

Longcroft School Curriculum Overview
HISTORY



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.’ *Adapted from National Curriculum, DfE, 2014.*

Aims

The Longcroft School and Sixth Form curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

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- 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.

Subject Curriculum Vision:

The History Curriculum is designed to allow students to understand and make sense of the contemporary world and for students to be able to appreciate and be respectful of the impact that influential individuals, various civilizations and different countries have had locally, nationally and internationally over time. The History Curriculum encourages students to take an interest in current affairs and apply contemporary issues and events to their knowledge of the past in order to give meaning and reason to the present. The History Curriculum aims to challenge existing preconceptions through inquisitive analysis which promotes holistic and balanced evaluations of topical issues. The History Curriculum strives to instil awe and wonder in students about the world in which they live, encouraging them to be naturally inquisitive about what has shaped their own lives and local area, as well as being equally intrigued about what has shaped the current national climate and the broader global status quo. The History Curriculum demands that students are confident in formulating their own judgments in a balanced and measured manner, and promotes the linking of key concepts and occurrences that have happened across different time periods and in different parts of the world. The History Curriculum aims to broaden students' emotional intelligence, empathy and respect to allow them to see themselves as members of the wider global community rather than simply a member of their local or national community, helping students to realise that there is no limit to what is possible and that they can really make a difference in the world.

The History Curriculum offers students breadth and depth by covering and linking British History and World History using Chronological and Thematic approaches. The History Curriculum knits together KS 3, KS 4 and KS 5 meaning that at each Key Stage, students are able to understand, appreciate and interlink the key factors that have shaped both British and wider world societies across a broad timeframe. Students not pursuing History beyond Key Stage 3 receive a general level of substantiated and disciplinary knowledge of Britain and wider world societies across key time frames; students pursuing History at Key Stage 4 receive a developed level of substantiated and disciplinary knowledge of Britain and wider world societies across key time frames and students pursuing History at Key Stage 5 receive an enhanced level of substantiated and disciplinary knowledge of Britain and wider world societies across key time frames. As a result of the cyclical and spiralling nature of the History Curriculum, Key Stage 3 areas of study still have relevance at Key Stage 4 and at Key Stage 5.

Students will acquire, by accessing the History Curriculum at Longcroft:

- A broad, balanced and detailed understanding of Britain from before 1066 right up to the modern day.
- A broad understanding of Ancient World Civilisations and their medical beliefs and practices in particular.
- A broad, balanced and detailed understanding of the recent histories of three main modern-day World Powers:
 - Germany
 - Russia/USSR
 - USA
- An awareness of key themes that underpin and link different time periods, societies and civilisations across the world.
- Broad and deep substantive knowledge to understanding historical events and their significance.
- The disciplinary knowledge required to develop into an Historian.

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Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart:

The History Curriculum encourages students to embed empathy and to be accepting and appreciative of differing viewpoints that have existed/exist about different historical events. The History Curriculum also encourages students to develop a strong moral compass and to become global citizens who seek to improve future life chances by ensuring that dogmatic approaches and attitudes of the past are not repeated in the future.

Great Thought:

The History Curriculum encourages students to take a holistic approach to the subject in order for students to broaden their own perspectives by embracing political, economic, social and International Community approaches to History allowing students to develop a secure grasp of historiography. The History Curriculum seeks to advance students from being scholars of History to being Historians in their own right.

Great Vision:

The History Curriculum encourages students to be able to see their own purpose and sense of belonging not just within the local area but also within the wider national context and on the broader International stage. The History Curriculum aims for students to foster a sense of pride in the local area, a sense of pride as citizens of Britain and a sense of pride as part of the global community, thus developing young people who are able to interact and engage with other members of the National and International Community with knowledge and empathy. The History Curriculum allows students to develop their disciplinary knowledge to allow them to play full and active roles in wider society once they leave formal education.

