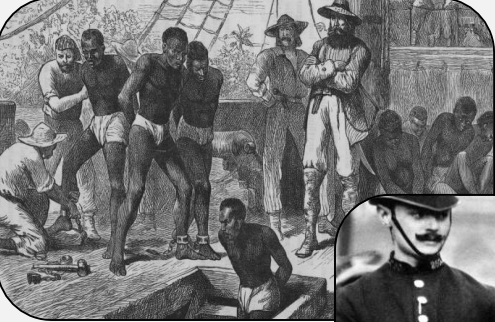
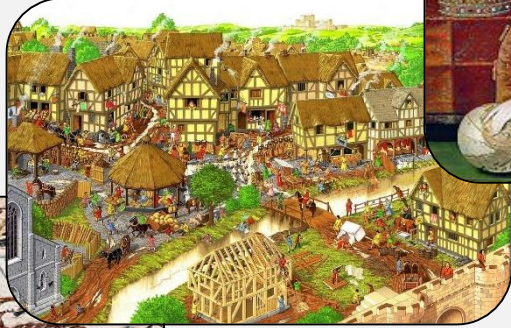




Welcome to the HISTORY DEPARTMENT

*Helping you understand our past
and imagine our future*



HISTORY DEPARTMENT

Curriculum Intent

Our vision for the study of the Humanities is for all students to have an understanding of the past and a vision of what their future might hold.

In History we aspire for all students to develop a passion for the study of the past, to promote empathy for people in past societies and to create independent learners who can appreciate and make sense of the world around them and how we got to where we are. Events in the past influence our everyday lives and have shaped the history of our families so with our curriculum we intend to investigate the impact of past events and how they influence our future. We aspire to help children understand society and their place within it, so that they develop a sense of their cultural heritage on a local and national scale. We want pupils to learn to challenge the past and its misconceptions using evidence and evaluative skills; indeed the second order skills that pupils will develop during both KS3 and 4 are crucial to success at History.

The following second order concepts are embedded into our teaching and learning; causation, significance, chronology, use of evidence, perspectives, change and continuity and consequence. By the end of Key Stage 3 we want to see learners who are confident in their historical knowledge of key events, people and themes studied. We want our Key stage 3 curriculum to give pupils a good grounding in this key historical content to allow them to succeed in the GCSE course and a great deal of thought has gone into the KS3 curriculum to allow for this progression, for example, the introduction in Year 9 to a unit of work on the Russian Revolution will better prepare pupils to understand the Cold War when we study it in Year 11. Themes such as the development of democracy, challenges to power, empire, religion, warfare and revolution are crucial to what we cover in KS3. Take the theme of "Democracy" which pupils are introduced to in Year 7 with the Magna Carta and Peas-ants Revolt, developed in Year 8 with the Peterloo Massacre, Chartists and Suffragettes and continued in Year 9 when studying different political systems. Take the example of the Reformation, studied in year 7; this becomes crucial to understanding the Elizabethan England GCSE topic and plays a role in understanding the GCSE Medicine topic and is therefore fundamentally important to pupils' outcomes at GCSE. We want pupils who can articulate their knowledge, thoughts and own interpretations (which requires a realisation that the past is gone and can be constructed in different ways) through good communication skills which is developed through extended writing in KS3, for example, when looking at how we should remember General Haig at the Battle of the Somme. Ultimately we want to promote pupils' curiosity in the subject, encourage them to ask questions and be as fascinated in the subject as their teachers are in the hope that they become critical and motivated learners who want to know more about the past and how that informs and shapes their future.

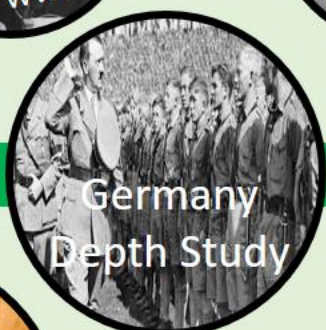
EHS History Department Curriculum Overview (Sept 2020 onwards)

Y7



Y8

Y9



Y10

Y11



Themes running through the curriculum:

e.g. Development of democracy

Effects of the Black Death and the Peasants Revolt in 1381

Magna Carta, 1215

Concept of Divine Right of Kings – Dictatorship?!

