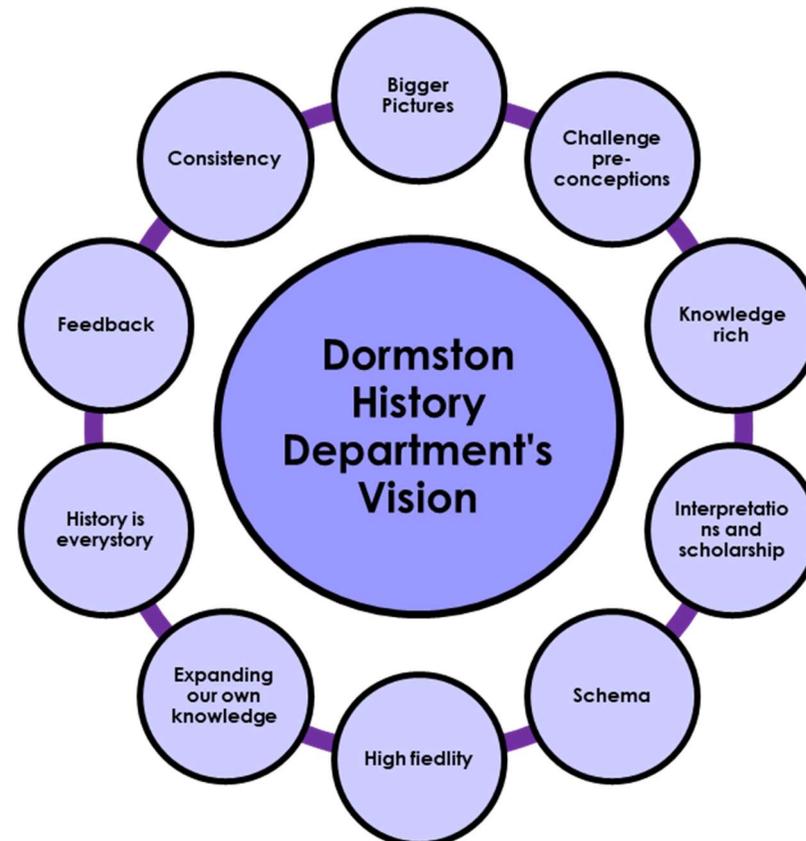


(History)



Curriculum intent:

Our Vision for History at Dormston

History at Dormston aims to explain the world as it is by exploring the world as it was, in a broad and ambitious way. Our curriculum is based around a core of British History; however, our enquiries seek to explore global, continental, and local studies in an attempt to weave together the

complexities and intertwined nature of the past. It is important that our students engage with multiple perspectives and viewpoints to ensure that all historical actors are given agency. The notion that History must be 'everystory' runs throughout our curriculum as we seek to illuminate corners of history that have sometimes been overlooked. Furthermore, the enquiries aim to highlight the contested and controversial nature of 'constructing' the past.

Perhaps most crucially, History at Dormston must serve as a 'powerful disruptor' to collective myths that have formed around particular people and eras. This can only be achieved by increasing pupils' historical knowledge to provide a solid foundation from which to challenge views and develop their own arguments. We must also develop their critical thinking and communication skills alongside this to produce 'citizen historians'. By doing so, we hope to create inquisitive, thoughtful, and critical young people who have the confidence to build strong arguments whilst having the flexibility to respond to changing historical narratives.

The History curriculum at Dormston co-exists within others at the school to 'change pupils' and 'how they see the world' around them. We hope to provide them with the tools needed to enter the wider world of academia and gain the power required to take on the challenges ahead.

Thoughts, influences and quotes from Mary Myatt, John Tomsett, Christine Counsell, Peter Lee, and Sally Thorne.