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Key subject skills:

AO1	AO2	AO3	AO4	History National Curriculum KS 3 Programme of Study: Key Subject Skills
<p>Historical Knowledge & Understanding -</p> <p>Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p>	<p>Explain & analyse historical events & periods -</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Second-order historical concepts include:</p> <p>Continuity, Change, Cause, Consequence, Significance, Similarity, Difference</p>	<p>Analyse, evaluate & use sources -</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Make substantiated judgments about interpretations -</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>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 (AO1). 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 (AO2). They should understand how different types of historical sources are used rigorously to make historical claims (AO3) and discern how and why contrasting arguments and interpretations of the past have been constructed (AO4).</p>

Building on prior learning:

Pupils build on prior learning about Anglo-Saxon and Viking Britain from KS 2 by initially demonstrating what they know and understand through retrieval and recap activities which cover the daily lives of each civilisation, how they came to settle in pre-Medieval England and the relationship between the two civilisations. Students will also build on the concepts of Earldoms and Danelaw and go on to hypothesise why England was vulnerable to attack from external threats. The first thematic study area of Society and Culture in Britain post-1066 will focus on the impact that invading Normans had on ordinary people's lives and will allow pupils to determine aspects of continuity and change, make connections and draw contrasts with pre-1066 Civilisations that were studied at KS 2. This will therefore allow prior and present study areas to be weaved together.

Pupils return to the ancient world at the end of Key Stage 3 and this cyclical curriculum moves back to the time periods studied in Key Stages 1 and 2 and then provides a bridge for pupils to access the study of Britain: Health and the People from 1000 to Present Day at Key Stage 4, once again moving the chronology forward to cover a vast time period. In addition, as the materials are drawn from legacy resources used in previous GCSE teaching, they can present a challenge and broadening of the skills covered in Year 9 and again scaffolding the type of analysis and rigour needed as children transition into Year 10 and GCSE study.

What can students do by the end of KS2?

Pupils should be secure in their chronological understanding of pre-Medieval English history, knowing that the Anglo-Saxons arrived in England after the Romans left in around 445AD and that the Viking invasion took place later in around 787AD. Pupils should be able to ascertain similarities and differences between Anglo-Saxons and Vikings and be able to describe what their respective settlements and lifestyles were like as well as beginning to explain the relative significance of each civilisation on shaping England. Pupils may also be able to compare and contrast both the Anglo-Saxons and Vikings with the Romans and may also be able to give a reasoned judgement about which of the three civilisations had the biggest impact on shaping pre-Medieval England. Pupils should be able to interpret the content of historical sources to help them to determine the message that sources are trying to get across and also should be able to speculate the reason/motive why historical sources were produced and have an awareness of bias and its impact. Pupils should also be able to confidently identify Primary and Secondary sources and begin to formulate ideas about their relative utility.

Baseline expectations:

Pupils to be able to arrange historical civilisations and historical events in chronological order. Pupils to be able to identify key words and meanings associated with Anglo-Saxons and Vikings and to provide a basic narrative of the key characteristics and lifestyles of each civilisation. Pupils to be able to differentiate between Primary and Secondary sources and to have the ability to extract basic information from historical sources in order to understand what they are showing or saying.

What are the skills gaps?

Pupils' ability to adopt "*writing stamina*" and provide convincing and varied explanations to open-ended questions. Fear of going against conventional viewpoints even if pupils can support challenge to accepted, conventional viewpoints. This can really impede creativity and originality. Pupils' ability to be able to make a clear decision in support of one aspect or viewpoint when faced with choosing the most significant contributing factor to a given issue. Lack of exposure to source material means that pupils can find determining the message that historical sources are trying to get across difficult and also struggle when trying to determine the reason/motive why historical sources were produced. Pupils also struggle to clearly determine the difference between sources being useful and sources being reliable.

