

History department curriculum intent

Department curriculum intent:

The History curriculum at Settle College helps students to better understand the world in which they live, and to be responsible and active citizens within it. Our intent is that students have a good chronological grasp of British History from before 1066 up to the early 21st century. We also look at aspects of local History and key international History topics such the Atlantic slave trade, both world wars, the Holocaust and the Cold War. Some topics will focus on rulers, some on the lives of ordinary people, as well as key themes and events of each period. There is a clear link between topics taught at KS3 and topics taught at GCSE and A-level. We also focus on developing understanding of the key historical concepts of cause and consequence, similarity and difference, continuity and change, and significance; and on developing our students’ ability to handle and interpret a range of historical evidence.

Year 7

Overall curriculum intent for year 7: To gain an understanding of the key themes, individuals and events in British History from before 1066 to the early 1600s.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	A quick history of Britain before 1066; the context of the Norman Conquest	To understand the impact of the Norman Conquest; key features of medieval life	To explore aspects of everyday life in Medieval Britain.	The Black Death and its impact. Who had power in the Middle Ages? What made a successful King?	To explore the reigns of different Tudor monarchs and the challenges they faced.	To explore key aspects of Elizabethan England.
Content mapping	Iron Age and Roman Britain. Anglo-Saxon England. 1066: Who should be King? The Battle of Stamford Bridge. The Battle of Hastings	Why did William win the Battle of Hastings? The impact of the Norman Conquest Medieval life – the importance of religion.	Village life. Town life. Health and medicine.	The Black Death. The Magna Carta. The origins of Parliament. The Wars of the Roses.	What challenges did Henry VII faced and how did he deal with them? Henry VIII – was he a successful monarch? Catholics versus Protestants. The reigns of Edward VI and Mary I.	Elizabeth I and marriage. Elizabeth I and religion. Mary, Queen of Scots. The Spanish Armada. Life in Elizabethan England. Exit the Tudors, enter the Stuarts.



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Disciplinary knowledge	Similarity/difference	Causation Significance Continuity/change	Similarity/difference	Consequence	Change Source skills - inference	Continuity/change Causation
Assessment mapping	Knowledge recall test.	Extended writing: explaining causation.	Extended writing: similarity and difference.	Knowledge recall test.	Extended writing: reaching a judgment.	Knowledge recall test.
Personal development mapping	Spiritual development – exploring the values and beliefs of others	Spiritual development – knowledge and respect for different faiths and beliefs, understanding the consequences of actions.	Spiritual development – understanding human feelings and emotions.	Knowledge of the origins of Britain’s democratic parliamentary system.	Knowledge and respect for different faiths and beliefs. The importance of tolerance and individual liberty.	Knowledge and respect for different faiths and beliefs. The importance of tolerance and individual liberty.
Disciplinary literacy	Subject specific vocabulary Writing a narrative account	Subject specific vocabulary Writing to explain - causation	Subject specific vocabulary Writing to explain – similarity and difference	Subject specific vocabulary	Subject specific vocabulary Reaching and supporting an overall judgment	Subject specific vocabulary
Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Bar chart – royal causes of death.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.
Cross-curricular links to other subjects					Religious Studies Y8 – is religion a power for peace or a cause of conflict?	English Y7 – Shakespeare.
Support for all	Help sheets/literacy mats Word lists. Differentiated tasks.					
Challenge ideas	In what other ways did the Romans change life in Britain?	Find out more about how the Normans controlled England.	Design a Black Death information leaflet for 1348.	What was the Peasants Revolt? <ul style="list-style-type: none"> • Causes • Key events • Consequences 	Write an obituary for one of the Tudor monarchs.	What were Tudor entertainments like?