Literacy/Reading/Oracy opportunities:

Literacy and Reading

Literacy is a priority of the History department, not only due to the nature of the subject but because we believe that the ability to read is one of the most important gateways to a successful education and later life. The department are keen to improve and build upon their practice by engaging with pedagogical research on reading strategies, as well as attending literacy meetings in school. Below are some of the strategies utilised by the department in lessons to improve literacy and promote reading:

Reading Ages

All departmental staff have the reading ages of pupils on their seating plans to help guide their interventions in lesson and class. This also allows us to ensure the correct scaffolding is in place for pupils to access texts.

Guided reading

Guided reading involves 'chunking' larger pieces of text into smaller, more manageable sections. We do this in history through activities that encourage students to reflect on sections of reading by summarising a paragraph in 3 words and giving it a title. This forces students to select what they consider to be the 'key takeaways' from a section of reading.

Comprehension

Comprehension activities are a staple in history lessons. By encouraging students to answer questions about the text they have just read, it encourages them to select and apply important information. Feedback is provided to students as they complete the work through live marking to address any misconceptions, as well as verbally during the answer stage.

Close reading:

For some extended reading activities, students are provided with a 'checklist' of important details they must uncover in the task and then highlight these. This encourages students to scan larger pieces of work for key details that they will need for their learning.

Extended whole class reading:

History is story-telling. When applicable, we are planning into lessons extended reading activities. As outline in *Teaching History*, extended reading provides 'an immersion through text that has a distinctive curricular role to play in history education.' This is often taken from 'academic' texts to promote the work of historians in creating historical accounts.

Second and third tier vocabulary:

During reading activities, the promotion of second and third tier vocabulary is vital to ensuring student understanding of key concepts and themes in history. This is done explicitly through providing definitions of key words prior to reading or through vocab checks during an activity.

Micro Rules

We have started explicitly teaching micro-rules to reading in History. For example, the pronunciation of dates.

| Curriculum rationale Year 7 - 11 | Autumn | Spring | Summer |
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| <p>Year 7</p> | <p><u>Bridging Unit: What is History and what was happening before 1066?</u></p> <ul style="list-style-type: none"> • What is 'History'? • What was happening in the Medieval world? • What was happening before 1066? • What was happening in 1066? <p><u>Did the Normans bring a 'truck load of trouble' to England?</u></p> <ul style="list-style-type: none"> • Early Norman rule • Societal changes • Castles • Changes to law and church • Assessment <p><u>In what ways is Hugh Trevor Roper wrong about African history?</u></p> <ul style="list-style-type: none"> • Introduction • Mali and Mansa Musa • Kingdom of Kongo • Kingdom of Benin • Songhai • Assessment | <p><u>Rats vs Revolts: Which caused most upheaval in the Middle Ages – Black Death or the Great Revolt?</u></p> <ul style="list-style-type: none"> • The Black Death and the Silk Road • Treatment of the Black Death • Survivors and land ownership ----- • Causes of the peasants' revolt • What happened during the revolt? • What happened to Watt Tyler? • Assessment – comparison <p><u>Why did Henry VIII split from Rome?</u></p> <ul style="list-style-type: none"> • Who was Henry VIII? • Love and a need for an heir • Power and money • Criticisms of Catholic church • Assessment | <p><u>How was the world opening up for Elizabethan people?</u></p> <ul style="list-style-type: none"> • Why were England and Spain rivals? • Elizabeth's 'sea dogs' (Drake and Cimarron people) • Why was Elizabeth known as 'Sultana Isabel?' • Who were Elizabethans trading with? • Why did Elizabeth believe it was a 'Godly deed' to act violently towards Ireland? • Assessment <p><u>Reflection Unit: Pulling it all together</u></p> <ul style="list-style-type: none"> • How has life changed for a person in Britain since 1066? • How has Britain gone from monarchy to democracy? • How has Britain changed its relationship with the wider world? |