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Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate Chronological understanding of the 1066 - Early C20th time period and describe selected key occurrences that took place (AO1) - Explain selected key historical events that occurred during the 1066 - Early C20th time period and begin to analyse their significance (AO2) - Analyse the content of Primary and Secondary historical sources to determine their message and purpose (AO3) - Describe differences between interpretations of the same historical event/issue (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - A thematic study of Society and Culture in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues and draw contrasts between events and issues. - A thematic study of Power and Conflict in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues and draw contrasts between events and issues. - A thematic study of Power and Conflict in Britain from 1066 to the Early C20th where pupils show understanding of aspects of continuity and change, can pinpointing significant occurrences and events, make connections between events and issues and draw contrasts between events and issues. 	<p>Students can:</p> <ul style="list-style-type: none"> -Confidently demonstrate broad understanding of the 1745 - 1933 time period by describing several key occurrences that took place (AO1) - Confidently explain and analyse the significance of several key historical events that occurred during the 1745 - 1933 time period (AO2) - Analyse the content of Primary and Secondary historical sources to determine their message and purpose and begin to link in provenance in order to begin making tentative judgements about them (AO3) -Explain reasons for differences between interpretations of the same historical event/issue (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> - Understanding why the British Empire developed and give reasons for it developing in the locations where it did. - Linking the development of the British Empire to the development and growth of the Triangular Trade and understand its impact on Britain, West Africa and the USA and Caribbean. - Understanding the impact that the Industrial Revolution had on the Britain, her people and the government and link its occurrence to the development and growth of both the British Empire and the Triangular Trade. - Understanding how the Industrial Revolution was vital in influencing the outbreak of WWI and how it influenced the type of warfare that emerged between 1914 and 1918. - Understanding how WWI affected Britain and its citizens as well as the impact of the 1919 Peace Agreements. 	<p>Students can:</p> <ul style="list-style-type: none"> -Demonstrate deep understanding of both ancient and modern world depth studies by being able to confidently explain key occurrences within them/characteristics of them (AO1) -Confidently explain and analyse the significance of the depth study areas and make links between them and other similar topic areas covered throughout KS 3 (AO2) -Make supported judgements about varied historical sources by exploring their content, provenance and purpose and linking to own contextual knowledge. Students can also compare different historical sources about the same event in order to assess their relative utility (AO3) - Begin to critique interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> -Understanding why the Nazi Party came to power in Germany and how it affected both German and non-German citizens during the 1933 - 1945 time period. -Understanding how Nazi rule in Germany led to the outbreak of WWII in 1939 and the Holocaust occurring during the 1942- 1945 time period. -Understanding key turning points of WWII, how WWII affected the local area and how it impacted the citizens living in Hull and the East Riding. -Understanding ideas about illness, medicine and treatment that various ancient World Civilisations had and how these ideas influenced future civilisations. -Making links between the pre-1066 world and the post-1066 world by being able to join together their final KS 3 study area with their first KS 3 study area. 	<p>Students can:</p> <ul style="list-style-type: none"> -Demonstrate complex understanding of the British Thematic Study, British Depth Study and World Period Breadth Study by being able to confidently critique key occurrences within them/characteristics of them (AO1) -Make reasoned judgments consistently about the significance of the British Thematic Study, British Depth Study and World Period Breadth Study and make confident links between them and other similar topic areas covered throughout KS 3 (AO2) -Make reasoned judgements with some conviction about varied historical sources by exploring their content, provenance and purpose and linking to own contextual knowledge (AO3) -Confidently critique interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> -Understanding aspects of continuity, change and significance in the health of the British people over time by exploring developments in medicine, treatment, surgery and Public Health and critiquing interpretations about selected aspects of health of the British people over time -Understanding aspects of change and significance in Elizabethan England by exploring the Elizabethan Government, Elizabethan Society and Culture, Religious turmoil in Elizabethan England and International Relations and critiquing interpretations about selected aspects of Elizabethan England -Understanding aspects of continuity and change in the USA between 1920 and 1973 by exploring Political, Economic and Social decisions and developments and critiquing interpretations about selected aspects of the USA between 1920 and 1973 	<p>Students can:</p> <ul style="list-style-type: none"> -Demonstrate sustained complex understanding of both the World Period Breadth Study and Wider World Depth Study by being able to confidently critique key occurrences within them/characteristics of them (AO1) -Make convincing reasoned judgments consistently about the significance of both the World Period Breadth Study and Wider World Depth Study and make links between them and other similar topic areas covered throughout KS 3 and KS 4 (AO2) -Make sustained convincing judgements about varied historical sources by critically interleaving their content, provenance and purpose and linking to own contextual knowledge. Students can also critically compare different historical sources about the same event in order to assess their relative utility (AO3) -Make sustained confident critical interpretations about historical events by linking in appropriate contextual knowledge to prove/disprove them (AO4) <p>Skills are demonstrated through:</p> <ul style="list-style-type: none"> -Understanding aspects of continuity and change in the USA between 1920 and 1973 by exploring Political, Economic and Social decisions and developments and critiquing interpretations about selected aspects of the USA between 1920 and 1973 -Understanding aspects of continuity, change and significance during the Cold War World between 1945 and 1972 by exploring the key Political and Economic decisions and developments of the USA, USSR and their respective allies, and assessing their shorter and longer terms impacts -Critiquing and comparing varied interpretations about the key Political and Economic decisions and developments of the USA, USSR during the Cold War World between 1945 and 1972 .

