**Curriculum – History Department (2024 – 2025)**

**Key stages 3 to 4**

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**Intent**

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be.
* Provide students with **knowledge**required to be successful.
* Provide then with the skills to **retain** and **apply**knowledge.
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners.
* Provide **deep learning** that accelerates our students understanding of the world around them.
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society.
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career.

Our faculty mission is to create knowledgeable and literate learners in history by nurturing students’ curiosity and bringing historical phenomena into the classroom. We will prepare our students to become educated citizens capable of comprehending past and present issues. The Ormiston SWB History department will develop the minds of life-long learners by providing access to a fully inclusive History education that will support their development through the acquisition of skills and knowledge through a progressively challenging and inclusive curriculum.

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| **Term**  | **Year 7: KS3**  | **Year 8: KS3**  | **Year 9: KS3**  | **Year 10: GCSE**  | **Year 11: GCSE**  |
| **Autumn 1**  | Topic 1 – Invaders to England & Norman Conquest  | Topic 6: The Industrial Revolution  | Topic 12: Second World War  | Crime and Punishment -1000 – present day  | Weimar and Nazi Germany 1918-39  |
| **Autumn 2**  | Topic 2 :Medieval Life  | Topic 7: The British Empire  | Topic 13: The Holocaust  |
| **Spring 1**  | Topic 3: Medieval Kings  | Topic 8: The Transatlantic Slave Trade  | Topic 14: Immigration and Britain  | Historical Environment – Whitechapel 1888  | The American West 1835-95  |
| **Spring 2**  | Topic 4:  The Tudors  | Topic 9: First World War   | Topic 15: American Civil Rights  | Early Elizabethan England 1558-1588  |
| **Summer 1**  |  Topic 5:  The English Civil War  | Topic 10: The Inter War Years  | Topic 16: The Cold War   | Revision & Exams  |
| **Summer 2**  | Topic 6: Dudley Castle  | Topic 11: Histories Mysteries  | Topic 17: Forgotten Heroes  | Weimar and Nazi Germany 1918-39  |
| **Personal development**  | Extra-Curricular: Trip to Dudley Castle  Careers: Archivist, Historian,   | Careers: Archivist, Civil Servant, Historian, Politician, Journalist    | Careers: Archivist, Civil Servant, Historian, Journalist, Teacher    | Careers: Archivist, Civil Servant, Historian, Journalist, Teacher    | Careers: Archivist, Civil Servant, Historian, Journalist, Teacher    |

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* Links between history and PRE are made when studying churches. What did the earliest churches look like? – this is studied in PRE and history can make links to Anglo Saxon Britain and the importance of churches in town. Students will look at cross curricula links to evaluate whether churches needed to be buildings.
* English and history make links, for example when studying Romeo and Juliet in English, history will look at reformation in England from Catholic to Protestant. In addition, there are links in understanding the role of women in Elizabethan society was one of submission. This meant that women were inferior and unable to make decisions for themselves.
* Geography Autumn B– Year 7: Physical landscapes of the UK is studied of the local area. Looking at weathering and erosion over time and the collapse of castle structures.

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* When studying body systems in year 7, we can link carbohydrates, proteins, fats with food technology.
* In year 7 we study energy which has some links with Geography – renewable and non-renewable energy sources.
* In year 8 when students learn about Earth Science, they are able to link this back to the Geography curriculum, and look at rocks, the rock cycle and weathering of rocks.
* In Science light is studied in year 8, students need to be able to measure angles of reflection and refraction, and this learning is linked with measuring angles in the maths curriculum.
* When studying sound students needs to be able to calculate speed, using speed = distance/time. Maths are able to support the learning and rearranging f this equation through their curriculum.

**Our contribution to literacy:**

History and literacy are deeply connected, with each enhancing the understanding of the other. Studying history at SWB involves engaging with diverse texts, such as primary sources, historical narratives, and scholarly articles, which improves reading comprehension, critical thinking, and analytical skills.

Writing about historical events and figures develops the ability to articulate ideas clearly, construct arguments, and present evidence. Moreover, analysing texts from different persepectives and historical contexts enables students to appreciate intention and purpose within historical texts, further enhancing reading comprehension.

**Our contribution to numeracy:**

It is important students perform well in the mathematical aspects of their history curriculum. For example, understanding percentages is important, for understanding the percentage of the population killed through the Holocaust. Understanding area from maths lessons into history is another example. To understand area concepts such as how did the area that the Romans’s occupied change over years and comparing areas to different countries. Understanding dates and timelines by students and using statistical information to understand events. Students will use numeracy from maths to study charts, graphs, maps and tables to allow them to understand the historical concepts being taught.

**Our contribution to CORE and personal development:**

At OSWB we believe academic success is really important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

In history it is important students develop character to ensure that they have high expectation of the subject and its concepts. Oracy is needed and developed in the subject to encourage students to speak in full sentences. Oracy is also needed during debate lessons and being able to respectfully dismiss counter arguments and allow students to discuss and put their ideas and opinions forward. Students need to be organised to allow them to complete project-based homework, and ensuring classwork is organised. Students develop resilience in the subject, as they learn about difficult events in the past and how these were overcome and how to avoid them in the future. Students have opportunities in the subject to show excellence and be creative, such as diary entries to be made, remembrance speeches, students need to show compassion, real care and emotion when studying certain topics in the subject.