The English Civil Wars - Parliament

Revolution – why no revolution in England?

Civil Rights (USA point of view)

Differing ideologies

Dictatorship

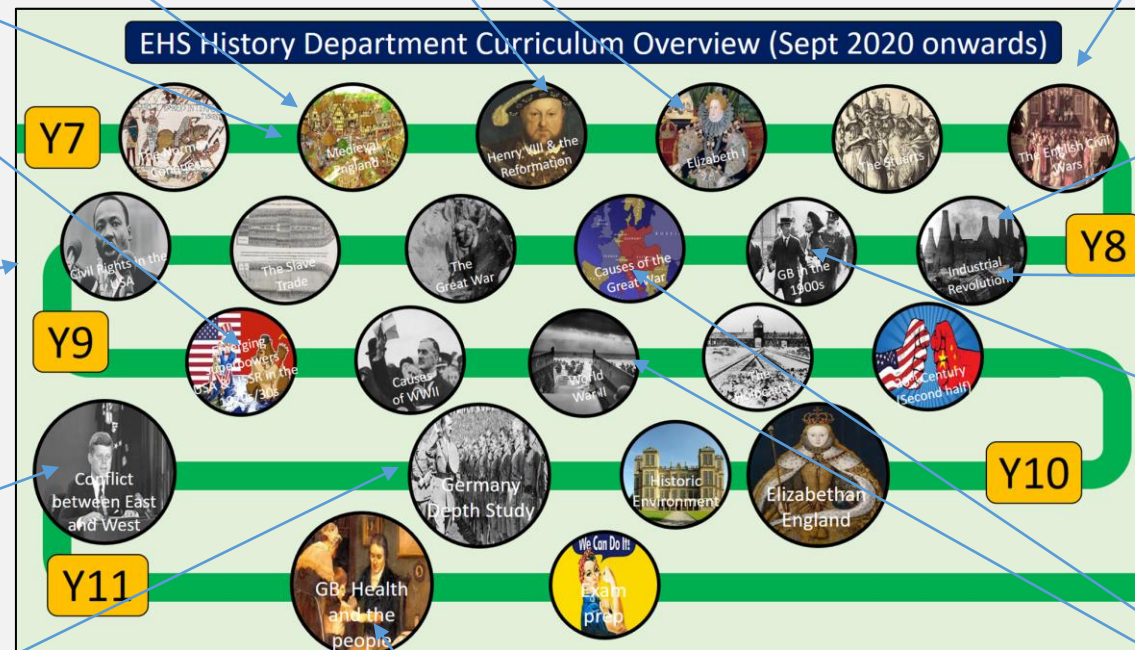
End of *Laissez Faire*