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	<p>Britain Thematic Study, 1066 - Early C20th: Theme = Society and Culture - <i>“What were people’s lives like between 1066 and the Early C20th?”</i></p> <p>Key skills underpinning this unit -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -Life in England pre-1066 (pre-1066) -Life in Medieval England (1066 - 1500) -Life in Early Modern England (1500 - 1750) -Life in the Industrial Era (1750 - 1900) Life in the Early C20th: The Edwardian Age (1901 -)</p>	3x4 mark AO1 and AO2 <i>“Describe”</i> questions:	AO1 AO2 AO3 AO4	<p>Links to prior learning:</p> <p>KS 2 - Britain’s settlement by Anglo-Saxons and Vikings</p> <p>KS 2 - The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>How does this prepare students for future learning?</p> <p>Understanding Norman power, authority and control - Yr 7 Term 2</p> <p>Understanding the Peasants’ Revolt of 1381 - Yr 7 Term 3</p> <p>Understanding Lifestyles, Society and Culture in Elizabethan England - KS4</p>	<p>Britain Thematic Study, 1066 - Early C20th: Theme = Power and Control-</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -Norman control and influence from 1066 (1066 - 1500) -The power of the Medieval Church (1066 - 1500) -The rule of Henry VIII, Edward VI and Mary I (1509 - 1558) -The English Republic (1649 - 1660) -The British Empire and Colonisation (1660 - 1901) -Settlement of Australia (1787 - 1901)</p>	2x8 mark AO1 and AO2 <i>“Explain the significance of”</i> questions:	AO1 AO2 AO3 AO4	<p>Links to prior learning:</p> <p>Yr 7 Term 1 - Life in Medieval England and Early Modern England - Yr 7 Term 1</p> <p>How does this prepare students for future learning?</p> <p>Understanding the Peasants’ Revolt of 1381 - Yr 7 Term 3</p> <p>Understanding ideas about illness and treatments - Yr 9 and KS 4</p> <p>Understanding the causes and key events of the Cold War between 1945 and 1972 - KS 4</p>	<p>Britain Thematic Study, 1066 - Early C20th: Theme = Protest and Revolt - <i>“Why did people rebel against authority between 1066 and the Early C20th?”</i></p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -King John and the Magna Carta, 1215 (1066 - 1500) -The Peasants Revolt of 1381 (1066 - 1500) -The Gunpowder Plot, 1605 (1500 - 1750) -Discontent and Revolutionary Activity (1800 - 1900) -Women and the fight for the vote (1901 -)</p>	1x8 mark AO1 and AO2 <i>“Write an account of”</i> question:	AO1 AO2 AO3 AO4	<p>Links to prior learning:</p> <p>Yr 7 Term 1 - Life in the Industrial Era</p> <p>Yr 7 Term 2 - Norman control and Influence</p> <p>Yr 7 Term 2 - The Gunpowder Plot, 1605</p> <p>How does this prepare students for future learning?</p> <p>Understanding the Catholic Plots in Elizabethan England - KS 4</p> <p>Understanding the Civil Rights Movements in the USA during the 1950s and 1960s - KS 4</p>
8			AO1				AO1				AO1	



