



History

Learning Journey

Intent • Implementation • Impact

Curriculum Intent

The Parkside History Curriculum Learning Journey meets the statutory requirements of the History National Curriculum in England. The intent of our history curriculum centres upon a profound belief in the importance of history both as an academic discipline within the school curriculum, and as an important foundation stone for living a productive and successful life beyond the confines of compulsory education.

The Parkside History Curriculum Learning Journey (curriculum) intends to deliver a diverse, deep and challenging curriculum that enables all pupils to understand the past by developing their historical skills. Historical thinking combines substantive knowledge and conceptual understanding and renders the past something that can be investigated and understood. The curriculum will empower pupils to question, investigate and explore the complex world that they are a part of.

The curriculum is built on the following set of values:

1. **Knowledge** – Knowledge and understanding of the past will be built with a local, national and international focus and then retained and recalled by pupils.
2. **Enjoyment** – Pupils will view history as a fun and interesting subject.
3. **Exposure** – Pupils will be given the opportunity to embrace areas of the subject which they might not usually come into contact with given their backgrounds and interests. The works of academic historians, historical debates, varied historical sources, and ‘untold histories,’ as well as the very best that the subject has to offer, should all be utilised.
4. **Performance** – The knowledge and skills pupils develop throughout their History Curriculum Learning Journey will be assessed every lesson, every week, every term and every year accumulating in external GCSE examinations. Our curriculum is committed to ensuring that pupils perform to the best of their abilities at every stage of their learning journey in order to support their present and future life choices.
5. **Skills** – Pupils will continuously develop life skills such as critical thinking, evaluating, analysing, empathising and communicating; there are very few jobs that do not require these skills. These will be developed alongside the study of second order concepts such as causation, significance, change and continuity, utility of sources and interpretation.

Pupils will study a broad range of historical topics designed to encourage them to ask questions about the past and to drive learning forward. This approach will enrich the cultural capital of our pupils by assisting them in becoming “educated citizens” who are familiar with the key historic events which have not only shaped Britain, but Europe and the world too.

The curriculum is designed in such a way as to reflect Parkside Community School’s local context. Furthermore, with our pupils’ diverse range of backgrounds, ethnicities and cultures, our curriculum aims to include a range of different aspects, from migration to the UK and black history, to how the role of women has changed over time; as well as the advances and power of the of different world cultures e.g. the Islamic world, African Kingdoms and Ming China. Hopefully this will provide students with opportunities to explore and challenge the traditional stereotypes that many may have been exposed to, while allowing them to make comparisons between British history and that of other regions, helping them to value the history of Britain and the world. In addition to this, local links to local history will also regularly made, focusing on significant local individuals, how historical events affected the local area and how the local area shaped national and international events.



Accompanying the need for our pupils to understand and experience the history of other cultures and regions, is the need for them to be exposed to the high-quality historical scholarship. Exposure to classic and current historical debates and interpretations is key to better understanding history as a discipline, and provides our students with opportunities to come into contact with high level academic thinking. This is something that would not normally penetrate through to our students outside of the school environment.

It is critical for pupils to realise that there were people here before them and that these people, though similar to us in many ways, were also very different. Pupils should have an appreciation that the past is not just a number of events that happened to other people, but events that would have happened to us had we been born at a different time. Therefore, pupils should not acquire the ability to simply judge people, but to try and empathise with people in order to understand them. Pupils should be angry about slavery or be able to understand why some women in the last century gave their life in order to have the right to vote. Pupils will be encouraged to empathise as to why people supported individuals such as Hitler. Simply knowing that events happened is not enough.

To this end, the most important skills we wish to develop are those of thinking and communicating. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, pupils must also be able to communicate effectively; after all, it is no use having a good idea if you cannot tell anyone about it. Pupils of history are judged by their literacy skills and so, in an increasingly non-literary world, it is our responsibility, along with other subjects, to instill the gift of developing written communication. Pupils will understand the past through empathising and critically assessing events so that they can develop their own views on which explanations they think seem most convincing. In this way they develop their own critical thinking and ability to argue both logically and lucidly.

All staff associated with delivering the curriculum love and value the study of the past, and we want pupils to match this enthusiasm, generating an interest in the past that will remain with them for life.

R Hoben – Senior Leader for Personal Development and EBACC.



Curriculum Implementation

Our curriculum is implemented by taking a chronological approach to teaching history at both Key Stage 3 and 4. This approach allows us to take pupils on a journey and exploration of the past, with us the class teacher, as their guide. Pupils will develop their knowledge and skills through a curriculum that takes them from medieval England to the post war world, via early modern Britain, the Industrial Revolution and the British Empire, and on to the major conflicts of the twentieth century and the rise of dictatorships. Themes and links between periods and units will be explored through the use of dedicated 'Histo-recall' memory platforms and review lessons. This interleaving of previous work to echo current studies will help students make sense of the past by providing context and a framework with which to hang their new discoveries.

