



Faculty: History

School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Subject Vision:

Our aim is that all students develop an understanding of the key events and individuals which have shaped the past, and the influence of these events and individuals on contemporary society. Our students are also able to develop and deploy the skills of the Historian.

To achieve this, History lessons at Hope Academy focus on the development of four key skills:

1. The development of historical knowledge and understanding
2. The ability to develop and deploy key second order concepts, including chronological understanding, cause and consequence, change and continuity, and significance
3. The ability to assess historical sources, and consider their utility for historical enquiry (asking questions about the past)
4. To consider how historical interpretations are constructed, the differences between these, and to consider their validity

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	Topic	What is History? and What was the significance of the Early Islamic Civilisations?	How far were the events of 1066 a turning point in British History?	Did the Crusades change the Holy Land? and What posed the greatest challenges to the authority of the Plantagenets?	What posed the greatest challenges to the authority of the Plantagenets? (Cont)	What posed the greatest challenges to the authority of the Plantagenets? (Cont) & How was the power of the Church and the monarch challenged by 1603?	Why was the Tudor period one of change?	
	National Curriculum references & links	A study of a significant society or issue in world history and its connections with other world developments	The development of Church, state and society in medieval Britain, 1066-1509	The development of Church, state and society in medieval Britain, 1066-1509	The development of Church, state and society in medieval Britain, 1066-1509	The development of Church, state and society in medieval Britain, 1066-1509	The development of Church, state and society in Britain, 1509-1745	
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Summative – Retrieval Qs and Extended Writing /20		Summative – Normans and Crusades - /40				End of Year Exam – all topics /40
	Formative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews		Extended Writing	Extended Writing	Extended Writing	Extended Writing	Extended Writing	
<p>Intent & Rationale:</p> <p>In Year 7 students focus on developing their historical skills, including the application of chronological understanding, the importance of sources for historians, and their potential utility for historical enquiry, and the use of sources by historians to construct historical interpretations. Students then investigate the importance of the development of Islamic civilisations, and how these developments are interconnected with the development of contemporary European societies. They then consider the causes, events and consequences of the Norman Conquest, and the significance of this. They then consider the key developments of medieval society, and the challenges faced by medieval monarchs, and the development of the role of religion in England at this time. They complete Year 7 with an investigation into the causes for the Tudor ascension of power, and the changes that this brought to England, and the significance of these changes.</p> <p>Please note the study of Local History, as required by the NC is interleaved throughout KS3 History, rather than being investigated as a ‘stand alone’ enquiry.</p>								

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to -

https://hopesthelens.sharepoint.com/:w:/s/HopeLeaders/Ebwt9hYUa2NjnoEFUOWVwwcBQUg8fTQAUEDqcO_sgNGQvA?e=Jka0MF