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<p>Britain Breadth Study: Britain Modernising - The Imperial and Industrial Era, 1745 - 1901</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -Development of the British Empire (1745 - 1901) -Triangular Trade and Plantation Life (1745 - 1865) -The onset of Industrialisation (1750 - 1820) -Living in Industrial Britain (1820 - 1901)</p>	<p>1x8 mark AO3 <i>"How useful?"</i> source question: Life on a slave Plantation</p> <p>1x4 mark AO3 <i>"How do the interpretations differ?"</i> source question: Factory working conditions during the Industrial Revolution</p> <p>1x4 mark AO3 <i>"Why do the interpretations differ?"</i> source question: Factory working conditions during the Industrial Revolution</p> <p>1x8 mark AO4 <i>"Which is most convincing?"</i> source question: Factory working conditions during the Industrial Revolution</p>	<p>AO2 AO3 AO4</p>	<p>Links to prior learning:</p> <p>Yr 7 Term 1 - The Feudal System</p> <p>Yr 7 Term 3 - Elizabethan Voyages of Exploration/ Discovery</p> <p>How does this prepare students for future learning?</p> <p>Understanding why WWI was the first <i>"Industrial War"</i> - Yr 8 Term 3</p> <p>Understanding why the build-up of Empires was a key cause of war in 1914 - Yr 8 Term 3</p> <p>Understanding reasons for, and impact of Elizabethan voyages of Exploration/ Discovery - KS 4</p> <p>Understanding how the Cold War world developed between 1945 and 1972 - KS 4</p>	<p>Britain Breadth Study: Britain Modernising - The Imperial and Industrial Era, 1745 - 1901</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -Working in Industrial Britain (1820 - 1901) -Changes for workers and to Public Health (1820 - 1901)</p> <p>Britain Breadth Study: Britain Challenging - The Modern Era, 1901 - 1933</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -Children, Lifestyles and Liberal Reforms (1901 - 1911)</p>	<p>1x8 mark AO1 and AO2 <i>"Write an account of"</i> question:</p>	<p>AO2 AO3 AO4</p>	<p>Links to prior learning:</p> <p>Yr 7 Term 1 - Norman Control of England</p> <p>Yr 7 Term 1 - Black Death</p> <p>Yr 7 Term 3 - Society in Elizabethan England</p> <p>How does this prepare students for future learning?</p> <p>Understanding Causes and course of WWI - Yr 8 Term 3</p> <p>Understanding causes of illness and the spread of disease - Yr 9 Term 3</p> <p>Understanding Life, society and culture in Elizabethan England - KS 4</p> <p>Understanding illness and the treatment of disease - KS 4</p> <p>Understanding Civil Rights campaigns in the USA during the 1950s and 1960s - KS 4</p>	<p>Britain Breadth Study: Britain Challenging - The Modern Era, 1901 - 1933</p> <p>Key Content Areas Included: -The Great War: Outbreak (1901 - 1914) -The Great War: Recruitment (1914 - 1916) -The Great War: War on the Battlefield (1914 - 1918) -The End of the Great War (1918) -Peacemaking post-WWI (1919 - 1933)</p>	<p>1x8 mark AO3 <i>"How useful?"</i> source question: Study source A</p> <p>2x4 mark AO1 and AO2 <i>"Describe"</i> questions:</p>	<p>AO2 AO3 AO4</p>	<p>Links to prior learning:</p> <p>Yr 7 Term 1 - The Battles of 1066</p> <p>Yr 7 Term 1 - The Feudal System</p> <p>Yr 7 Term 3 - Causes of the English Civil War</p> <p>Yr 8 Term 1 - Empire Development</p> <p>Yr 8 Term 1 - Triangular Trade</p> <p>Yr 8 Term 2 - Liberal Reforms</p> <p>How does this prepare students for future learning?</p> <p>Understanding the Outbreak of WWII - Yr 9 Term 2</p> <p>Understanding Warfare during WW II - Yr 9 Terms 2 and 3</p> <p>Understanding the Spanish Armada - KS 4</p> <p>Understanding Peacemaking post WWII and the onset of the Cold War - KS 4</p>