“Peterloo” Massacre

The Chartists

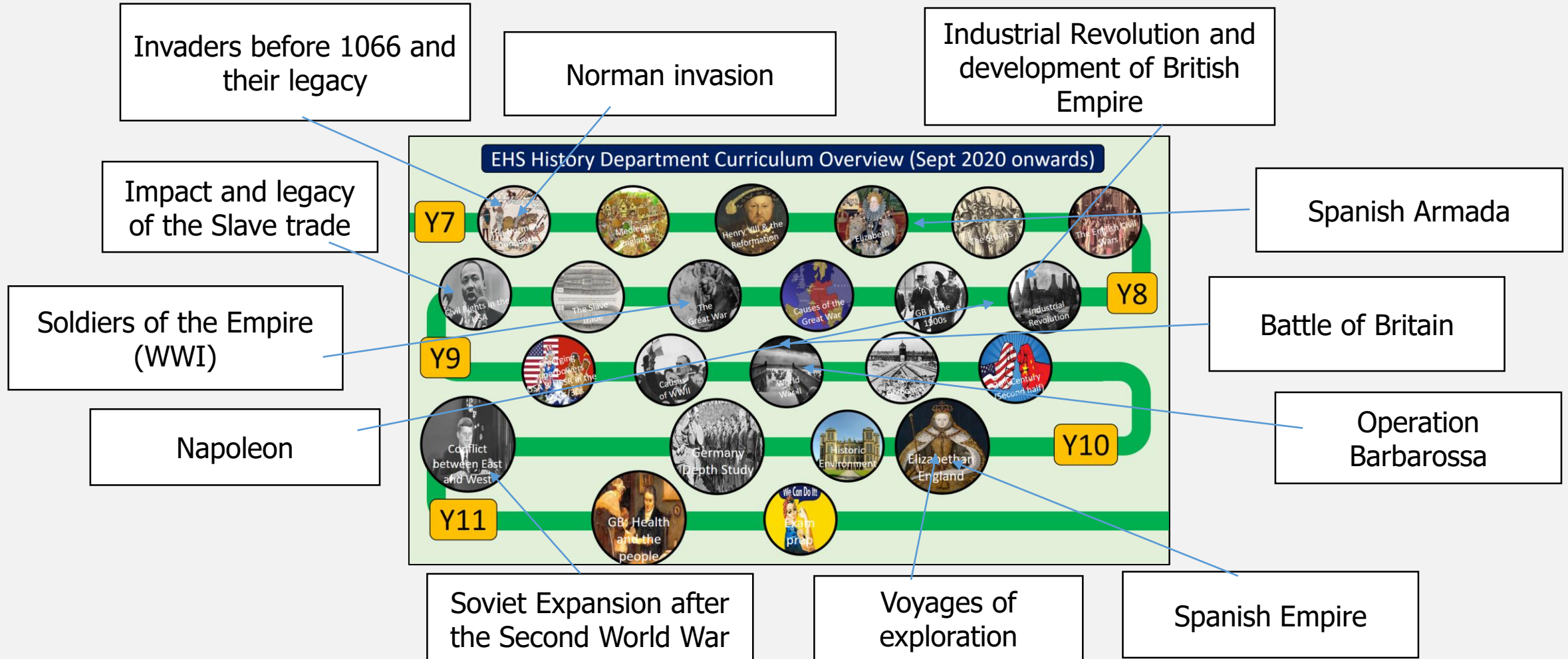
Fight for female Suffrage

Impact of Wars



Themes running through the curriculum:

e.g. Invasion and Empire



Themes running through the curriculum:

