

Goldwyn Folkestone - History Subject Statement and Long Term Plan



History Department – Statement of Intent

'If you don't know history, you don't know anything. You are a leaf that doesn't know it is part of a tree'

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils will be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical citizens who can question human motivation and society with skill and confidence.

History lessons at Goldwyn School will aim to give students the opportunity to:

- Engage with the past
- study issues at a local, national and international level in Medieval, Early Modern and Modern time periods
- understand Britain's influence on the wider world
- study the history and influence of different peoples and places across time
- assess the impact of events on individuals and communities
- be exposed to a high level of historical and conceptual vocabulary
- learn to interpret a broad range of sources including visual sources and propaganda
- be exposed to different peoples' perspectives on issues and events
- develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity
- challenge received wisdom about historical figures and issues
- develop confidence in orating and debating historical issues and evaluate historical interpretations

The curriculum is sequenced to ensure:

- students learn within a coherent chronological framework
- key concepts and themes such as civilisation, society, government are interwoven
- there is opportunity to measure pace, extent and trends in change and continuity over time

- students are able to make relevant links between historical episodes such as the black death and the industrial revolution
- there is progression between key stages 3 and 4, with students being exposed to themes and content that will allow all students to access the KS4 content where appropriate
- there is an increasing level of challenge and complexity to enquiries
- there is appropriate division of time between Ancient, Medieval, Early Modern and Modern topics

Examinations:

- Students will have the opportunity to complete AQA Unit Awards

History Department: Long Term Plan

The History Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. It is anticipated that all pupils will have the opportunity to study for a formal qualification in History which addresses their needs, including AQA Awards, Entry level Certificates and GCSE examinations. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress to other courses.

Term	1	2	3	4	5	6
2T	<p>Why and how do we learn from the past? How did William conquer England?</p> <p>Topics:</p> <ul style="list-style-type: none"> -What is History? -How do we use historical sources? -Who had a claim to the throne in 1066? -Why was the Battle of Stamford Bridge important? -Strengths and weaknesses of the two armies -Why did William win? -How did the Battle of Hastings change England? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -creating basic timelines 	<p>Who had the power in Medieval Britain?</p> <p>Topics:</p> <ul style="list-style-type: none"> -The murder in the Cathedral How did Henry II change relationship between Church and State? -Was King John as mean as he is portrayed? -What was the long-term impact of the Magna Carta? -How were the Black Death and the Peasants Revolt linked? -How did the Black death change Britain? <p>Key Learning (KSU)</p>	<p>How did women get the vote?</p> <p>Topics:</p> <ul style="list-style-type: none"> -How were women treated in the nineteenth century? -Would you die for the vote? -What were the differences between the Suffragettes and Suffragists? -Emily Davison – Martyr or fool? -What was the impact of the Suffragettes on women’s rights? -How far have women gained equality in Britain today? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Identify and categories 	<p>What was it like to be an African slave?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Difference between a servant a slave? -Who benefitted from the Triangular Trade? -What were conditions like on the Middle passage? -How were slaves sold and auctioned? -What were conditions working on the plantations? -What led to abolition? -Does slavery still exist? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Constructing detailed timelines 	<p>How should we assess the rule of the two Henry Tudor’s?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Who won the Wars of the Roses? -Was Henry VII a gangster king? -Did Henry VIII marry for love? -Why did Henry break with Rome. -How we can assess Henry’s foreign policy? -Was Henry VIII a tyrant? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -making historical links and comparison. -Recognising the 	<p>What challenges did the Tudor Queens face?</p> <p>Topic:</p> <ul style="list-style-type: none"> -Does Mary deserve to be called Bloody? -What problems did Elizabeth face as a female monarch? -Did the Spanish Armada nearly sink England? -A Golden Age or a weak isolated queen? -What was it like to live in Tudor England? <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Knowledge of problems female rulers faced -Understanding of effects of political