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| <p>Why?</p> | <ul style="list-style-type: none"> National Curriculum – ‘The development of Church, state and society in Medieval Britain 1066-1509’ Link to prior learning - chronological understanding from KS2 studies Key themes introduced e.g monarchy, invasion, society, trade Challenge – analysis of key historical scholarship and source | <ul style="list-style-type: none"> National Curriculum – ‘one study of a significant society or issue in world history and its interconnections with other world developments.’ Link to prior learning - chronological understanding from the Middle Ages Key themes built upon and expanded e.g monarchy, civil war, dynasties | <ul style="list-style-type: none"> National Curriculum – ‘the development of Church, state and society in Britain 1509-1745’ Links to prior learning – chronological understanding from previous term Key themes built upon and expanded e.g monarchy, empire, trade |
| <p>How parents / carers can support</p> | <ul style="list-style-type: none"> Quizzing using the Knowledge Organisers BBC Bitesize Oak National Academy lessons Blended Learning Journeys | <ul style="list-style-type: none"> Quizzing using the Knowledge Organisers BBC Bitesize Oak National Academy lessons Blended Learning Journeys | <ul style="list-style-type: none"> Quizzing using the Knowledge Organisers BBC Bitesize Oak National Academy lessons Blended Learning Journeys |
| | <p>Autumn</p> | <p>Spring</p> | <p>Summer</p> |
| <p>Year 8</p> | <p><u>What caused the English Civil War?</u></p> <ul style="list-style-type: none"> Charles and his personal rule Religion and Divine Right Parliament and the arrest of 5 MPS <p><u>In what ways was Britain turned ‘upside down’ in the 17th century?</u></p> <ul style="list-style-type: none"> Divisions of the Civil War The Putney Debates Regicide Quakers, Ranters and Diggers Oliver Cromwell | <p><u>Why are different stories told about Britain’s journey to democracy?</u></p> <ul style="list-style-type: none"> Chartists Great Reform Act Suffragettes When did all people get the vote? <p><u>What did colonialism look like in the British empire around the world?</u></p> <ul style="list-style-type: none"> The British Empire Colonialism in India Settler colonialism in Australia Internal colonialism in Ireland | <p><u>What caused World War One?</u></p> <ul style="list-style-type: none"> Alliances Imperial Rivalries Nationalism and militarism Franz Ferdinand’s Assassination <p><u>How far was this a ‘world’ war?</u></p> <ul style="list-style-type: none"> Sedgley and the local impact Indian contributions Canadian contributions African contributions |

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| | <p><u>How did Industrialisation change society?</u></p> <ul style="list-style-type: none"> • How did Britain look different? • What was the Domestic System • What were Early Factory conditions like? • What was the 1832 Factory Reform Act? | <p><u>How successful were efforts to abolish slavery in the nineteenth century?</u></p> <ul style="list-style-type: none"> • Jamaica: enslaved people and resistance • The abolition movement • The 1807 and 1833 Acts • Assessment | |
| Why? | <ul style="list-style-type: none"> • National Curriculum – ‘The development of Church, state and society in Medieval Britain 1066-1509’ • Link to prior learning - chronological understanding from previous units • Key themes introduced e.g monarchy, Divine Right, regicide, Parliament, democracy • Challenge – analysis of key historical scholarship and source | <ul style="list-style-type: none"> • National curriculum – ‘ideas, political power, industry and empire: Britain, 1745-1901’ • Link to prior learning - chronological understanding from previous units • Key themes introduced e.g empire, race, colonialism, invasion, democracy • Challenge – analysis of key historical scholarship and source | <ul style="list-style-type: none"> • National curriculum – ‘challenges for Britain, Europe and the wider world 1901 to the present day’ • Link to prior learning - chronological understanding from previous units • Key themes introduced e.g empire, colonialism, war, race • Challenge – analysis of key historical scholarship and source |
| How parents / carers can support | <ul style="list-style-type: none"> • Quizzing using the Knowledge Organisers • BBC Bitesize • Oak National Academy lessons • Blended Learning Journeys | <ul style="list-style-type: none"> • Quizzing using the Knowledge Organisers • BBC Bitesize • Oak National Academy lessons • Blended Learning Journeys | <ul style="list-style-type: none"> • Quizzing using the Knowledge Organisers • BBC Bitesize • Oak National Academy lessons • Blended Learning Journeys |
| | Autumn | Spring | Summer |
| Year 9 | <u>Living Under Nazi Rule</u> | <u>Living Under Nazi Rule</u> | <u>Living Under Nazi Rule</u> |