e.g. War/Military

Battle of Hastings

Edward I – Wales and Scotland

The English Civil Wars

Medieval Warfare

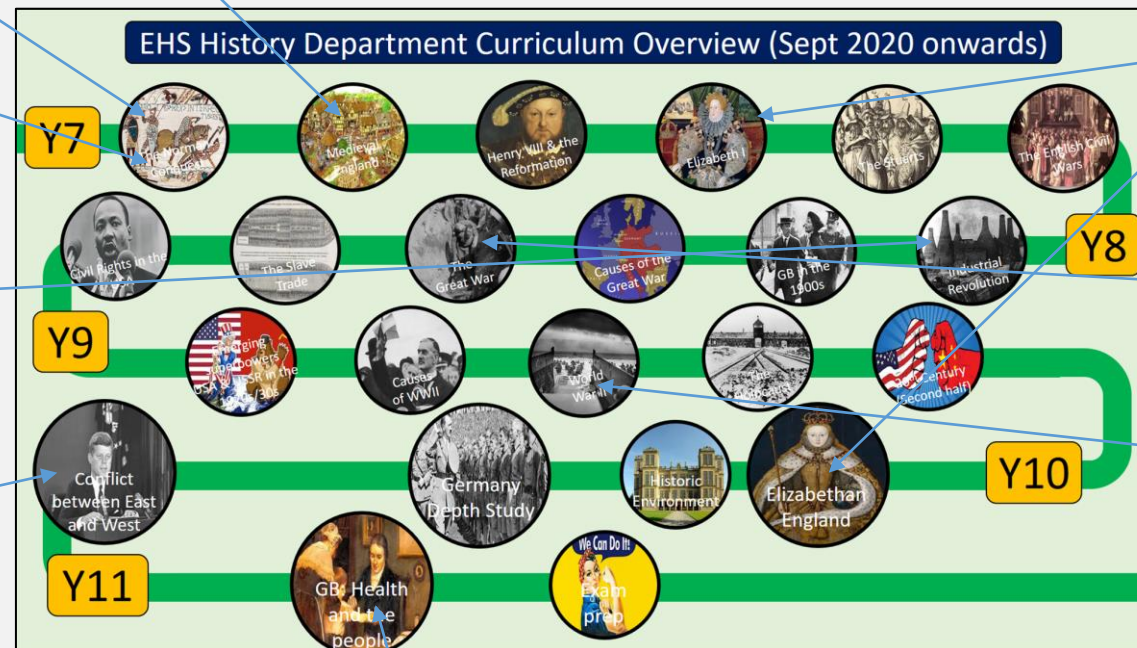
Conflict with Spain

Trafalgar/Waterloo

First World War

Cold War (Korea, Vietnam)

Second World War



Preparing pupils in KS3 for the GCSE course:

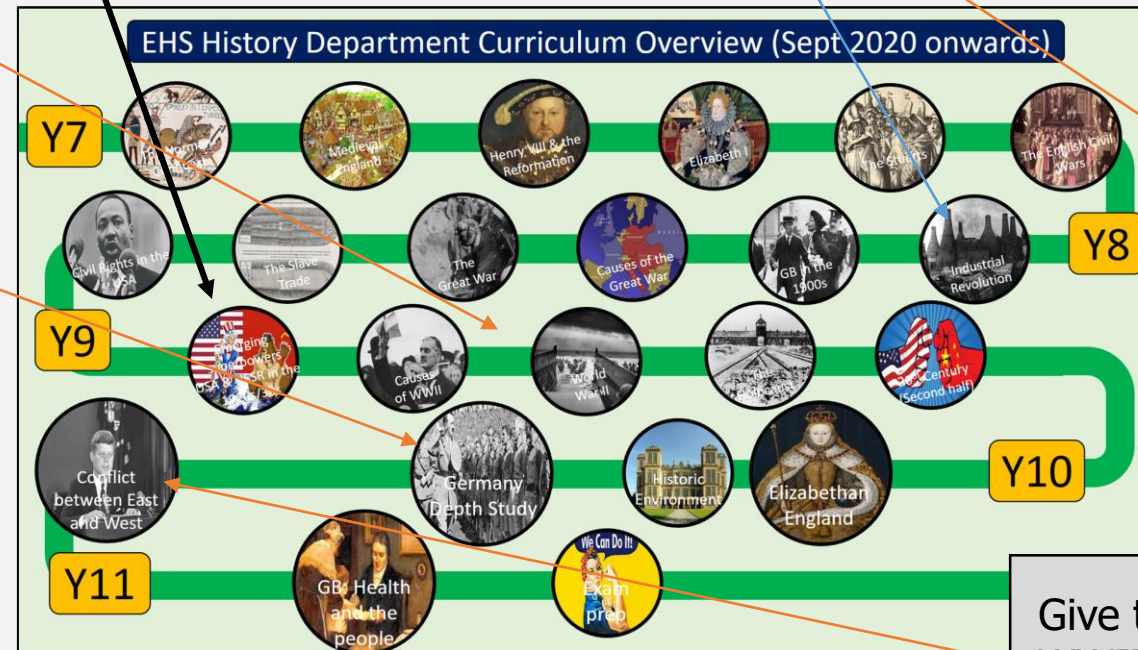
e.g. Emerging Superpowers – Russia (USSR) and USA in the 1920s

