



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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History Curriculum Overview **Hazel Wood High School**

Our Curriculum Content:

We aim to provide a curriculum which helps our students to know more about the past and become curious and passionate about History. We aim to ensure students build a rich historical understanding of Britain and the wider world, as well as a big picture of how things have changed over time.

We aim to develop critical thinking skills, by looking closely at historical sources to find out about the past and evaluate interpretations of history. We want to give our students the confidence to think deeper, by asking good enquiry questions and support them in making their own minds up about historical issues.

We aim to provide a curriculum that offers both breadth and depth from c.1000 to the present day. Our learning journey is sequenced to build both knowledge and key skills. We are committed to following the National Curriculum at KS3 and we introduce and try to embed some of the skills which students, who choose to pursue History at GCSE, need to demonstrate to the best of their ability.

Our Curriculum places an emphasis on spoken language and literacy, particularly reading and writing and communication. We aim to offer our students a wide range of opportunities for structured talk the development of their literacy skills, oracy, and collaborative learning.

Our learning journey recognises and celebrates cultural diversity; it aims to be fully inclusive and recognises that inclusivity can be different and personal.



Year 7	Term 1	Term 2	Term 3
Unit Title	What is History?	Middle Ages- Conquest and Power	What mattered to people in the Middle Ages?
Key knowledge and understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Key historical terminology. • What an enquiry is and how to use evidence to reach a judgement – based on what happened to the 52 skeletons. • How to use evidence to reach a relevant judgement. • What thematic study is– based on water and sanitation across time. • The key facts and dates related to water sanitation across time. • How to identify change and continuity across a time period and start to analyse trends • The chronology of the Middle Ages. • How to use skills of enquiry to analyse power and conflict – based on the Normans conquering England and how they kept control. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to carry out a Depth study – based on the power of medieval monarchs, with a particular focus on King Henry II and King John. • How Medieval monarchs ruled and addressed challenges to their power. • That interpretations are used to make a judgement and that different people have different interpretations. • How to use an enquiry to analyse the results of a historical event on people’s lives-based on the Crusades and their impact. • How to use skills of enquiry to analyse the diverse experiences of people in the past-based on Medieval Queens and a comparison to the power of medieval kings. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to use evidence to support or reject an interpretation of the past– based on whether ‘Muck and misery’ is an appropriate title to describe the Middle Ages. • The key features of life in the Middle Ages including cultural, economic, religious and social history • That different people in past experienced the same event / time period very differently to each other- based on the Depth Study Wonders of Baghdad. • The key facts relating to health and the people in the Middle Ages- based on the Black Death. • How to write a narrative based on how people actually experienced events in the past – what did things mean to them at the time? How did they experience the event? • How to analyse the results of a historical event- in the short and the long time.
Vocabulary	<p>All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students’ books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every student’s book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>		



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Assessment

Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.

Half way through each unit of work, students will be tested on the taught content in a mid-point assessment so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.

At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use through an end point assessment. We are able to identify from these assessments whether students are on track and this is how we report to parents.

This helps our students to begin to

- Build a rich historical understanding of Britain and the wider world.
- Build a big picture of how things have changed over time.
- Use sources to find out about the past.
- Discern how contrasting arguments and interpretations of the past have been constructed.
- Use historical concepts like cause and consequence; change and continuity; diversity.
- Answer historical questions clearly.
- Back up their answers with accurate historical knowledge and evidence.
- Use historical terms accurately.