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9	<p>World Depth and Thematic Study: Significant Society in World History - Nazi Germany, 1933 - 1939. Linked in: Jewish Persecution and the Holocaust, 1933 - 1945</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: - The Rise of Hitler and the Nazi Party - Nazi Party rule and control - Living in Nazi Germany - Rebuilding Germany - Attitudes towards Non-Germans - The Holocaust</p>	1x12 mark AO1 and AO2 <i>"Comparison of two issues"</i> source question:	AO1	<p>Links to prior learning:</p> <p>Yr 7 Term 2- Power and Control</p> <p>Yr 8 Term 1- Development of the British Empire and the Triangular Trade</p> <p>Yr 8 Term 1- The onset of the Industrial Revolution</p> <p>Yr 8 Term 2 - The Liberal Reforms</p> <p>Yr 8 Term 3- Peacemaking post-WWII</p> <p>How does this prepare students for future learning?</p> <p>Understanding why WWII occurred in 1939 - Yr 9 Term 2</p> <p>Understanding why key WWII conflicts occurred - Yr 9 Term 3</p> <p>Understanding how Elizabeth I maintained authority and legitimacy</p>	<p>World Depth and Thematic Study: WWII - Britain, USA and USSR. Linked in: Local History Study- Impact of WWII on Kingston-upon-Hull, (comparing historical sources to explore rigorously how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed)</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: - Outbreak of WWII - Blitzkrieg and Dunkirk - Evacuation and Kingston-Upon-Hull - The Blitz and Kingston-Upon-Hull</p>	1x12 mark AO3 <i>"How useful? Source comparison"</i> question:	AO1 AO2 AO3 AO4	<p>Links to prior learning:</p> <p>Yr 8 Term 3 - Outbreak of WWI in 1914</p> <p>Yr 9 Term 1 - The build-up of Germany as a military threat between 1933 and 1939</p> <p>How does this prepare students for future learning?</p> <p>Understanding Conflict against the Spanish Armada - KS 4</p> <p>Understanding Peacemaking post WWII and the onset of the Cold War - KS 4</p>	<p>World Depth and Thematic Study: WWII - Britain, USA and USSR. Linked in: Local History Study- Impact of WWII on Kingston-upon-Hull</p> <p>Key Content Areas Included: - D-Day - USA and USSR</p> <p>World Thematic Study: Ancient Civilisations: Illness and Medicine - Egyptians, Greeks, Romans and Britain pre-1066</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: - Pre-historic Peoples' ideas - Ancient Egyptian ideas - Ancient Greek ideas - Roman ideas - Ideas in Britain pre-1066</p>	1x8 mark AO1 and AO2 <i>"Explain the significance of"</i> question:	AO1 AO2 AO3 AO4	<p>Links to prior learning:</p> <p>Yr 9 Term 1 - The build-up of Germany as a military threat between 1933 and 1939</p> <p>Yr 9 Term 2 - Blitzkrieg and th Blitz</p> <p>Yr 7 Term 2 - The Power of the Medieval Church</p> <p>How does this prepare students for future learning?</p> <p>Understanding the Spanish Armada - KS 4</p> <p>Understanding Peacemaking post WWII and the onset of the Cold War - KS 4</p> <p>Understanding and treating illnesses and disease from 1000 to Present day - KS 4</p>