	<ul style="list-style-type: none"> -Remembering key terms -Ordering historical events in order of importance -Understanding that an interpretation is ONE version of a narrative. 	<ul style="list-style-type: none"> -Identifying short and long term effects -Commenting on the reliability of sources -Use Chronological language -Asking relevant questions. 	<ul style="list-style-type: none"> different causes. -Understanding of and use of the term biased. - Ability to recall information from different time periods. 	<ul style="list-style-type: none"> -Ability to write paragraphed responses. -Some understanding of how sources can be used in History. -Use simple terms like seventeenth century and apply them to historical situations. 	<ul style="list-style-type: none"> short-term effects of events. -Identifying strengths and weaknesses -Understanding that individuals can cause historical change. -Using period specific vocabulary. 	<ul style="list-style-type: none"> decisions. -Ability to recognise different interpretations of the same events and question their reliability. -Understanding of key terms like Government and Society.
Group 3	<p>How did the world come to war in 1914?</p> <p>Topics:</p> <ul style="list-style-type: none"> -What were the long term causes of WWI? -What were the short term causes of WWI? -How were men recruited to fight? -How did the war reach a military stalemate? -Why resort to trench warfare? -General Haig – a military genius or a fool who sent men on suicide missions for his own personal glory? -What is a conscientious objector? <p><u>Key Learning</u> <u>KSU</u></p> <p>-Making inferences</p>	<p>How was the war fought and ended in 1918?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Cowardice or otherwise? How did the war interpret those who could not fight? -How was the war fought in the air? Who had supremacy and why? -Which weapons had the biggest impact on the outcome of the war? -What role did women play in WWI? -The Treaty of Versailles – deserved punishment? <p><u>Key Learning</u></p>	<p>How did the Civil Rights Movement change America?</p> <p>Topics:</p> <ul style="list-style-type: none"> -What do we understand by Rights? -Was Abraham Lincoln the Great Emancipator? -How did the Jim Crow Laws affect black people? -How did the events at Little Rock Nine affect the civil rights movement? -Rosa Parks: the most historic bus ride. -What impact did Martin Luther King have? -Malcom X – political activist or terrorist? -What racial problems exist in America today? <p><u>Key Learning</u> <u>KSU</u></p>	<p>How did the actions of Charles I lead England into a very uncivil war?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Who was James I? -How did the Gunpowder plot actually help to undermine the Catholic position in England? -What kind of man was Charles I? -What were the causes of the Civil War? -How did the Cavaliers and Roundheads fight? -Would you sign a death warrant for a King? <p><u>Key Learning</u> <u>KSU</u></p>	<p>How did Britain become the workshop of the world?</p> <p>Topics:</p> <ul style="list-style-type: none"> Why were people on the move in the eighteenth century? -What were conditions like in industrial towns? -How did transport revolutionise the country? -What was Black Gold? -How did mass production change Britain and working conditions? <p><u>Key Learning</u> <u>KSU</u></p> <p>-Making effective</p>	<p>What was the impact of changes in the nineteenth century?</p> <p>Topics:</p> <ul style="list-style-type: none"> -How did London deal with the Great Stink of 1858? -Who was the most significant innovator of the industrial Revolution? -How did Government policy reform Public Health? -What role did Medicine play in changing conditions for the working class? -Surgery – a death trap or a pain killer? <p><u>Key Learning</u> <u>KSU</u></p> <p>-Developing a simple</p>