Year 8	Term 1	Term 2	Term 3
Unit Title	Changing World 1450-1750	Changing power	Impact of Empire
Key knowledge and understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • The key features and chronology of the Early Modern Period. • How to answer good enquiry questions- based on the changes that happened during the Renaissance. • How to analyse whether change resulted in improvements or regression. • How to use skills of enquiry to analyse power and control- based on what mattered to Henry VIII • What a site study is and how to analyse what they can tell us about the past- based on Hampton Court Palace • What a close up is and how to analyse a contemporary source by comparing it to our knowledge- based on Mary I • Increasingly sophisticated terms and concepts in History. • Extended and deepening chronological knowledge based on key events in the Early Modern period. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to develop skills of enquiry to analyse power and control – based on how well Elizabeth I dealt with the problems of her reign. • The key facts and dates related to the reign of Elizabeth I. • How to use skills of enquiry to analyse the causes of events- based on the English Civil War. • That events in history happen for a number of different reasons / causes, which can often be classified together in different groups and in different ways (thematic/ long term and short term). • That interpretations are used to make a judgement and that different people have different interpretations. • That interpretations in History can be different and the reasons why different people might have different interpretations of the past- based on Oliver Cromwell. • That different people in the past experienced the same event / time period very differently to each other. This was also because of their differing values, beliefs and experiences- based on witchcraft, superstition and religion. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to develop skills of enquiry to analyse and evaluate significance- based on who was the greatest Mughal Emperor? • That, when evaluating the significance of events, we need to use criteria to make our judgements. • Extended and deepening knowledge of the wider world from the 1500s to the 1700s - based on a close up of the Ottoman Empire. • How to build our understanding of a thematic study – based on sugar, empire and slavery through time. • The key facts and dates related to growth of empires. • How to analyse the impact a theme has had on people’s lives over time – based on the sugar, empire and slavery. • How to analyse the significance of key individuals in the past using a criterion – based on the close up – Herstory – Harriet Tubman.
Vocabulary	All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students’ books. We sometimes use the Frayer model. This model helps students to relate words to other		



	<p>vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.</p> <p>Half way through each unit of work, students will be tested on the taught content through a mid-point assessment so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use through an end point assessment. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p> <p>This helps our students to continue to extend and deepen their knowledge and understanding by:</p> <ul style="list-style-type: none">- Building a rich historical understanding of Britain and the wider world.- Building a big picture of how things have changed over time.- Using a variety of sources to find out about the past.- Discern why contrasting arguments and interpretations of the past have been constructed.- Use historical concepts like: cause and consequence; change and continuity; diversity, significance.- Answer historical questions clearly.- Back up their answers with accurate historical knowledge and evidence.- Use historical terms accurately and with increasing sophistication.





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Year 9	Term 1	Term 2	Term 3
Unit Title	Impact of Industrialisation	Modern World	Post War Britain and the Wider world





Key Knowledge and Understanding that enables skill building

Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:

- The key features of the Industrial Revolution and its impact on Britain and the wider world from 1750-1900.
- How to answer good enquiry questions- based on the changes that happened during the Industrial period to lives of ordinary workers.
- How to analyse whether change resulted in improvements or regression, and the extent that this was the same for everyone who experienced the change.
- The key facts relating to the growth of power and democracy.
- How to write a narrative on the significance of an event - based on the Peterloo Massacre.
- The key features of Industrial cities- based on a site study of Ancoats, Manchester.
- How to answer good enquiry questions by analysing the reasons why some women were given the vote in 1918.
- That causes can be prioritised and we should explain how and why some causes are more important than others.
- How to work out the message of a contemporary source by making inferences - based on the close-up of a historical map.
- How to build on our understanding of thematic studies – based on migration from the Roman Times to Modern Britain
- That different groups experience past events in different ways.

Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:

- The key features of Britain and the wider world from 1900 to the present day.
- How to analyse key historical events and the diverse impact on people's lives- based on the First World War.
- The key features of the terms of the Treaty of Versailles and its impact on Germany.
- The key features of democracies and dictatorships in the Twentieth Century- based on the Inter War period 1919-1939.
- Case Study of a dictatorship: Life in Nazi Germany
- How to analyse and evaluate interpretations by comparing them with our knowledge- based on Winston Churchill.
- How to analyse the significance of key events in the Second World War using a criterion – based on the turning points of the Second World War.
- That contemporary evidence is useful to us and, that even though it might be unreliable, it tells us about the time in which it was created and often it tells us about the views of the author- based on the close up of the Blitz and wartime propaganda.
- How to develop thinking in relation to the audience that sources have been created for and the purpose behind their creation.
- The key features of the Holocaust
- That some contemporary sources might be more useful than others- based on the Holocaust.

Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:

- The development of tensions during the Cold War.
- How to successfully answer good enquiry questions on causation - based on what helped the struggle for equal rights in Britain after 1960?
- That causes can be prioritised and we should explain how and why some causes are more important than others.
- That different reasons / causes link together.
- Significant aspects of the end of British Empire
- How to analyse the short and the long-term results of a historical event - based on the partitioning of India.
- How to analyse change and consider how people themselves at the time actually experienced change – based on conflict during the Modern World.
- The chronology of the Modern Period.
- How to pursue historically valid enquiries on a topic of their choice that they have framed themselves, and create relevant, structured and evidentially supported accounts in response.



Vocabulary	<p>All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students' books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.</p> <p>Half way through each unit of work, students will be tested on the taught content through a mid point assessment so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use through an end point assessment. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p> <p>This helps our students to continue to extend and deepen their knowledge and understanding by</p> <ul style="list-style-type: none">- Building a rich historical understanding of Britain and the wider world.- Building a big picture of how a variety of themes and concepts have changed over time.- Using a wide variety of sources to find out about the past.- Discern why contrasting arguments and interpretations of the past have been constructed and compare this against knowledge to evaluate how plausible it is- Use continue to develop deeper and complex understanding of historical concepts like: cause and consequence; change and continuity; diversity, significance.- Answer historical questions clearly with accuracy and relevance.- Back up their answers with a range of relevant and accurate historical knowledge and evidence.- Use historical terms accurately and with increasing sophistication.





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Year 10	HISTORY GCSE: EDEXCEL/PEARSON QUALIFICATION		
	Term 1	Term 2	Term 3
Unit Title	Early Elizabethan England, 1558-88	Crime and Punishment in Britain c1000-present	Crime and Punishment in Britain c1000-present





<p>Key Knowledge and Understanding that enables skill building</p>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• What life was like in Elizabethan England.• Who held the power and how the government was structured.• Challenges Elizabeth faced, e.g., at home and abroad.• The problem of religion and how Elizabeth dealt with it.• The challenges of Puritanism and Catholicism.• The rebellions Elizabeth faced and how they were dealt with.• Privateering and voyages, including the significance of Francis Drake and Walter Raleigh.• The Spanish Armada.• Life in Elizabethan England, including education, sports and theatres.• Poverty and how it was dealt with.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>C100-c1500: Crime and punishment in medieval England</p> <ul style="list-style-type: none">• Crimes against the person, property and authority, e.g. poaching• Changing definitions of crime as a result of the Norman Conquest• The role of the authorities and local communities in law enforcement• Emphasis on deterrence and retribution, use of fines, corporal and capital punishment.• Influence of the Church on crime and punishment. <p>c.1500-c1700: Crime and punishment in Early Modern England</p> <ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority.• New definitions of crime in the 16th century.• The role of the authorities and local communities in law enforcement.• The continued use of corporal and capital punishment.• The Gunpowder Plotters, 1605: their crimes and punishment• Key individuals: Matthew Hopkins and the witch-hunts of 1645-47.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>c.1700-c1900: Crime and punishment in 18th and 19th century Britain</p> <ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority.• Changing definitions of crime.• The role of the authorities and local communities in local law enforcement.• The development of the police force.• Changing views on the purpose of punishment.• Prison reforms, including Pentonville prison in the mid nineteenth century.• Key individuals: Robert Peel <p>c.1900-present: Crime and punishment in modern Britain</p> <ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority.• Changing definitions of crime.• Role of authorities and local communities and changes within the police force.• The abolition of the death penalty; changes to prisons and alternative punishments.• The treatment of conscientious objectors in WW1 and WW2.• The Derek Bentley case and the abolition of the death penalty.
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Hazel Wood High School

Historical Environment: Whitechapel, c1870-1900: crime, policing and the inner city.