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| | <p><u>Theme One Enquiry Question: How did the Nazis take over Germany so quickly?</u></p> <ul style="list-style-type: none"> • What made Germany weak from 1919-1933? • Who were the Nazi Party? • How did the Nazis take advantage of the Reichstag Fire? • How did Hitler achieve total power? • How did Hitler become the Fuhrer? <p><u>Theme Two Enquiry Question: What made it so hard to oppose Nazi rule?</u></p> <ul style="list-style-type: none"> • How did the Nazis use terror? • How did the Nazis use propaganda? • How did the Church oppose Nazi rule? • How did young people oppose Nazi rule? | <p><u>Theme Three Enquiry Question: How did the lives of German people change from 1933-39?</u></p> <ul style="list-style-type: none"> • How did the lives of women change? • How did the lives of young people change? • How did the lives of workers change? • How were the lives of Jewish people impacted by Nazi rule? Case study – Kristallnacht <p><u>Theme Four Enquiry Question: What impact did the Second World War have on the people of Germany?</u></p> <ul style="list-style-type: none"> • What was the war economy and what was its impact? • How did people oppose Nazi rule during the war? • How did Total War impact Germany? • A horror without end? Or an end with horror? | <p><u>Theme Five Enquiry Question: What did Nazi rule mean for the people of Europe, 1939-45?</u></p> <ul style="list-style-type: none"> • How did Nazi rule compare in the East and West of Europe? • What were the steps to the Holocaust? • How did the people of Europe respond to Nazi rule? <p><u>Overall Revision of living under Nazi Rule in preparation for June assessment.</u></p> |
| <p>Why?</p> | <ul style="list-style-type: none"> • National Curriculum: Challenges for Britain, Europe and the wider world 1901 to the present day alongside a study of the Holocaust. • Link to prior learning: Chronological understanding following the study of WW1. • Study of substantive concepts: Propaganda, authoritarianism, resistance, anti-Semitism, patriarchy and racism. • Challenge: Analysis of key historical scholarship and sources. | <ul style="list-style-type: none"> • National Curriculum: Challenges for Britain, Europe and the wider world 1901 to the present day alongside a study of the Holocaust. • Link to prior learning: Chronological understanding following the study of WW1, also links to the study of racial discrimination in KS3 with slavery and Empire. • Study of substantive concepts: anti-Semitism, patriarchy, racism, Economics, war, propaganda, terror. | <ul style="list-style-type: none"> • National Curriculum: Challenges for Britain, Europe and the wider world 1901 to the present day alongside a study of the Holocaust. • Link to prior learning: Chronological understanding following the study of WW1, also links to the study of racial discrimination in KS3 with slavery and Empire. • Study of substantive concepts: persecution, racism and genocide • Challenge: Analysis of key historical scholarship and sources. |