	<p>from different historical sources.</p> <ul style="list-style-type: none"> -Making comparisons between different types of warfare. -Using vocabulary linked to the pace of change -i.e. slowly or quickly. -Writing a detailed response in which a clear view is articulated and justified using sources. 	<p>KSU</p> <p>Asking questions about the reliability of sources.</p> <ul style="list-style-type: none"> -Linking cause with effect using historical evidence. -Explain at least one cause of an event. -Write a descriptive narrative with some accuracy. 	<ul style="list-style-type: none"> -Can reflect on the impact of change. -Select and describe the key features of a variety of historical interpretations. -Make comparative links with the past and the present. -Ask challenging questions of sources, identifying bias and political control. 	<ul style="list-style-type: none"> -Make supported inferences about the past using historical sources. -Write a clear report of causes of an event – i.e. the Civil War. -Simple knowledge of the key events and an ability to create a narrative around it. -Use of key subject vocabulary. 	<p>links between the past and the present.</p> <ul style="list-style-type: none"> -Recognising the impact of individuals in creating change i.e. IK Brunel. -Developing understanding of chronology – ability to create a detailed timeline of key events/factors of the Industrial Revolution. 	<p>overall chronological picture.</p> <ul style="list-style-type: none"> -linking ideas with work on year on the Black Death. -Developing ability to ask probing historical questions – with a focus on consequence and change. -Understanding of how societies evolve and their determining factors – finance etc.
<p>Additional Units to cover for those who have been in the same group</p>	<p>The British Empire – A story of innovation and progress or a stain on our History?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Should we be proud of the British Empire? -What was the impact of the British East India company in India? -How heroic was Robert Clive? -Did the Raj Rock? -What impact did Gandhi have on Indian independence? -How far did the British change life in Australia? <p>Key Learning KSU</p>	<p>How did the Home Front defend Britain in World War II?</p> <p>Topics:</p> <ul style="list-style-type: none"> -Why was Hitler so evil? -What were the main causes of WWI? -How did Appeasement lead to war? -Was Churchill the greatest Briton? -Dunkirk – A disaster or success? -How did Britain win the battle in the air? -Was there really a blitz spirit? <p>Key Learning</p>	<p>What conditions allowed the Jewish Holocaust to happen?</p> <p>Topics:</p> <ul style="list-style-type: none"> -An introduction to the holocaust -Anti-Semitism in Germany -How did we move from extremism to extermination? -Who was to blame for the holocaust? -Was there any Jewish resistance? -How were the extermination camps liberated? -What can we learn from a diary about conditions in the camps? 			

	<p>-Link the construction of different ideas to the use of a variety of sources.</p> <p>-Understand that a change in one society may not be important in a different society.</p> <p>-Developing skills in employing historical concepts – rationalising the past? Applying modern morality to a different era – different values and expectations.</p>	<p>KSU</p> <p>-Understanding of how sources can be tested for their validity.</p> <p>-Increasing use of subject specific vocabulary – see lesson Key words.</p> <p>--Recognition that causes can have multiple consequences.</p> <p>-Adapting vocabulary to the time period.</p>	<p>Key Learning KSU</p> <p>-Sensitive subject matter approached with a historian’s eyes.</p> <p>-Growing skill in linking and making comparisons between historical events e.g. other examples of genocide.</p> <p>-Understanding that historians will sometimes use unreliable sources i.e. Nazi propaganda regarding the holocaust.</p>			
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Term	1	2	3	4	5	6
GCSE year 1	<p>GCSE: Paper 1 Section A – Understanding the Modern World.</p> <p>Germany 1890-1945 Democracy and Dictatorship</p> <p>Topics:</p> <p>-What problems did Kaiser Wilhelm face ruling Germany before 1914?</p> <p>-How could the world go to war in 1914?</p> <p>-How were the lives of</p>	<p>GCSE: Germany 1890-1945 Democracy and Dictatorship</p> <p>Topics:</p> <p>-Why did the Nazi Party find popularity?</p> <p>-How did Hitler become Chancellor?</p> <p>-Was the Night of the long knives a disaster for Germany?</p> <p>-How controlling was the Nazi police state?</p> <p>-How easy was it</p>	<p>GCSE Health and the People</p> <p>Topics:</p> <p>-How significant was the Renaissance in changing medicine?</p> <p>-Does John Hunter deserve a place in the medical hall of fame?</p> <p>-Jenner’s smallpox vaccine – brilliance or luck?</p> <p>-Did Florence Nightingale change hospitals single-</p>	<p>GCSE Health and the People</p> <p>Topics:</p> <p>-Who benefitted most from the new reforms of the Liberals?</p> <p>-How could it be argued that war can have a positive effect on medicine?</p> <p>-How have medicines developed in the modern era?</p> <p>-What were the</p>	<p>GCSE Paper 1 Section B</p> <p>Conflict and Tension: The Inter War Years 1918-1939</p> <p>Topics:</p> <p>-What were the aims of the peacemakers?</p> <p>-Were the Big 3 willing to compromise?</p> <p>-Evaluate the structure of The League of Nations.</p>	<p>GCSE: The Inter War Years 1918-1939</p> <p>Topics:</p> <p>-What were Hitler’s aims?</p> <p>-German rearmament and the road to war</p> <p>-The reoccupation of the Rhineland</p> <p>-The Anschluss with Austria</p> <p>-The Sudeten crisis</p> <p>-Why did Hitler and Stalin decide to work</p>