Taking a chronological approach allows our pupils to make direct comparisons themselves and identify where continuity and changes are occurring throughout the past, whilst refining their skills as young historians. To aid this each lesson is assigned a key substantive or disciplinary concept which is shared with students to encourage them to spot and see the links between units, but also enabling them to build their own knowledge schemas as they progress across the key stages. (see Knowledge schema mapping)

A further benefit of this method of journeying through history in this way, is that we are able to close the gaps that our disadvantaged pupils have. It is crucial to their future that they have a confident and secure grasp of history to make them a well-rounded and educated citizen who is familiar with not only British history, but the histories of people around the world and has an appreciation of the diverse and complex world that they are a part of.

Assessments across Key Stage 3 are based around the five key skills (Second Order Concepts-Disciplinary knowledge) of:

- Chronology, Change and Continuity
- The Use of Evidence
- Causation
- Significance
- Interpretation

Each of these skills and concepts will be regularly assessed throughout Key Stage 3. The development of the five key skills will aid our pupils' successful transition to GCSE and beyond. Assessments will be mindful of the style and demands of the GCSE examinations, but will not replicate them. Instead, assessments will nurture the skills required whilst challenging pupils in a way that is relevant to their point of development. Mid and end of year exams will provide pupils with the opportunity to practice and prepare for GCSE examinations through dedicated revision time, and the setting of knowledge tests. (see component mapping)

Homework will follow the Knowledge Builder method adopted by the school, where previous learning is consolidated through the process of the look, cover, write and fill in the gaps. It is hoped this will foster some of the key revision skills needed for future success, while also offering opportunities for students to revisit and recall knowledge from previous lessons allowing another chance for it to become embedded in their long-term memory.



Literacy skills, including work on 'Word Power' and 'Disciplinary Literacy,' will continually be developed across the key stages, not only with regular vocabulary tests to meet the increasing subject specific literacy demands of the GCSE examinations, but also writing skills, starting with PEE paragraphs, constructing arguments, sharing judgments, as well as sentence level instruction. Key Language, including Tier Two words, are shared with students at the start of each unit of work, and referred to and consolidated across the key stages. These terms have been carefully selected to not only allow the current curriculum to be accessed, but also aid the transition of students from Key stage 3 to key stage 4. Literacy skills will also be systematically assessed using a range of assessment techniques both alongside, and in addition to, the formal skills-based assessments. Oracy is also being interwoven into the curriculum to enable students to 'Speak like a Historian,' as we feel this subsequently supports and improves their written work.

The work of academic historians will also be interwoven across the curriculum to ensure students are exposed high quality historical scholarship. This will be done through using 'story, source and scholarship' activities to allow students to better understand a topic or issue. Accompanying this will be sequences of learning based around an interpretation from a leading historian, where students are encouraged to form their own interpretations and compare them to that of current and classic academics. The work of academic historians is also used as a means of retrieval practice, where students will be handed an extract from the work of a historian, and use their prior learning to provide evidence that both supports and challenges the interpretations they are given. Historical scholarship will also be used periodically to allow students to better understand history as a discipline and the skills and knowledge that it develops. (see KS3 voices mapping)

Alongside the focus of incorporating history Key skills into Key Stage 3, in preparation for GCSE, the demands of the Key Stage 4/5 curriculums will be introduced. This will involve gradually establishing the use of revision skills at the end of units of work, with time spent discussing what good revision entails. This will be incorporated in to all year groups in preparation for their mid/end of year exams alongside examining some of the core exam techniques needed at GCSE, such as writing conclusions and making inferences.

At GCSE level, this approach to revision is built upon by staff inspecting/marking revision work for each assessment, in the hope that good quality revision materials are being produced and good behaviours in terms of revision are being developed. An approach of regular reviewing previous work will also be established at Key Stage 4, where many starters/plenaries will revisit past topics and concepts in order to aid the retrieval of previously learnt material and allow staff to tackle any lingering misconceptions and difficulties. Alongside this will be the use of regular knowledge quizzes to embed key learning for each module, and allow opportunities for knowledge recall.

Please see **Annex 1: Key Stage 3 Learning Journey** for an overview of the full curriculum learning journey our pupils undertake when studying History.



Curriculum Impact

The impact of our History Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

☑ **Knowledge and understanding of the ‘Big Ideas’**. Pupils will be able to speak with confidence about the significant events from the past and explain how they have impacted our society today. Pupils will be able to interrogate historical information and sources and be able to explain this verbally and through written responses. All pupils will be able to reach their own conclusions about historical events from the past and justify their reasoning behind this.

☑ **Formative Reporting of Pupil Progress** will take place through assessments that take place each lesson and include pupil questioning, discussion, the completion of examination style questions and the completion of homework.

☑ **Summative Reporting of Pupil Progress** will take place through knowledge tests that are undertaken by pupils at the midpoint and end point of each Learning Journey, alongside assessments of disciplinary knowledge as outlined previously. Parents/Carers receive a report following each mid and end point assessment to understand their child’s current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.

☑ **In-lesson learning, participation and belonging** is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our History Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.

☑ **GCSE Options choices** indicate that history is a very popular subject, with a large proportion of year 9 students opting to continue to study history at Key Stage 4.

☑ **GCSE History outcomes** demonstrate the overall impact of our pupils’ History Curriculum Learning Journey. GCSE History outcomes contribute to the Ebacc element of the school’s Progress 8 score.