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| | | <ul style="list-style-type: none"> Challenge: Analysis of key historical scholarship and sources. | |
| How parents / carers can support | <ul style="list-style-type: none"> Encourage use of knowledge audits Dormston History YouTube channel Quizzing of OCR Revision Guide BBC Bitesize | <ul style="list-style-type: none"> Encourage use of knowledge audits Dormston History YouTube channel Quizzing of OCR Revision Guide BBC Bitesize | <ul style="list-style-type: none"> Encourage use of knowledge audits Dormston History YouTube channel Quizzing of OCR Revision Guide BBC Bitesize |
| | Autumn | Spring | Summer |
| Year 10 | <p style="text-align: center;"><u>Crime and Punishment</u></p> <p><u>Time Period 1 Enquiry Question: How did crime, punishment, and law enforcement change during 1250-1500?</u></p> <ul style="list-style-type: none"> What is crime and punishment? What crimes and criminals were there in medieval Britain? Who caught medieval criminals? What punishments were used in medieval Britain? <p><u>Time Period 2 Enquiry Question: How did crime, punishment, and law enforcement change during 1500-1750?</u></p> <ul style="list-style-type: none"> Why were accusations of witchcraft increasing? Why did organised crimes increase? How did law enforcement change during this time? How did punishments change during this time? Case – The Bloody code | <p style="text-align: center;"><u>Crime and Punishment</u></p> <p><u>Time Period 4 Enquiry Question: How did crime, punishment, and law enforcement change during 1900s-present?</u></p> <ul style="list-style-type: none"> What new crimes have existed since 1900? How has law enforcement developed? How has technology helped the police force? What new punishments exist? How have prisons changed? <p style="text-align: center;"><u>The Elizabethans</u></p> <p><u>Theme 1 Enquiry Question: How did Elizabeth use her power?</u></p> <ul style="list-style-type: none"> Who was Elizabeth? How did Elizabeth use her power? How did Elizabeth control her parliament? How did Elizabeth control her local governments? How did Elizabeth use propaganda? | <p style="text-align: center;"><u>The Elizabethans</u></p> <p><u>Theme 3 Enquiry Question: What mattered to Elizabethans?</u></p> <ul style="list-style-type: none"> What was life like for the rich, middling sort, and the poor? What caused Elizabethan poverty? How did the government respond to poverty? <p><u>Theme 4 Enquiry Question: What divided the Elizabethans?</u></p> <ul style="list-style-type: none"> What was Elizabethan theatre like? How did Puritans respond to Elizabethan pastimes? Was the Elizabethan era a golden age for culture? Why did Elizabethans persecute witchcraft? <p><u>Theme 5 Enquiry Question: What did Elizabethan adventurers achieve?</u></p> <ul style="list-style-type: none"> Who were Elizabethan adventurers? Case Study: Roanoke How successful was trade with the Far East? |

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| | <p><u>Time Period 3 Enquiry Question: How did crime, punishment, and law enforcement change during 1750-1900?</u></p> <ul style="list-style-type: none"> • What new crimes were committed and how did people's attitudes change? • Why were the police force created? • Was transportation a success? • How did prisons and other punishments develop? | <p><u>Theme 2 Enquiry Question:</u></p> <ul style="list-style-type: none"> • What was the Religious Settlement? • What Puritan opposition did Elizabeth face? • Who were the Jesuits and Seminaries? • Who was Mary Queen of Scots? • How did Elizabeth respond to the plots against her? • Why did the Spanish attack? • What was the impact of the Spanish Armada? | |
| Why? | <ul style="list-style-type: none"> • National Curriculum: This is a thematic study that's covers over 800 years of British history, this links to many areas of the KS3 National Curriculum. • Link to prior learning: All KS3 modules. • Study of substantive concepts: Law, parliament and government, religion, migration and immigration, race, Technology and class. • Challenge: Analysis of key historical scholarship and sources. Change over time. | <ul style="list-style-type: none"> • National Curriculum: The development of Church, state and society in Britain 1509-1745. • Link to prior learning: War of the Roses, The Impact of the Reformation, How were Tudor Lives Changing?, How was England opening up? • Study of substantive concepts: Society Class, Poverty, Role of government, religion, trade, colonialism. • Challenge: Analysis of key historical scholarship and sources. | <ul style="list-style-type: none"> • National Curriculum: The development of Church, state and society in Britain 1509-1745. • Link to prior learning: War of the Roses, The Impact of the Reformation, How were Tudor Lives Changing?, How was England opening up? • Study of substantive concepts: Society Class, Poverty, Role of government, religion, trade, colonialism. • Challenge: Analysis of key historical scholarship and sources. |
| How parents / carers can support | <ul style="list-style-type: none"> • Encourage use of Knowledge Audits • Dormston History YouTube Channel • Quizzing of OCR Revision Guide • BBC Bitesize | <ul style="list-style-type: none"> • Encourage use of Knowledge Audits • Dormston History YouTube Channel • Quizzing of OCR Revision Guide BBC Bitesize | <ul style="list-style-type: none"> • Encourage use of Knowledge Audits • Dormston History YouTube Channel • Quizzing of OCR Revision Guide BBC Bitesize |
| | Autumn | Spring | Summer |
| Year 11 | <u>The Making of America</u> | <u>The Making of America</u> | <u>Himley Hall</u> |