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10	<p>British Thematic Study: Unit 2 (81452) - AA Britain: Health and the people: c1000 to the present day</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: - Medicine stands still: Medieval/Middle Ages, C1000 - 1500 - The beginnings of change: The Renaissance/Early Modern Period, 1500 - 1800 - A revolution in medicine: Industrial Period/C19th, 1800 - 1900 - Modern medicine: 1900 - Present Day</p>	<p>1x8 mark AO1 and AO2 <i>"Explain the significance of"</i> question: The Medieval Church and Medicine</p> <p>1x8 mark AO3 <i>"How useful?"</i> source question: Surgery during the Renaissance/Early Modern Period</p> <p>1x8 mark AO1 and AO2 <i>"Comparison of similarities"</i> question: Comparison of different illnesses during different time periods</p>	<p>AO1 AO2 AO3 AO4</p>	<p>between 1568 and 1603 - KS 4</p>	<p>Links to prior learning:</p> <p>Yr 7 Term 2 - The power of the Medieval Church</p> <p>Yr 8 Term 2 - Liberal Reforms</p> <p>Yr 8 Term 3 - WWI on the Battlefield</p> <p>Yr 9 Term 3 - Ancient Civilisations and beliefs in illness and medicine</p> <p>How does this prepare students for future learning?</p> <p>Understanding the impact of the Marshall Plan on the NHS - Yr 11 Term 1</p>	<p>British Thematic Study: Unit 2 (81452) - AA Britain: Health and the people: c1000 to the present day</p> <p>Key Content Areas Included: - Modern medicine: 1900 - Present Day</p> <p>British Depth Study: Unit 2 (81452) - BC Elizabethan England: c1568 - 1603</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: - Elizabeth's Background, Court and Parliament - Life in Elizabethan times - Troubles at Home and Abroad</p>	<p>1x16 mark AO1 and AO2 <i>"Influence of key factor over time"</i> question: War and its impact on the development of surgery</p> <p>1x8 mark AO1 and AO2 <i>"Explain what was important about"</i> question: Elizabethan Progresses</p> <p>1x8 mark AO1 and AO2 <i>"Write an account of"</i> question: Poverty during the Elizabethan period</p>	<p>AO1 AO2 AO3 AO4</p>	<p>Links to prior learning:</p> <p>Yr 8 Term 2 - Liberal Reforms</p> <p>Yr 8 Term 3 - WWI on the Battlefield</p> <p>Yr 7 Term 1 - Life in Early Modern England</p> <p>Yr 7 Term 2 - The rule of Henry VIII, Edward VI and Mary I</p> <p>Yr 7 Term 2 - The British Empire and Colonisation</p> <p>Yr 7 Term 3 - The Gunpowder Plot</p> <p>Yr 7 Term 3 - The Gunpowder Plot</p> <p>How does this prepare students for future learning?</p> <p>Understanding the impact of the Marshall Plan on the NHS - Yr 11 Term 1</p> <p>Understanding Superpower Rivalry during the Cold War - Yr 11 Term 1</p>	<p>British Depth Study: Unit 2 (81452) - BC Elizabethan England: c1568 - 1603</p> <p>Key Content Areas Included: - Troubles at Home and Abroad - Elizabethan Historical Environment Study</p> <p>World Period Depth Study: Unit 1 (81451) - AD America, 1920 - 1973: Opportunity and Inequality</p> <p>Key skills underpinning this unit: -Chronology -Enquiry -Continuity and Change -Significance -Making Connections -Drawing Contrasts</p> <p>Key Content Areas Included: -American people and the 'Boom': 1920s and 'Divided Society' -Americans' experiences of the Depression and New Deal: 1930 - 1945</p>	<p>1x8 mark AO4 <i>"How convincing is the interpretation"</i> question: The Spanish Armada</p> <p>1x16 mark AO1 and AO2 <i>"Importance of given factor linked to Historical Environment"</i> question: The main purpose of Theatre being to promote Elizabeth I linked to the building of The Globe Theatre</p> <p>2x4 mark AO1 and AO2 <i>"Describe"</i> questions: USA in the 1920s</p> <p>1x8 mark AO1 and AO2 <i>"Explain how"</i> question: USA in the 1920s</p> <p>1x4 mark AO3 <i>"How do the interpretations differ?"</i> source question: The New Deal</p> <p>1x4 mark AO3 <i>"Why do the interpretations differ?"</i> source question: The New Deal</p> <p>1x8 mark AO4 <i>"Which is most convincing?"</i> source question: The New Deal</p>	<p>AO1 AO2 AO3 AO4</p>	<p>Links to prior learning:</p> <p>Yr 7 Term 2 - The British Empire and Colonisation</p> <p>Yr 7 Term 3 - The Gunpowder Plot</p> <p>Yr 7 Term 1 - Life in Early Modern England</p> <p>Yr 8 Term 2 - Liberal Reforms</p> <p>Yr 9 Term 1 - Attitudes towards non-Germans between 1933 and 1939 in Germany</p> <p>Yr 9 Term 1 - Rebuilding Germany</p> <p>How does this prepare students for future learning?</p> <p>Understanding Superpower Rivalry during the Cold War - Yr 11 Term 1</p>