	School	English	Maths	Ebacc	Open
School 2019	0.48 (0.19 to 0.78)	-0.09 (-0.45 to 0.28)	0.99 (0.67 to 1.32)	0.23 (-0.13 to 0.58)	0.87 (0.52 to 1.22)
National	-0.02	-0.04	-0.02	-0.03	-0.04

Well below average

Below average

Average

Above average

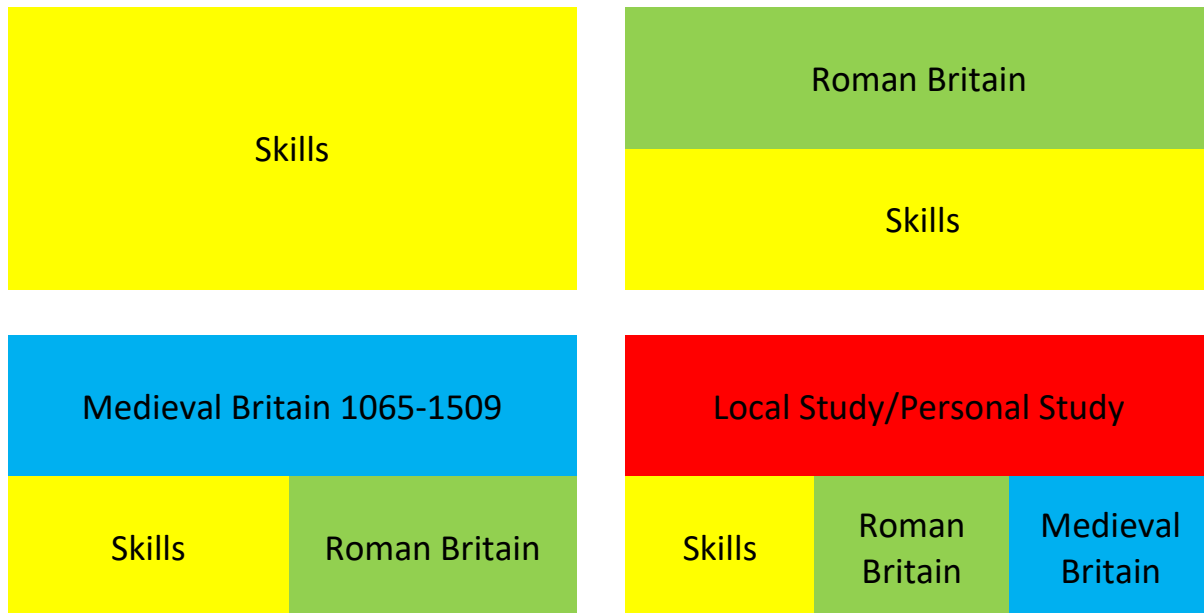
Well above average

☑ **Post-16 Progression** has demonstrated a year-on-year increase in the amount of pupils moving on to study A-Level History at sixth form schools and colleges.



Year 7 History

A1- Topic overview – mapped interleaving



A2 – Topics

Topic 1 – Skills

During this unit students are introduced to key historical concepts and skills, that are essential for progress across the history curriculum. These skills are: chronology, change and continuity; use of evidence, causation, interpretation and significance. These core skills will run throughout the Key stage 3 history curriculum, and these lessons will be the first point at which students are able to familiarise themselves with these concepts. Alongside this, students will also be introduced to key vocabulary and ideas, such as anachronisms, as well as develop their writing the use of PEE paragraphs. The unit ends with a chance for students to practice some of these new skills through investigating a history mystery, such as Bog Bodies.

Topic 2 – Roman Britain

Students are introduced to the Roman Empire and its impact on Britain. Students will explore the birth of Rome, and reasons for the Roman invasion of Britain. From here students start to investigate 'what Rome has done for us?' through looking at the social, political, technological and economic aspects of the Roman period; in order for them to assess the accuracy of differing interpretations of the impact the Romans had upon the British Isles.

Topic 3- Medieval Britain 1065-1509

Starting by looking at the crisis of succession and the battles for throne in 1066, students will look at a range of aspects of life within the medieval period. Starting with how the Normans managed to take and maintain control of England, students will then be assessed on how far the Normans changed life in England during this time.



Following this, the power of the church is then explored in order to enable students to evaluate the causes of the death of Thomas Becket and the impact of the crusades. The significance of the Black Death's effects on British society is also explored, as well as its role in the lead up to the peasant's revolt. To help contextualize Medieval Britain, students will also be introduced to other medieval cultures, focusing on Ming China, the Arab world and the impact of the silk roads. The unit is then rounded off by appraising the differing interpretations of Robin Hood.

Topic 4 – Local and Personal Study

The aim of this unit is to make students aware of some of the individuals linked to the local area, who have contributed to wider society. This unit takes the form of a competition where students have to investigate the role of a range of Chesterfield's former residents and assess their significance and impact. They then have to choose the persons they think Chesterfield should be most proud of, and design a statue/memorial for the town centre, along with a covering letter explaining their choice to the borough council. This then leads to a personal study where students can hone with research skills by investigating an area of history that interests them, this may be linked to a period, event or individual we have looked at during the course of year 7, or it may follow a personal interest.