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Was the 17th century the most tumultuous in English History?	How did the Tudor tolerance of black people transform into exploitation?	What was the impact of the Enlightenment in the 18 th and 19 th century?	Why did the Industrial Revolution allow Britain to become the most powerful country in the world?	What was the Scramble for Africa?	How did democracy develop in Britain between 1840 and 1930?
	National Curriculum references & links	The development of Church, state and society in Britain, 1509-1745	The development of Church, state and society in Britain, 1509-1745	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901
	Summative Assessment		Summative Assessment (40 mark assessed paper Sec A, B & C) Teacher led feedback	Summative Assessment (40 mark assessed paper Sec A, B & C) Teacher led feedback		Summative Assessment (40 mark assessed paper Sec A, B & C) Teacher led feedback	
	Formative Assessment	Extended Writing	Extended Writing	Extended Writing	Extended Writing	Extended Writing	Extended Writing
	<p>Intent & Rationale:</p> <p>Students begin Year 8 by investigating the events of the 17th century, with a particular focus on the role of religion and tolerance in 17th century society, building on earlier work in Year 7 that considered the development of the Church and State in medieval and Tudor society, and the consequences of this development. Students then build on earlier work from Year 7 that considered attitudes towards people of colour, and the relative tolerance they enjoyed, to how this turned into exploitation, and the development of the transatlantic slave trade. Students then consider the development of the Enlightenment in Europe, the key ideas of this, and the consequences of the spread of these ideas, and the impact of these both in Europe and in Britain. Students then consider how Britain became the most preeminent world power during the 19th century.</p> <p>Students then build on earlier work from Year 7 on the development of the British Empire, and how the focus of imperialism moves to Africa, and the rivalry that existed between the European powers at this time. This also has clear links with earlier work in Year 8 on the development of the transatlantic slave trade. Finally in Year 8, students consider the development of democracy in Britain, again making links with prior learning on the development of the Industrial Revolution in Britain. This enquiry focuses on both the campaign to achieve suffrage for both all men and women, and the difficulties and setbacks this campaign endured, before eventual final success by 1928.</p> <p>Please note the study of Local History, as required by the NC is interleaved throughout KS3 History, rather than being investigated as a 'stand alone' enquiry.</p>						
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - https://hopesthelens.sharepoint.com/:w:/s/HopeLeaders/Ebwt9hYUa2NjnoEFUOWVwwcBQUg8fTQAUEDqcO_sgNGQvA?e=Jka0MF</p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	How did the events of 1870-1918 shape the modern world?	What were the consequences of the rise of dictators on the left and the right in Europe after WWI?	How 'roaring' were the Roaring Twenties?	Was the USA the 'Land of the Free' during the 20th century?	Conflict and Tension – The interwar years, 1918-39. Peace-making, and the League of Nations and international peace Part1 and Part 2	Conflict and Tension – The interwar years, 1918-39. Peace-making, and the League of Nations and international peace Part 2 and Part 3.
	National Curriculum references & links	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world, 1901 to the present. This includes the study of the Holocaust, a compulsory component of the History NC.	A study of at least one study of a significant society or issue in world history and its interconnections with other world developments.	A study of at least one study of a significant society or issue in world history and its interconnections with other world developments.		
	Summative Assessment	Summative Assessment (40 mark assessed paper Sec A, B & C) Teacher led feedback		Summative Assessment (40 mark assessed paper Sec A, B & C) Teacher led feedback			End of Year Exam /40
	Formative Assessment	Extended Writing	Extended Writing	Extended Writing	Extended Writing	Extended Writing	Extended Writing
<p>Y9 Intent & Rationale:</p> <p>In Year 9 students build on earlier work in History in Year 8 by considering the role of imperialism across Europe, and the contribution this made to the outbreak of WWI in 1914, along with other key causes including militarism, the alliance system and the rise of nationalism. Students then consider key aspects of this conflict, including the role of Empire in this, and the contribution of local men to this conflict. Students then consider the consequences of the end of WWI across Europe, and how this led to the rise of dictators on both the left and the right, considering key features if the ideologies of Communism and Fascism/Naziism.</p> <p>Students then undertake an international historical enquiry, focusing on the USA in the 20th century. This begins by building on earlier work on the experiences of former enslaved Africans in America, following the Emancipation Proclamation, and the experiences of black Americans in the early 20th century. This enquiry also considers the experiences of other groups in America at this time, including women and immigrants to America. This investigation then considers the end of 1920s America, and the cause and consequences of the Wall St Crash which has clear links to earlier work in Year 9 on the rise of the dictators in Europe. Students then consider the USA from the 1950s to the 1970s, looking at the continued experience of black Americans, and the development and split in the civil rights movement, the experiences of women and the growth of the feminist movement, and the experiences of LGBTQ+ Americans, and the significance ad consequences of the Stonewall Riots, and their influence to the present day.</p>							

Please note the study of Local History, as required by the NC is interleaved throughout KS3 History, rather than being investigated as a 'stand alone' enquiry.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to -

https://hopesthelens.sharepoint.com/:w:/s/HopeLeaders/Ebwt9hYUa2NInoEFUOWVwwcBQUg8fTQAUEDqcO_sgNGQvA?e=Jka0MF4

