



Why study History? - Everything has a history and whilst every pupil has their own personal history, to a large extent their lives are determined by events and individuals from the past, the majority of which they were not around to witness. The study of history is therefore essential because it provides students with knowledge of significant events and individuals that not only had an impact at the time but overtime. This enables them to make connections between the past and present and subsequently make sense of the world in which they live today. In addition, the study of history provides context for our pupils' schoolwide learning. For example, an appreciation of *Oliver Twist* is enhanced by detailed knowledge of what 19th Century slums were like and understanding of how they were created through their study of Britain's Industrial Revolution. In science, as they learn about how the body's immune system works, the importance of understanding this is greatly enhanced through their knowledge of Edward Jenner's lack of understanding of how his vaccination worked and the implications of this to the development of medicine.

Aims - To provide an exciting history curriculum that will inspire pupils to participate fully in every lesson and want to continue to study history beyond their time at Shenley Academy. Through the study of our history curriculum, students will be equipped with depth and breadth of knowledge that will give them a greater understanding and appreciation of the diverse and democratic 21st Century Britain in which they live. Our aim is to motivate our pupils through learning about the past and from the past to make a positive contribution to society in the present, whether that be within their family unit, local community, nationally or internationally. The very nature of the study of history is based on historical enquiry and our curriculum is designed to develop students' ability to analyse and evaluate evidence and interpretations critically so that they are able to make their own informed judgements. We aim through our curriculum which includes the opportunity to get involved in debates to produce inquisitive pupils who ask thoughtful questions, listen thoughtfully to the views of others and become eloquent orators. Thus equipping them with the skills and confidence to get involved in our democratic society and make that positive contribution.

Rationale for how the curriculum has been sequenced in History - KS3 History at Shenley Academy has been sequenced chronologically so there is progressive development of knowledge, skills and understanding from year 7 to year 9 ("Pupils should extend and deepen their chronologically secure knowledge"). Our KS3 pupils will have a solid grounding in the chronological passage of time, understanding where each unit of study sits in the wider historical context. This is done in order to allow pupils to understand the linear development of British history: how one time period is the building block of the next. Within the chronology, themes are clearly evident so that factors (such as war, governments, individuals and religion) driving and indeed at times hindering progress and change are clearly evident. In addition, having themes interlinked within the chronology enables breadth and depth to be explored and the complexity of history to be understood as connections between past and present, local, national and international become clearer to see. For example, links between war, religion and governments with migration.

- In year 7, pupils study the Middle-Ages. This has been selected as it builds on the KS2 history recommended programmes of study. In addition, it covers the multi-cultural aspect of our society from early times and the influence of religion, war and governments in bringing about change and continuity. Students will make supported judgements on what they think had the greatest impact on society during this time both hindering and leading to progress.
- In year 8 through the study of the 15th to late 18th Century we develop students' knowledge and understanding of the steps to modernity of our society. The study of the Reformation, Renaissance,

Britain's Empire and links with slavery and the Industrial Revolution provide the context in which developments were made and the changing nature of power. Pupils will make supported judgements on the main factors bringing about progress and the extent to which progress was enjoyed by all.

- In year 9 through the study of the 19th to 21st Century students' develop knowledge and understanding of; how democracy was achieved in Britain, the consequences of technological developments brought about by the Industrial Revolution, for example on the changing nature of warfare and the influence of this on international relations. The link between religion, war, migration and international relations is also explored. Students will make supported judgements on the main factors contributing to and hindering progress at one time and across different time-periods. They will evaluate Britain's impact on the world and the world's impact on Britain at different periods of time through linking different time periods and factors contributing to it.

Our key assessment focus is based on knowledge applied through historical skills. For example: chronology including the historical narrative, analysis and evaluation of cause and consequence and change and continuity. In addition, students' ability to select and explain the most useful sources for a specific enquiry and explanations of why historians give different interpretations of an event or individual is assessed. These skills are transferable across the curricular and beyond. For example, they can apply these skills in a range of jobs for example the police force, law and administrative roles to name just a few.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Skills: Chronology; Historical narrative. Historical enquiry-source and interpretation analysis & evaluation: Change & Continuity. Cause & consequence. Significance.	The Norman conquest	Religion in medieval England	The crusades	The problems of medieval monarchs	The black death	Migration
	What was England like before the Battle of Hastings? Why was England a Battlefield in 1066? How did William take control of England?	Why was the Church so important in people's lives? Why was the Archbishop of Canterbury murdered? Did the Church make everyone good?	Why was Jerusalem worth dying for? Did the Crusades change the Holy Land?	Who were England's Medieval Monarchs? How important were England's medieval queens? How powerful were English monarchs?	Was 1348 the end of the world? What was it like to live in the shadow of the Black Death?	Who were the first English people? What drove the people to migrate? How have migrants changed Britain?
Year 8 Chronology; Historical narrative. Historical enquiry-source and interpretation analysis & evaluation: Change & Continuity. Cause & consequence. Significance.	Challenges to the Catholic Church	The English Civil War	Changing ideas: 1660 to 1789	The Slave Trade	The British Empire	The Industrial Revolution
	Was the Reformation a 'good thing'? Who won: Catholics or Protestants?	Why did the English fight the English in 1642? What were the differences between roundheads and cavaliers? Why did the English kill their king?	Why were kings back in fashion by 1660? What made Restoration London exciting? Who ran the country: King or Parliament? How 'modern' was England by 1789?	What was it like to be involved in the slave trade? Why was the slave trade abolished?	How did the British Empire develop? Who benefited from the British Empire?	What was the Industrial Revolution? Would you have survived the Industrial Revolution? Did the Industrial Revolution bring only progress and improvement?
Year 9 Chronology; Historical narrative. Historical enquiry-source and interpretation analysis & evaluation: Change & Continuity. Cause & consequence. Significance.	Getting the vote	The First World War	The Second World War	The Holocaust	Conflict in the Middle East	What's the best way to bring about change?
	How democratic was Britain in the 19th Century? What's the truth about Victorian Women? How did women get the vote? How much more democratic was Britain by 1928?	Why did the First World War start in 1914? What was the First World War like? To what extent did improved technology change the nature of warfare?	Why were the Germans successful at the start of the Second World War? How did Britain survive? What led to the defeat of the Axis powers?	To what extent were Jews persecuted before the Holocaust? How were the Nazis able to implement the 'Final Solution'?	What was the role of the West in the causes of conflict in the Middle East? How did the Cold War cause conflict in the Middle East? To what extent is religion the cause of conflict in the Middle East?	How effective is conflict in bringing about change? Can people cause change by refusing to fight?