A3 – Student Outcomes

Topic	Student outcomes
Skills	<ul style="list-style-type: none"> ✓ Awareness of what history is as a subject/concept. ✓ Understand and be able to use key vocabulary associated with the study of History, such as Chronology, anachronism, evidence, source, causation, interpretation and significance. ✓ To use the PEE paragraph approach in order to develop their analytical writing skills. ✓ An appreciation of the differing group that have migrated to the British Isles over time. ✓ Demonstrate some understanding of Chronology. ✓ Demonstrate some understanding of the use of evidence, including some of the factors that impact utility and reliability. ✓ Demonstrate an awareness of differing types of causes, and start to assess their role in the lead up to an event. ✓ Demonstrate an ability to explore and assess the accuracy of opposing interpretations of past events/individuals. ✓ Demonstrate an understanding of what is meant by significance and some for the factors that can help assess the importance of past events, individuals and time periods. ✓ To be assessed on their ability to use evidence to help them reach conclusions about events, individuals and periods from the past.



Roman Britain	<ul style="list-style-type: none"> ✓ To understand what an empire is, and be able to demonstrate an awareness of some of the countries and regions that formed part of the Roman Empire. ✓ To be aware of the myths surrounding the origin of Rome as a city, and some of the features of the city during ancient times. ✓ To understand some of the reasons people joined the Roman Army, as well as some of its features. ✓ To assess the reasons the Romans invaded the British Isles. ✓ To demonstrate an awareness of Boudicca and why the tribes of Britain who resisted Roman rule failed to repel the Roman invasion. ✓ To demonstrate an understanding of and assess the significance of some of the different leaders of ancient Rome. ✓ To understand the diverse range of peoples that the Roman Invasion brought to Britain and what tells us about attitudes towards race and ethnicity in the ancient world. ✓ To understand and assess the significance of the different contributions Romans made to life in the British Isles, such as roads, technology, entertainment etc. ✓ To demonstrate an awareness of the religion of ancient Rome and how it compares with religions in Britain today. ✓ To assess the accuracy of differing interpretations about the influence of the Roman Empire on Britain. ✓ Understand and be able to use key vocabulary associated with the study of the period.
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<p>Medieval Britain, 1065-1509</p>	<ul style="list-style-type: none"> ✓ To understand some of the key features of the period, including the changes that occurred, and an awareness of where this period fits in comparison to Roman Britain and today in the chronology of the British Isles. ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand what is a crisis of succession, and some of the reasons for the crisis of 1066. ✓ To explore the claims of the contenders for the English throne in 1066, and make a judgement on whose claim was the strongest. ✓ To demonstrate an understanding for the events of the Battels of Hastings, Stamford bridge and Gate Fulford. ✓ To understand the reason why the Normans were successful at the Battle for Hastings. ✓ To understand the reasons for the building of castles in England, and how they enabled the Normans to take and maintain control. ✓ To understand the workings of the feudal system, and how it enabled the Normans to take and maintain control. ✓ To understand what the Domesday Book was, its social, economic and military uses, and how it enabled the Normans to take and maintain control. ✓ To assess the impact of the changes the Normans brought to life in England. ✓ To understand the importance of, and power of, religion in England during the middle ages. ✓ To assess and make a judgement on the causes for the death of Thomas Becket. ✓ To understand the significance of the silk roads and how they impacted upon life in medieval Europe/Britain. ✓ To understand the reasons for, and the significance of the Crusades. ✓ To understand the features of the medieval Arab World and make comparisons between it and medieval Britain. ✓ To understand what the Black death was, and how society in Britain tried to deal with its effects. ✓ To demonstrate an understanding of the significance of the Black deaths impact upon society in Britain. ✓ To understand the features of life in Ming China and make comparison between it and life in Medieval Britain. ✓ To assess the accuracy of differing interpretations of the peasants' revolt. ✓ To understand the differing interpretations of Robin Hood and make a judgement on their validity.
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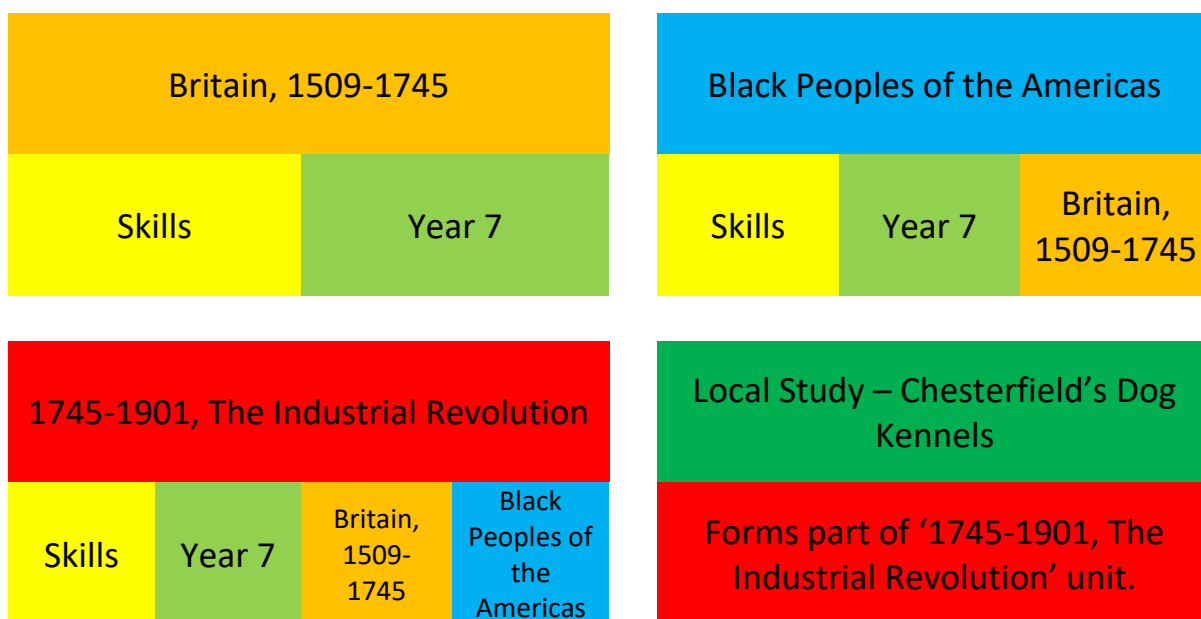