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| | <p><u>Theme One Enquiry Question: What tensions arose as the USA grew?</u></p> <ul style="list-style-type: none"> • How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 <p><u>Theme Two Enquiry Question: How and why were people reimagining the American West, 1839-60?</u></p> <ul style="list-style-type: none"> • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) <p><u>Theme Three Enquiry Question: How far did the Civil War really change America?</u></p> <ul style="list-style-type: none"> • Divisions over slavery and the causes of the Civil War | <p><u>Theme Three Enquiry Question: How far did the Civil War really change America?</u></p> <ul style="list-style-type: none"> • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitations to African American liberty <p><u>Theme Four Enquiry Question: What led to conflict on the Plains 1861-1877?</u></p> <ul style="list-style-type: none"> • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877) <p><u>Theme Five Enquiry Question: What led to conflict on the Plains 1861-1877?</u></p> <ul style="list-style-type: none"> • Changes to the Plains Indians’ way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration | <p><u>Enquiry Question: How have Himley’s features, key people and purpose changed over time?</u></p> <ul style="list-style-type: none"> • Overview – what was Himley like prior to 1740? • Who owned Himley between 1750 and 1850 - what changes did they make, and why did they make them? • Himley between 1900-1941 • What role did Himley play from 1947? • How did the Council use Himley in the 1960s? • What is Himley used for today? <p>Revision for all modules prior to GCSE examinations.</p> |
| <p>Why?</p> | <ul style="list-style-type: none"> • National Curriculum: Developing and extending knowledge and understanding of specified key events, periods and societies in wider world history. | <ul style="list-style-type: none"> • National Curriculum: Developing and extending knowledge and understanding of specified key events, periods and societies in wider world history. | <ul style="list-style-type: none"> • National Curriculum: The study of the historic environment should focus on one particular site in its historical context. The study should examine |

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| | <ul style="list-style-type: none"> • Link to prior learning: Slavery and Empire. • Study of substantive concepts: Invasion, law and government, religion, migration and immigration, racism, war, economics and society. • Challenge: changes and continuities over time; the causes and consequences of historical events and developments; analysis of the historical significance of people, events and developments. | <ul style="list-style-type: none"> • Link to prior learning: Slavery and Empire. • Study of substantive concepts: Law and government, religion, migration and immigration, racism, war, technology, class, economy and society. • Challenge: changes and continuities over time; the causes and consequences of historical events and developments; analysis of the historical significance of people, events and developments. | <p>the relationship between a place and historical events and developments.</p> <ul style="list-style-type: none"> • Link to prior learning: Industrial Revolution, WWII. • Study of substantive concepts: class, economy and society. • Challenge: changes and continuities over time; analysis of the historical significance of people, and developments to Himley Hall. |
| <p>How parents / carers can support</p> | <ul style="list-style-type: none"> • Encourage use of Knowledge Audits • Dormston History YouTube Channel • Quizzing of OCR Revision Guide • BBC Bitesize | <ul style="list-style-type: none"> • Encourage use of Knowledge Audits • Dormston History YouTube Channel • Quizzing of OCR Revision Guide • BBC Bitesize | <ul style="list-style-type: none"> • Encourage use of knowledge audits • Dormston History YouTube channel • Visit to Himley Hall |