Supports deeper understanding of the Second World War

Laying the groundwork – American War of Independence

Gives pupils an understanding of the Russian Revolution and the formation of the Soviet Union and then how Stalin modernised

In turn therefore supports pupils to understand the Germany topic in Year 10



Give pupils an understanding of how the USA became such a powerful nation whose reach culturally as well as politically became global

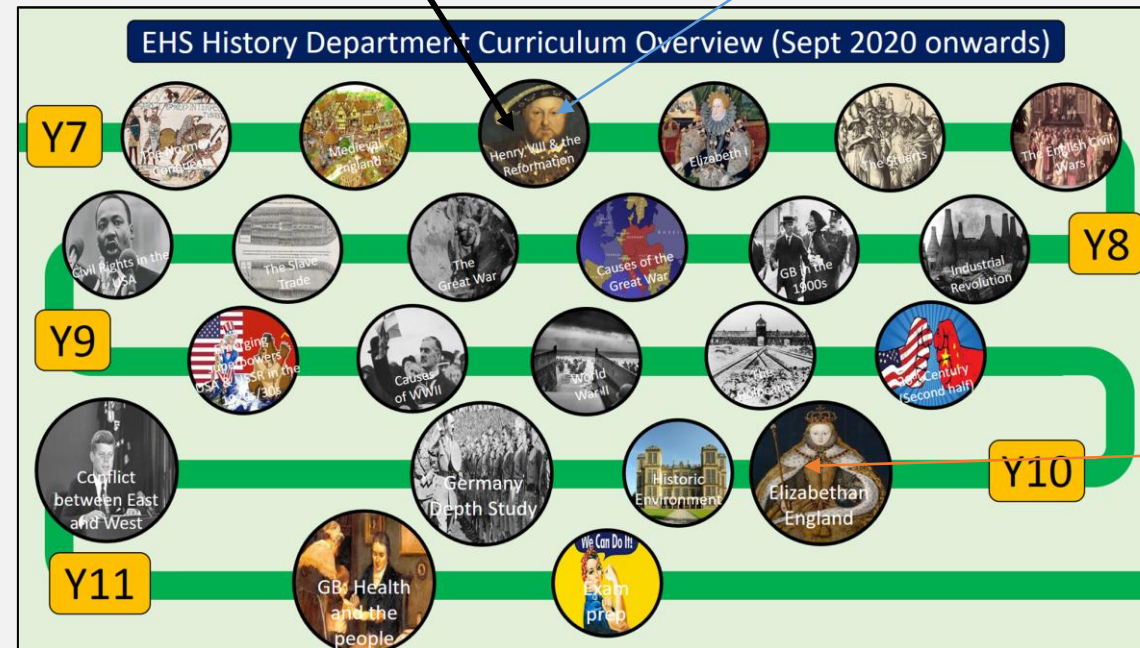
Give the basis to understand the post WWII events and the development of the Cold War (Year 11)

Preparing pupils in KS3 for the GCSE course:

e.g. The Reformation in Year 7

Impact of the Reformation on the 16th Century society and the problems for subsequent monarchs

Leads to an understanding of the problems caused by religion in partly causing the Civil War



Give the basis to understand the questions of legitimacy for Elizabeth I and subsequent problems with Mary, Queen of Scots

Preparing pupils in KS3 for the GCSE course:

e.g. Impact of the wars

Deep understanding of the events of the Second World War

Supports study of Germany in Year 10 and the Cold War in Year 10/11

Understanding of the complex causes of the First World War and then the events of the war

Role of Russia in the First World War and pulling out in 1917 – precursor to studying the Russian Revolution in Year 9

Understanding of the post First World War treaties (Versailles) to support understanding of problems for Weimar Germany in Year 10