Local Study + Personal Study	<ul style="list-style-type: none"> ✓ To demonstrate an awareness of some of the individuals linked to the local area, who had an impact on wider society. ✓ To assess the significance of the impact people linked to the local area have had on wider society. ✓ To justify the judgements, they make on the significance of individuals linked to the local area. ✓ To develop skills of research and communication through the completion of a personal study into an individual, event or period from the past.
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History Curriculum Learning Journey

Year 8 History

A1- Topic overview – mapped interleaving



A2 – Topics

Topic 1 – Britain, 1509-1745

This unit investigates the social, economic, political and religious aspects of life in Early Modern Britain, focusing on housing, poverty, entertainment, disease etc, and assessing the changes that occurred in these areas across the period. Students will also explore the role of women, witchcraft and immigration to help give them a rounded picture of society. In terms of political power, students will study key monarchs, such as Henry VIII, and the key issues they faced during their reigns. The significant changes within religion that occurred during this time will also be focused on, and discussed regularly building towards an assessment that looks at the significance of the Spanish Armada. Following this the unit covers key moments in the Stuart era, including the gunpowder plot and the civil war.

Topic 2 – Black Peoples of the Americas

Students will explore African history focusing on the diverse cultures that grew up across the continent to help contextualise this enquiry. The students will then move on to the history of African Americans from becoming enslaved to the 20th century. It starts with looking at the trade in enslaved people and how many Africans ended up working on the plantations of the USA and West Indies. From here students will look at the life of enslaved people building towards an assessment focused on assessing the reliability and utility of historical evidence of the slave trade. From here students then follow the African Americans' pursuit of freedom and equality from emancipation and the underground railroad, through the years of persecution and discrimination led by groups like the Ku Klux Klan, and towards the work of Martin Luther King and Malcolm X.

Topic 3- 1745-1901, The Industrial Revolution

During this unit students will look at the changes that occurred during this period of time, and using this to define what is meant by the term 'Industrial Revolution.' Key figures from the period will be analysed to investigate the causes of the Industrial Revolution, on which the students will be assessed. Following this, students will look at the working conditions during this time as well as living conditions and other social issues through a mini investigation of Jack the Ripper. This then forms part of an assessment that looks at differing interpretations of the social changes and conditions during this period. Poverty, transport education and other local links are also investigated.

Topic 4 – Local Study – Chesterfield's Dog Kennels

This unit forms part of the Industrial revolution unit and asks students to investigate an area of Chesterfield known as 'the Dog Kennels.' This area has largely disappeared now, replaced with modern retail units and car parks, however using a range of evidence, pictorial sources, and visits to see the remaining buildings of this area are used to see how the living conditions in Chesterfield matched up to those explored earlier in the topic.



A3 – Student Outcomes

Topic	Student outcomes
Britain, 1509 - 1745	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, including the changes that occurred, and an awareness of where this period fits in comparison to Roman and medieval Britain as well as today in the chronology of the British Isles. ✓ To understand some of the key features of towns during this period and what this can tell us today about health and government in early modern Britain. ✓ To be aware of how society viewed and treated the poor in Early Modern, including causes and the effectiveness of the Poor Law. ✓ To understand some of the key features and characteristics of housing during this period and draw comparisons of housing from across society. ✓ To demonstrate an understanding of what people did for entertainment during this period and make comparisons with today. ✓ Assess and demonstrate an understanding of the changes and continuities that occurred during this time period. ✓ To understand how society viewed and treated women during the early modern period, and how they were punished for the 'crimes' that they committed. ✓ To be aware of the reasons that women were labelled as witches during this time, and how society reacted at different stages to the issue of witchcraft. ✓ To be aware of the differing fashions during this time, and the lengths that people went to in order to fit in with societies expectations. ✓ To be aware of some of the groups that migrated to Britain during this time and the impact they had on Elizabethan England. ✓ To understand how alcohol and the gin craze effected society during this period and draw comparisons with the use of alcohol today. ✓ To be aware of the reigns of some of the key English monarchs that ruled during this period, and understand some of the issues that shaped their time on the throne – Henry VIII, Edward, Mary, Elizabeth, James. ✓ To understand how monarchs at this time used propaganda to maintain support for their reign. ✓ To understand the events of the Spanish Armada, and assess its significance. ✓ To understand the rule James I and the reasons for the differing interpretations of him. ✓ To be aware of the events of the Gunpowder plot and how they fit in with the religious changes that occurred during this period. ✓ To understand some of the causes and events of the of the English Civil War. ✓ To demonstrate an awareness of the reasons why Parliament won the English Civil War and why King Charles was executed.