Year 8

Overall curriculum intent for year 8: To gain an understanding of the key themes, individuals and events in British History from the mid 17 th century to the early 20 th century. To understand the origins, impact and abolition of the Atlantic slave trade.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Intent for the half term	The English Civil War and its aftermath.	The Atlantic slave trade and its impact; why slavery was abolished.	To understand how and why Britain experienced profound change from c1700-1900; how this impacted on the wider world.	To assess the impact of the industrial revolution on everyday life.	Key events in Edwardian Britain: votes for women and the Titanic disaster	To learn about different aspects of the First World War.	
Content mapping	The causes and key events of the Civil War. The trial and execution of King Charles I. England as a Republic. The Restoration.	The trade triangle. Life in West Africa. Capture and the Middle Passage. Life under slavery. The reasons why slavery was abolished.	Why the industrial revolution happened. Changes in manufacture. Factory life. Changes in agriculture.	Developments in transport. Urban life. Public health and medicine.	Who were the Suffragettes? Arguments for and against women's votes. Methods of protest. The Titanic disaster – who was most to blame?	The causes of WW1. Joining up. Trench warfare. Soldiers of Empire. The impact of WW1 on our local area.	
Disciplinary knowledge	Causation Consequence Significance	Causation Significance	Continuity/change Causation Source skills - inference	Consequence Similarity/difference	Causation Source skills - utility	Causation Consequence Significance	
Assessment mapping	Extended writing: narrative account.	Knowledge recall test.		Extended writing: reaching a judgment (Industrial Britain).	Knowledge recall test – votes for women. Extended writing: report on the Titanic disaster		



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Personal development mapping	Knowledge of the development of Britain's democratic parliamentary system and its role in shaping our history and values.	Use of imagination and empathy. Investigating and offering views about moral issues. The difference between right and wrong, standing up for what you believe is right.	Understanding the cultural influences that have shaped our heritage.	Understanding the cultural influences that have shaped our heritage.	Knowledge of the development of Britain's democratic parliamentary system and its role in shaping our history and values. Cultural – understanding and appreciating personal influences.	Investigating and offering views about moral issues. The difference between right and wrong, standing up for what you believe is right.	
Disciplinary literacy	Subject specific vocabulary Writing a narrative account.	Subject specific vocabulary Writing to explain – causation.	Subject specific vocabulary	Subject specific vocabulary Reaching and supporting an overall judgment.	Subject specific vocabulary Writing a report.	Subject specific vocabulary	
Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Population growth.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	
Cross-curricular links to other subjects			Geography Y7 – population and migration. English Y8 – extracts from 19 th C fiction.	Geography Y7 – population and migration. English Y8 – extracts from 19 th C fiction.			
Support for all	<p>Help sheets/literacy mats Word lists. Differentiated tasks.</p>						
Challenge ideas	Research some of the key battles of the Civil War.	Write some entries from a slave's diary.	What was the most important industrial invention, and why?	Design a Suffragette leaflet, presenting the different arguments for giving women the vote.	Design your own WW1 recruitment poster.	What happened to Winston Churchill and Adolf Hitler during WW1?	



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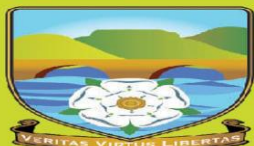
Overall curriculum intent for year 9: To understand how key events in British and international history since 1900 have shaped the world we live in today.							
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Intent for the half term	The end of WW1 and its impact. To look at life after WW1 in the USA and Britain – how much did things change?	The causes and key events of the Second World War, 1939-41	Key events of the Second World War, 1941-45. The US decision to use atomic weapons to end WW2.	To understand the origins, scale and significance of the Holocaust.	To understand some of the key post-war developments in Britain and the wider world.	To understand some of the key post-war developments in Britain and the wider world.	
Content mapping	How the First World War ended. Britain and the USA in the 1920s and 1930s – key themes and events.	Different ways to run a country: democracy and dictatorship. The causes of WW2. The war in Europe 1939-41. The Home Front.	The war in the Pacific. From D-Day to VE Day. The bombing of Hiroshima and Nagasaki.	The origins of anti-Semitism. The treatment of Jews in Nazi Germany up to 1939. Ghettoes The death camps Resistance, including key individuals such as Oskar Schindler.	Students to look at different aspects of the post-1945 world, including: The post-war welfare state, including the creation of the NHS. Origins and key events of the Cold War. The decline of the British Empire. Independence for India.	Students to look at different aspects of the post-1945 world, including: Independence in Africa. Post-war migration to Britain and its impact. The struggle for civil rights in the USA.	
Disciplinary knowledge	Causation Consequence Similarity/difference Interpretations	Causation Similarity/difference Change	Causation Consequence Significance Source skills - inference	Continuity/change Significance	Causation Consequence Significance Change	Continuity/change Significance Source skills - utility	
Assessment mapping	Knowledge recall test.	Extended writing: 'Evacuation during WW2 was a great	Extended writing: Explain why the USA	Knowledge recall test.		GCSE style assessment.	