- Local context and problems and the links between environment and crime.
- Problems in Whitechapel influencing crime.
- Organisation of policing and problems facing the police.
- Investigative policing with a focus on the case of Jack the Ripper
- The national and regional contexts.

Part of the



Vocabulary	<p>All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students' books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>Students are expected to complete weekly Homework assessments, that either test their increasing knowledge base in relation to our taught curriculum and their application of this knowledge by answering GCSE style questions. Some of the homeworks are quizzes which self-marking and reveal answer to students so that they can use them to help develop their knowledge base by addressing misunderstandings immediately. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.</p> <p>Half way through each unit of work, students will be tested on the taught content so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p> <p>This helps our students to:</p> <ul style="list-style-type: none">• Demonstrate knowledge and understanding of the key features and characteristics of the period studied.• Explain and analyse historical events and periods studied using second-order historical concepts.• Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.• Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <p>In June/July, students will also sit a Mock examination in the papers studied during year 10. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable the course leader to adapt teaching where they may be gaps in knowledge</p>





HISTORY GCSE: EDEXCEL/PEARSON QUALIFICATION			
Year 11	Term 1	Term 2	Term 3
Unit Title	The USA, 1954-75: Conflict at home and abroad	The USA, 1954-75: Conflict at home and abroad and Superpower relations and the Cold War, 1941-91	Preparation for the GCSE examination and revision
Key Knowledge and Understanding that enables skill building	<p>Part 1: The civil rights movement</p> <ul style="list-style-type: none"> The position of Black Americans in the early 1950s Progress in education The Montgomery Bus Boycott and its impact Opposition to the civil rights movement Progress in the civil rights movement 1960-62 Peaceful protests and their impact 1963-65 Malcolm X and Black Power 1963-70 The civil rights movement 1965-75 <p>Part 2: The Vietnam War</p> <ul style="list-style-type: none"> Reasons for US involvement in the conflict in Vietnam 1954-63 Escalation of the conflict under Johnson The nature of conflict in Vietnam 1964-68 Changes under Nixon 1969-73 	<p>Part 2: The Vietnam War</p> <ul style="list-style-type: none"> Opposition to the war Support for the war The peace process and end of the war Reasons for the failure of the USA in Vietnam <p>Superpower relations and the Cold War, 1941-91</p> <ul style="list-style-type: none"> Early tension between East and West The development of the Cold War The Cold War intensifies 1941-58 Increased tension between East and West 1958-70 Cold War Crisis Reaction to the crisis Attempts to reduce tensions between East and West 1970-91 Flashpoints, including the Soviet invasion of Afghanistan The collapse of Soviet control of Eastern Europe 	<p>In preparation for the GCSE final examination, we support our students with their preparation by creating bespoke units that will help them by revisiting knowledge and examination technique for the following units. This bespoke planning uses information retrieval practice and we use all evidence from assessments to support the bespoke teaching needed for individual classes and pupils. Our lessons during these few weeks will recap any of these areas:</p> <ul style="list-style-type: none"> Crime and Punishment: 1000-present Early Elizabethan England 1558-1588 The USA, 1954-75: conflict at home and abroad Superpower relations and the Cold War, 1941-91
Vocabulary	All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students' books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.		



	<p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<ul style="list-style-type: none">• In November, students will sit a Mock examination on any content studied up to this point. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable the course leader to adapt teaching where they may be gaps in knowledge.• In February, students will sit a Mock examination on any content studied up to this point. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable to course leader to adapt teaching where they may be gaps in knowledge.• Students will sit their History GCSE exam in May/June