Black Peoples of the Americas	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, inducing the changes that occurred, and an awareness of where this period fits in comparison to Roman, Medieval and Early Modern Britain as well as today in the chronology of the British Isles. ✓ To understand the features of life in some of the Pre-colonial African cultures. ✓ To understand the process and reasons for the Atlantic slave trade. ✓ To be aware of the conditions many slaves endured during the 'middle passage.' ✓ To understand the lives and roles of slaves on the plantations of America and the West Indies. ✓ To assess the reliability and utility of sources focusing on the slavery. ✓ To understand how enslaved people resisted and revolted against the enslavers. ✓ To understand some of the reasons why slavery was abolished in America and how former slaves and society reacted to emancipation. ✓ To be aware of the discrimination and violence directed towards former slaves and their decedents by white supremacist groups during the late 19th and early 20th centuries. ✓ To be aware of some of the key features of the civil rights movement in the 20th century, including the role of peaceful protest. ✓ To understand the differing roles and views of Martin Luther King, and Malcolm X, in relation to the civil rights movement in America. ✓ To understand some of the ideology of the Black power movement and its influence on the pursuit of equality for African Americans and other minority groups in the 20th century.
1745 – 1901, The Industrial Revolution	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, inducing the changes that occurred, and an awareness of where this period fits in comparison to Roman, Medieval and Early Modern Britain as well as today in the chronology of the British Isles. ✓ To understand the contributions and significance of key industrialists, such as Richard Arkwright, to the development of the Industrial Revolution. ✓ To understand and assess the causes of the Industrial Revolution. ✓ To be aware of the working condition endured by men, women and children during the development of the Industrial Revolution. ✓ To understand the levels of public health provision, and the subsequent impact of living conditions endured by much of the working classes in 19th century towns and cities. ✓ To investigate, using evidence and own knowledge the crimes of Jack the Ripper and understand what they can tell us about life in 19th century towns and cities. ✓ To be aware of the causes, effects and reactions to the cholera outbreaks of the Industrial Revolution. ✓ To assess the validity of differing interpretations of life for the working classes during the Industrial Revolution. ✓ To assess the reasons for, and the reactions by society to, poverty in the in the 19th century, including the New Poor Law and workhouses. ✓ To understand the developments in transport during the 19th century and its significance to wider society. ✓ To understand how compulsory education was established during the 19th century, and how it differs from the education experienced by young people today. ✓ To understand society's perceived issues surround alcohol at this time, and the reactions to it, such as the temperance movements.



Chesterfield's Dog Kennels	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand the living conditions and key features of this area of chesterfield in the 19th century. ✓ To be able to recognise the key buildings and structural remains of the dog kennels area in modern day chesterfield. ✓ To use contextual knowledge to assess the living conditions in the dog kennels in comparison to other areas during the 19th century.
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Year 9 History

A1- Topic overview – mapped interleaving



A2 – Topics

Topic 1 – The First World War

This unit examines the causes of the Great War, and asks students to use evidence to discover the conditions under which the war was fought on the Western Front. The unit will also explore the role of censorship and propaganda in the recruitment process. The students will also focus on the lives of women and the suffrage movement moving towards an assessed piece on the impact the First World War had on women. Following this the popular interpretation of 'Lions led by Donkeys' will be investigated. The role ethnic minorities played in the war will also be studied, before the reasons for armistice.



Topic 2 – Interwar Europe and the Second World War

The impact the Treaty of Versailles had on Europe will be studied in this unit, as will the rise of dictatorships across the continent, focusing particularly on Stalin and Mussolini to provide a comparison. This knowledge will then be used to understand the reasons behind Hitler's rise to power in Germany in 1933. Students understanding of the causes of the second world war will be assessed, before exploring different aspects of life in Nazi Germany. The impact Nazi rule had on the Jewish population, youth and those opposed to the regime will be investigated before students assess who benefitted from the most during this period. The unit also incorporates the study of the holocaust and the persecution of Jews and other minority groups form across Europe. The impact the war had on the Homefront will be studied before students use evidence to assess the events of Dunkirk. After this, students will explore the differing interpretations surrounding Truman's decision to drop the Atomic bomb.

Topic 3- Post War Britain (including local study)

This unit aims to explore some of the major political events of the post war era, while also looking into the significant social changes that occurred alongside a shift in popular culture. The unit also hopes to start and prepare students for the studying of GCSE History by using a similar approach of topic booklets. The cold war will form the basis of one topic booklet, while assessing how far the 1960s deserve the title, 'swinging' will form another. This will lead to assessment on how significant the 1960s really were. The changes that took place in popular culture will also be explored.

Topic 4 – GCSE Preparation

This unit is aims to teach students about the demands of the GCSE Pearson Edexcel (9-1) course, through the revision and retrieval of learning that has taken place across Key Stage 3. Students will be introduced to vital revision techniques and exam skills that will aid their transition to KS4 study.