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		success.’ How far do you agree?	dropped atomic bombs on Japan.				
Personal development mapping	British values – democracy, individual liberty, mutual respect and tolerance.	Cultural influences that have shaped our heritage.	Investigating and offering views about moral and ethical issues.	Investigating and offering views about moral and ethical issues.	Cultural influences that have shaped our heritage. British values – mutual respect and tolerance. Different cultures in modern Britain.	Difference between right and wrong. Mutual respect and tolerance.	
Disciplinary literacy	Subject specific vocabulary	Subject specific vocabulary Reaching and supporting an overall judgment.	Subject specific vocabulary Writing to explain: causation.	Subject specific vocabulary	Subject specific vocabulary	Subject specific vocabulary Writing a narrative account.	
Numeracy links	Dates and centuries. Chronology. Unemployment figures.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	
Cross-curricular links to other subjects		Geography Y9 – Russia and cold environments, conflicts.	Geography Y9 – conflicts. English Y8 - The Boy in the Striped Pyjamas.	Geography Y9 – conflicts. Physics Y10 – nuclear fission and fusion.	Geography Y9 – conflicts.		
Support for all	Help sheets/literacy mats Word lists. Differentiated tasks.						
Challenge ideas	What was life like in Germany after WW1?	Who were the real Dads Army?	Prepare a speech arguing for or against the American decision	Find out more about the ‘space race’ during the Cold War.	Why has the Empire Windrush been in the news recently?	What was the most important invention of the 20 th century, and why?	



to use atomic weapons in 1945.

Year 10 & 11

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	To cover the first part of the Medicine and Germany units.	To complete the Germany unit and the Medicine unit up to the 20 th century.	To complete the Medicine unit up to the present day. To cover the first part of the Superpower Relations and Early Elizabethan England units.	To continue covering the Superpower Relations and Early Elizabethan England units.	To complete the Superpower Relations and Early Elizabethan England units. To spend several weeks on revision and exam practice.	Once the exams are over, to spend some time with the Year 10 students looking at how some of the key historical events they've studied have been portrayed in film and TV.
Content mapping	<p>GERMANY Weimer Republic – 5 problems. The Stresemann Years.</p> <p>MEDICINE Medicine in the trenches of the Western Front, 1914-18 (complete from Drop Down Days) Medieval medicine c1250-c1500. Renaissance medicine c1500-c1700</p>	<p>GERMANY Hitler's rise to power. The Nazi State.</p> <p>MEDICINE Medicine in Industrial Britain. Medicine since 1900 – new ideas about the cause of illnesses. Medicine since 1900 – developments in treatments.</p>	<p>SUPERPOWER RELATIONS Origins of the Cold War. The Berlin Crisis. The Hungarian Uprising. The Berlin Wall.</p> <p>MEDICINE Preventing illness since 1900. The fight against lung cancer.</p> <p>ELIZABETHAN ENGLAND Queen, government and religion 1558-69.</p>	<p>SUPERPOWER RELATIONS The Cuban Missile Crisis. Czechoslovakia 1968 End of the Cold War – flashpoints.</p> <p>ELIZABETHAN ENGLAND Challenges at home and abroad 1569-88. Education and leisure. Poverty.</p>	<p>SUPERPOWER RELATIONS The collapse of Soviet control.</p> <p>ELIZABETHAN ENGLAND Voyages of discovery. Raleigh and Virginia.</p> <p>REVISION AND EXAM PRACTICE.</p>	<p>Different portrayals of Elizabeth I – which characteristics, weaknesses and events are shown? How accurate are the different portrayals? How have Hollywood films portrayed some of the key events of the 20th century?</p>



