgement
- source analysis - of the time - make inferences from

Generic Transferable skills - literacy - link to hinterland background material / problem solving / personal learning thinking skills

Global citizenship - empathy (moral values)

Active citizenship

How does your study of history support your learning in other subjects?

Generic transferable skills (*procedural knowledge*):

- Literacy skills – command words / structuring paragraphs (extended writing) / repeated encounters of core concepts (transferable knowledge) / analytical writing / interpreting sources (from a range of perspectives).

- Humanities – common targets for improvement and marking of formative assessments (level marked)
- Numeracy – chronological timeline

History concepts & Hinterland – (repeated encounters of common words / knowledge):

- contextual or background material - pupils may be exposed to a wide range of other information about the period that is not directly teaching them this core content; this extra detail is likely to help pupils' learning of the core knowledge in history and contextualise knowledge in other subjects.

Hinterland information can develop familiarity or initial **schemata** for later learning - even brief encounters with this hinterland in earlier topics might actually therefore be essential to pupils' capacity to make sense of future learning.

- English – core curriculum texts (English Heritage lessons).

How can you deepen your understanding of history?

Within class:

- **Spiralling curriculum** – making links with prior knowledge, between topics and future learning. Learning through meaningful examples and **repeated encounters** (abstract concepts such as invasion, tax, trade, monarch or empire).
- **Questioning** – historical enquiry question (second-order concepts) – analytical skills – critique how historians construct narratives of the past.
- **Hinterland (cross curricular links):** contextual or background material in order to make sense of, and learn, core knowledge. Being exposed to a wide range of other information about the period that is not directly teaching the core content as this extra detail is likely to help learning of the core knowledge.

Wider cultural capital (enrichment activities): - link to Pindar Value (Proud):

- Local events involving military cadets (Armed Forces Day)
- Referencing / visiting local historical landmarks
- Referencing local role models – past and present
- Visitors – guest speakers from local role models (WWII veterans)
- Visits from organisations e.g. GCHQ
- Linking modern world events - making links with the present to past events (**current affairs**).
- British Values Active citizenship with charitable work

How can history support your future?

- Transferable Skills and critical thinking
- Cultural capital – British Values – empathy / tolerance / respect for different cultures and perspectives.
- Careers and future learning:

<https://www.history.org.uk/student/categories/careers>

Learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)

Learning to locate and sift facts – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.

Handling evidence to make informed decisions – to identify truth and recognise myth, propaganda and lies (useful in every aspect of life!)

Communicating your ideas and thoughts in a way that makes sense to others – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.

Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history? (*Historical Association*)

Exam board used in Y10 & Y11:

Eduqas

CURRICULUM PROGRESSION PATHWAY

	Year 7 – KS3	Year 8 – KS3	Year 9- KS3	Year 10	Year 11
Autumn 1	Who were the first English? <ul style="list-style-type: none"> * Who the Angles and Saxons were * Reasons why people moved to Britain * Impact of Angle and Saxon migration on Celts * How we know about the impact on the Celts * Alfred the Great * Other Viking migrations – Normandy, Ireland, Ukraine * Put Norman Conquest of England into big sweep of Viking migrations 	Native Americans 1700-1896 <ul style="list-style-type: none"> *Indian way of life and early migration *Plains Indians *lifestyle *settlement and development on the Great Plains *destruction of the Buffalo *Conflict on the Plains 	Conflict in the C20th: How was WWI fought? <ul style="list-style-type: none"> *Causes of WWI *Recruitment *propaganda *Warfare *Weapons of world war one *The battle of the Somme *Homefront *The role of women 	Component 1: Non-British Depth USA: Nation of Contrasts 1910-1929 <p>Why did immigration become such a major issue in American society? Was America a country of religious and racial intolerance during this period? Was the 1920s a decade of organised crime and corruption</p>	Component 2: Thematic Study Crime & Punishment 500 - Present <p>How has the nature of criminal activity differed and changed over time? What have been the main causes of crime over time? How has the responsibility of enforcing law and order changed over time? How effective have methods of combating crime been over time</p>