A3 – Student Outcomes

Topic	Student outcomes
The First World War	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, inducing the changes that occurred, and an awareness of where this period fits in comparison to the periods previously studied in years 7 and 8, as well as the present day in the chronology of the British Isles. ✓ To understand the causes of the Great War, including the role of luck. ✓ To be aware of the propaganda techniques used to recruit people for the war effort. ✓ To use a variety of evidence to be understand of the conditions experienced by soldiers fighting on the Western Front. ✓ To demonstrate an understanding of how censorship was used during the First World War, and why governments saw it as a necessary measure for the war effort. ✓ To understand some of the ways in which the great ear had an impact upon life in Britain on the Homefront. ✓ To understand the roles of women in society before, during and after the Great war. ✓ To understand the impact the suffragettes had on how society viewed women, and how women viewed themselves.



	<ul style="list-style-type: none"> ✓ To assess the impact the war had on the lives of women at the beginning of the 20th century. ✓ To understand what is meant by 'Lions led by donkeys' as an interpretation of the wartime performance of British generals, and to assess its accuracy. ✓ To be aware of the wartime role played Muslim soldiers as well as those of other British ethnic minorities. ✓ To understand the reasons for and significance of the 1918 Armistice.
Interwar Europe and the Second World War	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, including the changes that occurred, and an awareness of where this period fits in comparison to the periods previously studied in years 7 and 8, the First World War, as well as the present day in the chronology of the British Isles. ✓ To be aware of the aims of the 'Big 3' at the peace conference of Versailles in 1919, and to understand the causes and consequences of the Treaty. ✓ To understand the reasons for the rise of Dictatorships in Europe in the period after the First world War, in particular looking at the regimes of Stalin and Mussolini. ✓ To understand and make links between the actions of European dictators and that of Hitler. ✓ To understand the reasons for Hitler coming to power in Germany, 1933. ✓ To understand and assess the causes of the Second World War. ✓ To be aware of the impact that the Nazi regime had on life in Germany in the 1930s and 1940s, focusing particularly on that of Young People, Jews, and those opposed to the national socialists. ✓ To assess the accuracy of differing interpretations of life in Germany during Nazi rule. ✓ To try and understand the persecution suffered by the Jewish population of Europe, along with that of other minority groups at the hands of the Nazi regime during the holocaust. ✓ To understand how the Second World War impacted upon life in Britain on the Homefront. ✓ To be aware of the role played by women and ethnic minorities as part of the British war effort, focusing particularly on Noor Inayat Khan. ✓ To assess evidence on the evacuation of Dunkirk, and what it can tell us about how the events were reported by the British government. ✓ To understand the reasons for dropping the Atomic bomb in 1945, and assess differing interpretations of the event and its significance.
Post War Britain	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period. ✓ To understand some of the key features of the period, including the changes that occurred, and an awareness of where this period fits in comparison to the periods previously studied in years 7 and 8, the First and Second World War, as well as the present day in the chronology of the British Isles. ✓ To understand the reasons for and the impact of post war migration to Britain, focusing particularly on Windrush generation. ✓ To understand the causes and key events of the Cold War.



	<ul style="list-style-type: none"> ✓ To understand what is meant by the term 'swinging' and assess the significance of this reflection of life in 1960s Britain. ✓ To be aware of the changes that took place in British popular culture in the post war period.
GCSE Preparation	<ul style="list-style-type: none"> ✓ Understand and be able to use key vocabulary associated with the study of the period/topics. ✓ To understand some of the requirements of the Pearson Edexcel (9-1) History GCSE course. ✓ To understand and demonstrate some of the revision skills needed to be successful at GCSE.



History Component Mapping

	Topics/GCSE questions	Skills/Components (Assessment points)				
		Chronology, change and continuity	Use of Evidence	Causation	Significance	Interpretations
Year 7	Skills		X			
	Roman Britain					X
	Medieval Britain	X		X		
	Local Study				X	
Year 8	Y8 – 1509-1745	X			X	
	BPotA		X			
	1745-1901 Ind Rev			X		X
Year 9	WW1	X				
	Inter war and WW2		X	X		X
	Post war Britain				X	
	GCSE Prep	X	X	X	X	X
GCSE Paper 1	4m features					
	8m Usefulness		X			
	4m Follow Up		X			
	4m Difference					
	12m Explain Why			X		
	16m How far	X			X	
GCSE Paper 2	4m features					
	12m Explain Why			X		
	16m How far	X			X	
	8m Consequence	X		X		
	8m Narrative	X		X		
	16m Importance	X		X	X	
GCSE Paper 3	4m Inference		X			
	8m Usefulness		X			
	4m Main difference					X
	4m Why different					X
	16m Interpretation					X

* All components feature in all the topics, the above just indicates where each component is assessed in Key Stages 3/4

**4m features questions at GCSE are purely knowledge recall, and do not require students to utilise the main components set out above.