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Disciplinary knowledge	<p>Causation Consequence Similarity/difference Continuity/change Significance Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance Source skills – inference, utility. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance. Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>	<p>Understanding different portrayals of key individuals/events studied.</p>
Assessment mapping	<p>Knowledge recall tests. 12-mark exam question (Germany). 20-mark exam question (Germany). 12-mark exam question (medicine). 20-mark exam question (Medicine).</p>	<p>Knowledge recall tests. 8-mark exam question (Germany). 20-mark exam question (Germany). 12-mark exam question (medicine). 20-mark exam question (medicine). MOCK EXAMS.</p>	<p>Knowledge recall tests. 8-mark exam question (S. RELATIONS) 16 marks exam question (ELIZ.)</p>	<p>Knowledge recall tests. S. RELATIONS – 8-mark exam question, 16-mark exam question. ELIZABETHAN ENGLAND – 12-mark exam question, 16-mark exam question.</p>		
Personal development mapping	<p>Cultural influences that have shaped our heritage. Spiritual – exploring the values and beliefs of others.</p>	<p>Cultural influences that have shaped our heritage. Spiritual – exploring the values and beliefs of others. The importance of individual liberty,</p>	<p>Knowledge of the development of Britain’s democratic parliamentary system and its role in shaping our history and values.</p>	<p>Cultural influences that have shaped our heritage.</p>		<p>Appreciation of culture.</p>



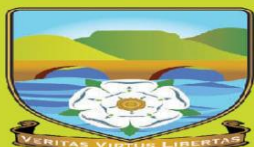
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		mutual respect and tolerance				
Disciplinary literacy	Subject specific vocabulary. Writing to describe. Writing to explain. Reaching and supporting an overall judgment.	Subject specific vocabulary. Writing to describe. Writing to explain. Reaching and supporting an overall judgment.	Subject specific vocabulary. Writing to describe. Writing to explain. Writing a narrative account. Reaching and supporting an overall judgment.	Subject specific vocabulary. Writing to describe. Writing to explain. Writing a narrative account. Reaching and supporting an overall judgment.	Subject specific vocabulary. Writing to describe. Writing to explain. Writing a narrative account. Reaching and supporting an overall judgment.	
Numeracy links	Dates and centuries. Chronology.					
Cross-curricular links to other subjects		Biology Y8 – heart disease, dietary and environmental factors. Biology Y7 – the history of DNA. Biology Y10 – stem cells	Religious Studies Y8 – is religion a power for peace or a cause of conflict?	Religious Studies Y8 – is religion a power for peace or a cause of conflict?		
Support for all	Core and foundation editions of the textbooks. Differentiated tasks. Word lists. Model answers/help sheets					
Challenge ideas	Produce a revision resource. Further research one of this half term’s topics. Extra exam practice.					Further research into the making of these films, and how historically accurate they are.

Year 12

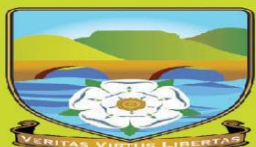
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
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Intent for the half term	Nationalism, dictatorship and democracy in 20 th century Europe – part 1	Nationalism, dictatorship and democracy in 20 th century Europe – part 2	Nationalism, dictatorship and democracy in 20 th century Europe – part 3	Nationalism, dictatorship and democracy in 20 th century Europe – part 4	To explore a topic which has provoked debate among historians and different interpretations of the past. To provide an overview of 19 th century Russian history as an introduction to the coursework unit.	Exam practice and revision. To start the Year 13 unit: Protest, agitation and reform in Britain c1780-1928. To continue with an overview of Russian history.
Content mapping	The Weimar Republic 1918-33. Giolitti and Liberal Italy.	Nazi Germany 1933-45. The rise of Mussolini.	The post-war division of Germany. The Federal Republic of Germany 1949-65. The Italian Fascist State.	The Federal Republic of Germany 1966-89. The fall of the Fascist State in Italy.	How far was Hitler's foreign policy responsible for the Second World War? Italy revision. Russia – 3 Tsars.	Germany exam practice and revision. Britain c1780-1928 – changes to the franchise and representation. Russia – the 1905 Revolution.
Disciplinary knowledge	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources. Historical interpretations.	Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.
Assessment mapping	Germany: 2x 20-mark AO1 essays.	Germany: 2x 20-mark AO1 essays.	Germany: 2x 20-mark AO1 essays.	Germany: 2x 20-mark AO1 essays.	Germany: 2x 20-mark AO3 interpretations questions.	Russia: knowledge recap test; short AO1 essay.