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11	<p>World Period Depth Study: Unit 1 (81451) - AD America, 1920 - 1973: Opportunity and Inequality</p> <p>Key Content Areas Included:</p> <ul style="list-style-type: none"> -Americans' experiences of the Depression and New Deal - 1930 - 1945 - Post-war America - 1945 - 1973 	<p>2x4 mark AO1 and AO2 <i>"Describe"</i> questions: USA in the 1950s and 1960s</p> <p>1x8 mark AO1 and AO2 <i>"Explain how"</i> question: Impact of WWII on the USA</p> <p>1x12 mark AO1 and AO2 <i>"Comparison of two issues"</i> source question: Civil Rights campaign styles</p> <p>1x4 mark AO3 <i>"How do you know?"</i> source question: Anti-USSR cartoon</p> <p>1x8 mark AO1 and AO2 <i>"Write an account of"</i> question: Events in Korea, 1950 - 1953</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>Links to prior learning:</p> <p>Yr 8 Term 2 - Liberal Reforms</p> <p>Yr 9 Term 1 - Attitudes towards non-Germans between 1933 and 1939 in Germany</p> <p>Yr 9 Term 1 - Rebuilding Germany</p> <p>Yr 10 - Anglo-Spanish rivalry during the Elizabethan Era</p> <p>How does this prepare students for future learning?</p> <p>Understanding Superpower Rivalry during the Cold War - Yr 11 Term 1</p> <p>Understanding Modern Britain and its <i>"Special Relationship"</i> with the USA - KS 5</p> <p>Understanding the influence of Communism in on Tsarist Russia and the USSR - KS 5</p>	<p>Wider World Depth Study: Unit 1 (81451) - BC Conflict and Tension between East and West, 1945 - 1972</p> <p>Key Content Areas Included:</p> <ul style="list-style-type: none"> - Development of the Cold War: 1950 - 1959 - Transformation of the Cold War: 1960 - 1972 	<p>1x12 mark AO3 <i>"How useful?"</i> <i>Source comparison"</i> question: The 1960 U2 Incident</p> <p>1x16 mark AO1 and AO2 <i>"Influence of key factor over given time period"</i> question: The actions of the USA between 1960 and 1970</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>Links to prior learning:</p> <p>Yr 10 - Anglo-Spanish rivalry during the Elizabethan Era</p> <p>Understanding Superpower Rivalry during the Cold War - Yr 11 Term 1</p> <p>How does this prepare students for future learning?</p> <p>Understanding Modern Britain and its <i>"Special Relationship"</i> with the USA - KS 5</p> <p>Understanding the influence of Communism in on Tsarist Russia and the USSR - KS 5</p>	<p>Revision of Unit 2 (81452) topics:</p> <ul style="list-style-type: none"> - AA Britain: Health and the people: c1000 to the present day - BC Elizabethan England: c1568 - 1603 <p>Revision of Unit 1 (81451) topics:</p> <ul style="list-style-type: none"> - AD America, 1920 1973: Opportunity and inequality - BC Conflict and tension between East and West, 1945 - 1972 	<p>Review of Assessment/Exam Questions types which cover all Assessment Objectives</p> <p>Review of Assessment/Exam Questions types which cover all Assessment Objectives</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>Links to prior learning:</p> <p>Yr 10 Term 1 and Term 2 - AA Britain: Health and the people: c1000 to the present day</p> <p>Yr 10 Term 2 and Term 3 - BC Elizabethan England: c1568 - 1603</p> <p>Yr 10 Term 3 and Yr 11 Term 1 - AD America, 1920 1973: Opportunity and inequality</p> <p>Yr 11 Term 1 and Yr 11 Term 2 - BC Conflict and tension between East and West, 1945 - 1972</p> <p>How does this prepare students for future learning?</p> <p>Understanding Modern Britain and its <i>"Special Relationship"</i> with the USA - KS 5</p> <p>Understanding the influence of Communism in on Tsarist Russia and the USSR - KS 5</p>
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Enrichment Opportunities

Key stage	
KS3	<ul style="list-style-type: none"> - Northumberland residential - July, Year 7 and Year 8 (links to PE) - Hull and East Riding Museums - Year 7 and Year 8 (links to Science) - The Great Longcroft Dig - May, Year 7 (links to Careers) - Historical Book Club (links to English) - Historical model making (links to Art, Technology) - Guest Speakers (links to Careers, PSHE)
KS4	<ul style="list-style-type: none"> - Berlin - Easter, Year 11 and Year 10 - Thackray Medical Museum - November, Year 10 (links to Science, Careers, PSHE) - Burton Agnes Hall - June, Year 10 - Debating Society (links to English, Politics) - Guest Speakers (links to Careers, PSHE)
KS5	<ul style="list-style-type: none"> - Twin centre trip to Russia (Moscow and St. Petersburg) - June, Year 12 - Trip to Rome - June, Year 12 (links to Classical Civilisation) - Tour of Parliament - November, Year 13 (links to Politics) - Debating Society (links to English, Politics) - Guest Speakers (links to Careers, PSHE)