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Paper 1 Conflict and Tension – The interwar years, 1918-39. Peace-making, and the League of Nations and international peace Part 3 and Paper 2 Health and the People Part 1	Paper 2 Health and the People Part 2 and Part 3	Paper 2 Health and the People Part 3 and Part 4	Paper 2 Health and the People Part 4.	Paper 1 Understanding the Modern World Paper 1 Germany 1890-1945 Part 1	Paper 1 Understanding the Modern World Paper 1 Germany 1890-1945 Part 1 and Part 2
	GCSE Specification Points	AQA History Paper 1 Option BB and Paper 2 Option AA	AQA History Paper 2 Option AA	AQA History Paper 2 Option AA	AQA History Paper 2 Option AA	AQA History Paper 1 Option AB	AQA History Paper 1 Option AB
	Summative Assessment	Conflict and Tension Past Paper			Exam Week – Health and the People		Mock Exam – Full Paper 1
	Formative Assessment	Formative Assessment, to diagnose gaps in substantive knowledge	Formative Assessment, to diagnose gaps in substantive knowledge	Formative Assessment, to diagnose gaps in substantive knowledge	Formative Assessment, to diagnose gaps in substantive knowledge	Formative Assessment, to diagnose gaps in substantive knowledge	Formative Assessment, to diagnose gaps in substantive knowledge
<p>Y10 Intent & Rationale:</p> <p>Students in Year 10 continue to undertake the AQA GCSE History course (8145). Students complete the Conflict and Tension 1919-39 component first as this contains core knowledge and understanding that can be later referred back during their study of Germany 1890-1945 in Year 10 and Year 11. Students complete Health and the People c1000 to the Present in Year 10 as this course is best completed within one year as completing this across Year 10 and into Year 11 makes it more difficult for the students to be able to make clear links across this course, which requires students to be able to identify and explain change and continuity over a 1000-year period of history. Beginning Germany 1890-1945 allows for clear retrieval opportunities from the Conflict and Tension paper, before this is completed in Year 11.</p>							
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - https://hopesthelens.sharepoint.com/:w:/s/HopeLeaders/Ebwt9hYUa2NjnoEFUOWVwwcBQUq8fTQAUEDqcO_sqNGQvA?e=Jka0MF</p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Paper 1 Understanding the Modern World Germany 1890-1945 Part 3	Paper 2 Shaping the Nation Elizabethan England Part 1 and Part 2	Paper 2 Shaping the Nation Elizabethan England Part 2 and Part 3	Paper 2 Shaping the Nation Elizabethan England Parts 1, 3 and Part 4 (Site Study).	Revision for final exam	
	GCSE Specification Points	AQA History Paper 1 Option AB	AQA History Paper 2 Option BC	AQA History Paper 2 Option BC	AQA History Paper 2 Option BC		
	Summative Assessment	Health and the People & Germany		Mock Exam – Full Paper 1/2		Exam questions based on content covered so far	
	Formative Assessment	Extended Writing	Extended Writing	Extended Writing	Extended Writing		
<p>Y11 Intent & Rationale:</p> <p>Students begin Year 11 by completing their study of the Paper 1 component on Germany 1890-1945. They then move onto the final component of the AQA GCSE History course which is the British Depth Study. The justification for completing this as the final section of the course is undertaken is the Site Study requirement of this paper. AQA only release the site location and supporting materials at the end of the preceding academic year, so staff need time to prepare required resources for the teaching of this. It should be noted that AQA have not planned this course chronologically, with course content in Part One taking place later than in Parts Two and Three, which can cause confusion for students. It is for this reason that there is a short amount of the Part One component being delivered at the conclusion of Part Three.</p>							
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - https://hopesthelens.sharepoint.com/:w:/s/HopeLeaders/Ebwt9hYUa2NjnoEFUOWVwwcBQUq8fTQAUEDqcO_sgNGQvA?e=JkaOMF</p>							