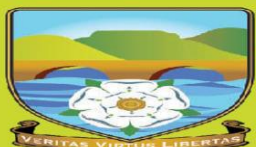
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	Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Italy: 1x 20-mark AO1 essay, 1x 20-mark AO2 source question.	Russia: knowledge recap test.	Mock exams for Germany and Italy.
Personal development mapping	Deepening understanding of the importance of British values of democracy, individual liberty, respect and tolerance.				Investigating and offering reasoned views about moral issues, ability to understand and appreciate different viewpoints.	Knowledge of Britain's democratic parliamentary system and its role in shaping our history and values. British values.
Disciplinary literacy	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Writing analytical and evaluative essays.
Numeracy links	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology.	Dates and centuries. Chronology. Numbers/% of the population who could vote after key reforms.
Support for all	Essay planning sheets. Individual support. Reading lists. Model answers.					
Challenge ideas	Produce a revision resource on a key topic. Extra exam practice. Extra reading.					

Year 13

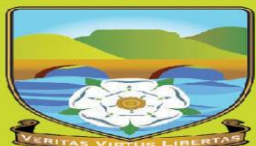
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	To complete the aspects in the breadth part of the	To complete Britain depth studies 2 and 3.	To complete Britain depth study 4 and most of 5.	To complete depth study 5.	Exam practice and revision.



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	<p>Britain unit and start the first depth study.</p> <p>To complete an overview survey of Russian history in the late 19th and early 20th centuries.</p>	<p>Students choose the aspect of Russian history they wish to focus on for their coursework.</p>		<p>Exam practice and revision for Germany and Italy.</p>	
Content mapping	<p>The development of political parties c1780-1928.</p> <p>The declining influence of the Crown and aristocracy on politics, the changing social composition of the House of Commons.</p> <p>Early radical reformers in Britain.</p> <p>The Russian Revolution of 1917. Stalin</p>	<p>Chartism. The campaign to repeal the Contagious Diseases Acts.</p> <p>Start coursework – research different interpretations.</p>	<p>The Women’s Social and Political Union (the Suffragettes). Trades union militancy 1915-25.</p> <p>Writing coursework on chosen topic.</p>	<p>The General Strike of 1926 and its aftermath.</p> <p>Exam practice and revision. Writing coursework on chosen topic.</p>	Exam practice and revision.
Disciplinary knowledge	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>
Assessment mapping	<p>Britain: 3x AO1 20-mark essays. Russia: knowledge recall tests.</p>	<p>Britain: 2x AO2 20-mark source questions</p>	<p>Britain: 2x AO1 20-mark essays. Mock exams.</p>	<p>Britain: 1x 20-mark AO1 essays. Russia Marking of completed coursework.</p>	



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Personal development mapping	Knowledge of Britain’s democratic parliamentary system and its role in shaping our history and values. British values.					
Disciplinary literacy	Subject specific vocabulary. Independent reading. Independent research. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Independent research. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Independent research. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Independent research. Writing analytical and evaluative essays.	Subject specific vocabulary. Independent reading. Independent research. Writing analytical and evaluative essays.	
Numeracy links	Dates and centuries. Chronology.					
Cross-curricular links to other subjects	English Lit Y13 – political and social protest writing					
Support for all	Individual support. Reading lists. Model answers.					
Challenge ideas	Produce a revision resource. Extra exam practice. Extra reading.					