History Knowledge Schema																	
		YEAR 7				YEAR 8			YEAR 9				GCSE				
		Skills	Roman Britain	Medieval Britain	Local/personal Study	Britain 1509-1745	BPoA	1745-1901 Ind. Rev.	WW1	Europe + WW2	Post war Britain	GCSE Preparation	Anglo-Saxon and Norman	American West 1835-95	Medicine in Britain	Weimar and Nazi Germany	
Political	Empire and imperialism		X		X	X	X	X	X	X	X					X	
	Role of parliament			X	X	X		X	X		X					X	
	Role of the Monarchy		X	X		X			X	X			X		X		
	Democracy		X		X			X	X	X	X					X	
	Dictatorship		X						X	X						X	
	Fascism									X							X
	Communism							X	X	X	X					X	
	Enfranchisement				X		X	X	X						X	X	
	Rebellion and revolution		X	X		X	X	X		X	X		X	X		X	
Propaganda and censorship					X			X	X						X		
Social	Education				X			X		X	X					X	
	Medicine and Disease		X	X	X	X		X			X				X		
	Public Health		X	X	X	X		X		X	X				X		
	Living Conditions		X	X		X	X	X	X	X	X		X	X	X	X	
	Housing		X			X		X							X		
	Working conditions					X	X	X	X						X		
	Civil rights and liberties				X		X		X	X	X			X	X	X	
	Poverty			X	X	X	X	X							X		
	Crime and punishment		X	X		X	X	X					X	X		X	
	entertainment		X	X	X	X		X	X		X			X			
	Role of Women		X	X	X	X	X	X	X	X	X		X	X	X	X	
	Social Hierarchy/class	X	X	X		X	X	X	X	X	X		X	X	X		
	Immigration/migration	X	X			X	X	X			X		X	X	X		
	Diversity	X	X	X	X	X	X	X	X	X	X			X		X	
	Alcohol and drugs		X					X						X	X		
	Religion and belief	X	X	X		X				X			X	X	X	X	
	Religious persecution		X			X	X			X				X		X	
	Transportation and technology		X						X	X		X			X	X	
Economic	National and international Trade		X	X		X	X	X	X		X		X	X	X		
	production					X		X			X					X	
	Agriculture		X	X			X	X						X			
	Inflation							X		X						X	
	Economic depression					X	X				X			X	X	X	
	Causes of prosperity and decline			X		X	X	X						X	X	X	
Military	Causes of warfare		X	X		X			X	X	X		X	X		X	
	Conditions of war		X	X		X			X	X			X		X	X	
	Leadership		X	X		X			X	X	X		X	X		X	
	Reasons for victory and defeat		X	X		X			X	X	X		X	X		X	
	Controlling resistance		X	X		X			X	X			X	X		X	
	Making peace		X	X		X			X	X	X		X	X		X	
	Effects of warfare		X	X		X			X	X	X		X	X	X	X	

*All of these concepts are at least briefly referred to in each of the highlighted units, and in many cases will form a central part of the lesson, but in all cases comparisons and links are able to be made to prior learning.



Parkside KS3 History Curriculum - Voices Mapping

Year 7				
Topic	Voices	Scholarship		
Skills	RWM LGBTQ+ Migration Enslaved people	Mary Fulbrook, George Clarke E.H. Carr Charlotte Lytle Riley		
	RWM POC Women Enslaved people	Mary Beard David Olusoga E.H. Carr Adam Hart Davis Aemelia Freshenbruch		
Roman Britain	RWM	Ian Mortimer Elina Woodacre Alison Weir Lisa Hilton Terry Jones T Ashbridge H Mayer Johann Gottfried Herder Julia Lovell		
Medieval Britain	RWM – WOMEN AQA's World MENG China Class	Christine Counsell		
Local people	RWM Women LGBTQ+			
Year 8				
Topic	Voices	Scholarship		
Britain 1509-1745	RWM POC Women Disability Islamic world	Ian Mortimer Miranda Kaufman David Olusoga Ronald Hutton David Starkey David Loades Jerry Brotton Mary Daly Amanda Foreman Malcolm Gaskill Barbara Denegan Edward Hyde William Caruaz John Merril		
BPOA	RWM POC Africa Enslaved people Abolitionists women	Hugh Trevor-Roper Wole Soyinka David Loades Catherine Clinton Olivette Othile David Olusoga		
Britain 1745-1901	RWM Women Children Class Disability	Halle Rubenhold Eric Hobsbawm Frederick Engels Charles Booth		
Year 9				
Topic	Voices	Scholarship		
Empire	RWM POC Indian African class	Niall Ferguson Jeremy Paxman Sathnam Sanghera		
WW1	RWM POC Women Class LGBTQ+ Disability	Annette Becker Gifford Lewis John Horne Fern Riddell Jane Purvis Sarah Jackson Alan Clark Sigfried Sassoon William Philpott John Terraine Gary Sheffield A.L.P. Taylor S Warburton Anthony Linsay David Olusoga Richard Evans		
Inter war Europe	RWM Women POC Jewish	George Orwell J. Stevenson C. Cook Lucy Moore Thomas Streviguth Joshua Zeitz Nora Waln Henry Mattemen Fritz Ruck Elisbeth Rosenfeld Mary Fulbrook George Clare		
WW2	RWM Women South Asian Jewish refugees	Hugh Trevor-Roper A.L.P. Taylor		
Post war Britain	RWM POC Women class	Dominic Sandbrook		

History Curriculum Learning Journey