Autumn 2	How did William win and keep control of England 1066-68? <ul style="list-style-type: none"> * What is a monarch? * Reasons for wanting to be a mediaeval monarch * Contenders to the throne in 1066 * Battle of Stamford Bridge * The Battle of Hastings * The verdicts of historians on what caused the outcome * Use of 'terror' to establish control: the Harrying of the North * Norman Castles * Cultural changes (e.g. language) * Feudal system * Domesday Book 	What was the Slave Trade and why was it abolished? <ul style="list-style-type: none"> *African civilisations before slavery * Trade triangle *Middle Passage * Slave Auction * Plantation life * Escape, rebellion and resistance *Abolition movement 	The USA between wars <ul style="list-style-type: none"> *Was America a melting pot? *Isolationism *American boom and bust *What was the roaring twenties? *What were the consequences of the wall street crash 	Component 1 Non-British Depth Study USA: Nation of Contrasts 1910-1929 <p>What were the causes of the economic boom experienced in the 1920s?</p> <p>What factors led to the end of prosperity in 1929?</p> <p>How did popular entertainment develop during this period?</p> <p>How did the lifestyle and status of women change during this period?</p>	Component 2: Thematic Study Crime & Punishment 500 - Present <p>How have methods of punishment changed over time?</p> <p>Historic Site Study: 2022 - 2023 = Pentonville Prison 2023 - 2024 = Lincoln Prison</p> <p>Why have attitudes to crime and punishment changed over time?</p>
Spring 1	Church, state and society 1066-1509? <ul style="list-style-type: none"> *Importance of religion *State Vs Church Murder of Thomas Becket *Causes, Events and consequences of the First Crusade *Black Death *Peasants Revolt & Magna Carta 	The British Empire & depth study of India <ul style="list-style-type: none"> *Origins of the British Empire & Establishment of the 13 colonies *Trade and its protection * Smugglers, Privateers and Pirates *East India Company *Decline of the Mughal Empire *Benefits and drawbacks of the Empire for Britain *Indian rebellion of 1857 * Zulu War and the Boer War 	<ul style="list-style-type: none"> ● Conflict in the C20th: How was WWI fought? <ul style="list-style-type: none"> ● *Causes of WWI ● *Dunkirk ● *Battle of Britain ● *Pearl Harbour ● *Stalingrad ● *D-Day landings ● Hiroshima & Nagazki ● *Evacuation ● *Impact of war on society. 	Component 2 Period Study The Development of Germany 1991-1991 <p>How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?</p> <p>How did the Nazis take total control of Germany by 1934 (Hitler's Rise to Power)</p>	Component 1: British Depth Study The Elizabethan Age: 1558-1603 <p>How successful was the government of Elizabeth?</p> <p>How did life differ for the rich and poor in Elizabethan times?</p> <p>What were the most popular types of entertainment in Elizabethan times</p>
Spring 2	How far did the Tudors change Britain? <ul style="list-style-type: none"> *The Reformation *Henry's motives for the Break from Rome, and consequences * Bloody Mary *Elizabethan Religious Settlement 	How did the Industrial Revolution change Britain? <ul style="list-style-type: none"> * Canals and railways * Growth of factories and cities * The cotton industry * Mining * Fear of technology – machine 	Life in Nazi Germany & The Holocaust <ul style="list-style-type: none"> *impact of Treaty of Versailles *Democracy and dictatorship *Nazis rise to power *Control through terror and propaganda 	Component 2 Period Study The Development of Germany 1991-1991	Component 1: British Depth Study The Elizabethan Age: 1558-1603 <p>How successfully did Elizabeth deal with the problem of religion?</p> <p>Why were the Catholics such a serious threat to Elizabeth?</p>

	* Armada	breaking *Population boom *Impact on living conditions	*Social impact of the Nazi regime *How and why were the Jews and other minorities persecuted. *The Final Solution *Life in Concentration Camps	How did the Nazis take total control of Germany by 1934 (Rise and Consolidation of Power) How were the lives of the German people affected by Nazi rule between 1933 and 1939	
Summer 1	Local study *The Church's prominence in the North *Society in Tudor England *The Dissolution of the Monasteries *Scarborough under Siege *The Northern risings in the Tudor period	How did the Enlightenment impact science and society? * Common diseases due to overcrowding and poor sanitation * Lack of access to medical care * Cholera – Broad Street pump / Dr Snow *Pasteur & Germ Theory *Improvements in surgery *Improvements in nursing & hospital care * The Royal Society	Conflict in C20th: How was the Cold War fought? • <ul style="list-style-type: none"> *Ideological differences *Impact of the end of WWII *Berlin blockade and Airlift 1948-49 *Korean War *Cuban Missile Crisis 1962 *Vietnam War *Berlin Wall; Causes, Events, Consequences of its collapse *Collapse of USSR 	Component 2 Period Study The Development of Germany 1991-1991 How were the lives of the German people affected by Nazi rule between 1933 and 1939 (Cont.) Why did life change for the German people during the Second World War Why were conditions in West and East Germany different after 1949?	Component 1: British Depth Study The Elizabethan Age: 1558-1603 Why were the Puritans a serious threat to Elizabeth?
Summer 2	The Stuarts: Who won: Catholics or Protestants? *The Gunpowder Plot *Causes, events and Consequences of the English Civil War *Execution of Charles I Role of Cromwell and The Commonwealth *The Restoration *The Great Plague and the Great Fire	Getting the Vote *elections in c1800 and why people criticised them: Rotten boroughs, franchise, electoral practices, etc. * The 1832 Reform Act and the extent of its influence * The 1867 and 1884 Reform Acts and their influence; Secret Ballot Act *Victorian attitudes towards women. *Suffragette and suffragist demands and their tactics * Resistance to votes for women and the suffrage movement * Role of women in WWI & WWII	How to bring about change: Protest and Propaganda Differing methods of change: <ul style="list-style-type: none"> War Protest Propaganda Legal methods Illegal/terrorist methods 	Component 2 Period Study The Development of Germany 1991-1991 How did relations between the two Germanies change between 1949 and 1991? What factors led to the reunification of Germany in 1990?	Off timetable