



Curriculum intent and rationale

The aim of the History curriculum is to encourage pupils to become well-informed and compassionate people. The curriculum is written in such a way as to inspire their curiosity beyond the classroom.

Britain has evolved rapidly in the late 20th and early 21st Century with schools representing perfectly the diversity of the nation. This needs to be reflected more in the teaching of the History curriculum. The new curriculum intends to provide pupils with coherent knowledge and understanding of Britain's past. The past creates the present and for students to understand and navigate their own lives it is vital they must understand the history and culture of their own country and others. Studying the themes in the curriculum will also enable students to understand why policies, events and opinions are effecting their world today. For example, the students at Willenhall in the local area of Walsall will have seen a change in population demographic, current world events, the current debate around the democratic events of the recent years have all changed the lives of our students which they will be able to link to in previous years.

We have approached the curriculum with the traditional chronological ordering for the first two years at Key Stage Three; Year 7 looking at 1000-1880 and Year 8 1890-1945. We have made this decision to aid students to remember key events in order and then be able to make links between topics. This will then enable students to form arguments and directly label events in the correct order. In Year 9 we have approached the year a little differently, by going back in history a little more and starting to build themes into students understanding starting at 1000-2010. In all the years the following themes **Religion, Power, Politics, Warfare and Identity** will be evident in teaching as we believe they are the key elements to our subject as they were the main causes of change throughout different periods. This will encourage pupils to develop the key concepts of History; such as continuity and change, cause and consequence, similarity, difference and significance, and apply it to what is happening in their lives today. Students in all year groups will be taught the substantive knowledge through looking at the events, people and ideas and then throughout the sequencing the students will develop the disciplinary knowledge of looking at how historians have interpreted the evidence in front of them and form opinions. Students throughout all year groups will be learning how to interpret this into forming their own judgement.

In Year 7 **Religion** will be the focus for all four themes with contemporary studies interwoven throughout to help pupils understand the diversity and complex nature of religion and culture throughout the world. They will be learning how the church dominated life, then how religion changed during the Tudor, during the Stuarts how religion impacted on lives now and then finally looking at the start of Empire and how the British used religion within that. **Power and Politics** will run through all themes again. Students will be able to see how each theme took power and why they did so. Finally, **warfare** runs throughout the themes as well by looking at the Battles in 1066, the Crusades, the Armada, The English Civil War and Imperialism Wars. All of these themes are interlinked and key events occur because of these themes. This will enable students to begin evaluating what has occurred and linking key aspects in their writing. Willenhall students in particular will look at this topic and see how religion has changed and how society around them has changed into a less religious one that does not dominate life, they will see other examples of what now dominates life and decision making such as government and democracy rather than the past generations that were dominated by religion.

In Year 8 we start with Nationalism before World War One, before moving onto World War One, World War Two. These topics builds on what students were learning in Year 7; **power, politics and warfare**. However, in this year students are developing knowledge of different time periods and different decisions that were made by countries. Towards the end of the



Year Nationalism is once again introduced with the revolutions topic. During the revolution topics students will be learning about the Irish, Russian revolutions and how identity and the creation of the view and classification of the 'other' led to the Holocaust. These topics highlight to the students that not everything between the two world wars was peaceful and in fact these two revolutions directly impacted Britain. The topics in Year 8 are important for the students of Willenhall to learn and gain knowledge of because the two world wars and the empire fundamentally changed society and saw the growth of democracy. All of these will and have had an effect on your students' lives. Once again this is key for our students to understand the ways of the world with the current demographic and lack of understanding of the world around them. Once they understand these key aspects they will be more empathetic towards other people and nations. For example, the growth of Willenhall's Sikh population, in their history they were once considered British when the British controlled India, there understanding why people migrated to Britain and why we have a multi-cultural society today.

In Year 9 the theme of **identity** is further learnt in more detail with the students learning about the Holocaust and the European dictatorships. The students learn about European dictatorships between the wars as a way of creating a broad background to the context of the period the Nazis came to power in Germany as they will learn about the origins of Fascism (which was later interpreted into Nazism by Hitler), as without Mussolini there would have been no Hitler. **Religion** once again through the religious justifications for the Holocaust by the Nazis. This therefore, builds substantive knowledge and developing complex schema -. **Warfare, power and politics** again returns with looking at democratic systems of government in Britain such as the Suffrage Movement, the suffragettes and suffragists. These themes will then be combined in a study of the Cold War and the shift in global power because of the creation of Super Powers, partly based on an arms race and nuclear weapons and how the polarising political ideologies of Communism and Capitalism created this new type of warfare. During this time students, will be able to compare and contrast events of the past that they have studied in Year 7 and Year 8. Again during this year, the themes that students will be learning about are key for our students to understand the ways of the world with the current demographic and lack of understanding of the world around them. Once they understand these key aspects they will be more empathetic towards other people and nations and understanding the reasons why governments take the decisions they do. During the whole of key stage three students will be taught how to compare and contrast key events and evaluate the outcomes and form judgements on the knowledge they have learnt.

For Key Stage Four units' students will be studying two papers. In paper one; Germany 1890-1945, Conflict and Tension 1918-1939 and in paper two Health and the People and Elizabethan England. These topics build on all the key themes that students are studying in Key Stage Three and will be able to use their knowledge gained in Key Stage Three to support their arguments in written responses. The two topics chosen for paper one have more of a relevance for students living in Britain as both topics directly affected British history unlike the other topics available. The same can be said for paper two, although this paper is designed to look at British history the two topics are more relevant in time for our students they can look at the Golden Age of Elizabeth I and make links to the second Golden Age of our current Queen. The health topic also is looking at decision that were taken to improve the conditions of health throughout history. Looking at the role of religion, government, war, individuals all of which in today's world they will understand the reasons for OAPs and the NHS.

The new curriculum has been designed with the focus to create independent, curious and critical thinkers of History. To pupils History will no longer be an extensive timeline of the Kings and Queens of Britain. Pupils will be more engaged and contributing members of society as they are now encouraged to push past the somewhat limiting boundaries of the



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National Curriculum and explore the constantly changing world around them. With a clear focus on **Religion, Power, Politics, Warfare and Identity** pupils will master clear connections between the past and present and able to compare different time periods. They will mourn the struggles and celebrate the achievements of civilisations before them. The curriculum has been designed to ensure mastery throughout, with consolidation of previous learning a key element in each year. Historical skills for example, of interpreting sources critiquing historian's views, are embedded throughout with students mastering the ability to voice their own well-informed opinion and create their own narratives in life.