	<p>ordinary Germans affected by WWI? -Why did the Weimar Republic collapse? -Was the Treaty of Versailles fair? -The Munich Putsch – success or failure? -How Super was Stresemann? <u>Key Learning</u> <u>KSU</u> -Using a good range of contextual knowledge to analyse sources than others by blending interpretations together -Skills in forming detailed conclusions. -Understanding of examination expectations.</p>	<p>control the youth of Germany? -To what extent did women accept their roles in Nazi Germany? -How far did the Nazis succeed in controlling the Churches? <u>Key Learning</u> <u>KSU</u> -Skills in making judgements about the utility of sources for specific enquiries. -Knowledge – Starting to move beyond just explaining what happened in the past and gaining a sense of ‘period’ -Improving GCSE vocabulary.</p>	<p>handedly? -How did scientists discover that germs caused disease? -Why was public health not a priority for the government in the 19th century? <u>Key Learning</u> <u>KSU</u> -Understanding that progress can be hindered by societal change or influence – e.g. religious views on medicine. -Skills in making links between political change and voting change. -Knowledge of linked events in the Industrial Revolution – Year 8 Terms 5-6.</p>	<p>barriers to modern surgery and how were they conquered? -Who deserves the most credit for penicillin – Fleming, Florey or Chain? <u>Key Learning</u> <u>KSU</u> -Understanding how historians use change and continuity as historical markers. -Understanding that significance can change depending upon perspective. -Increasing skills in applying knowledge to examination style questions.</p>	<p>-How did the Treaty of Versailles affect Germany? -How did the Depression cause problems for the League of Nations? -Japan and the League of Nations -Was the League of Nations destined to fall? <u>Key Learning</u> <u>KSU</u> -Understanding that Diplomacy can prevent war. -Understanding of and ability to employ key term – appeasement.</p>	<p>together? -How did other countries react to Hitler’s foreign policy aims? -Why did Italy invade Abyssinia? <u>Key Learning</u> <u>KSU</u> -Skills in explaining the consequence of an event by analysing period features. -Understanding of subject specific vocabulary. -Increasing understanding of strategies to approach exam style questions – regular practice papers and use of revision guide.</p>
GCSE year 2	<p>GCSE: Elizabethan England 1568-1603</p> <p>Topics: -Why was Mary, Queen of Scots a threat to Elizabeth? -Status, fashion and wealth in Elizabethan England -Why was Elizabethan theatre significant? -Historical Environment</p>	<p>GCSE: Elizabethan England 1568-1603</p> <p>Topics: -Poverty and the Elizabethan Poor Law of 1601 -An introduction to exploration in Elizabethan England -Hawkins, Drake and Raleigh – an evaluation of their</p>	<p>GCSE: Germany 1890-1945 Democracy and Dictatorship</p> <p>Topics: -Why were the Nazis so full of hate? -Why did Nazi policies towards Jews change? -Did the Nazis always plan to exterminate all Jews in Europe? -Was all opposition to</p>	<p>GCSE: The Inter War Years 1918-1939 GCSE Health and the People</p> <p>Topics: -How was the NHS created? -Should the Government be concerned about or health? -How can we respond</p>	<p>Revision Over these last lessons prior to any examination pupils we be practising mock papers and using their detailed revision guides. Teaching will respond to any identified gaps in understanding/skills or knowledge.</p>	

	<p>Questions</p> <ul style="list-style-type: none"> -Was Elizabethan England a Golden age or was it a case of all that glitters is not gold? -Why did Elizabeth trust so few? -Is it fair to describe Elizabeth's foreign policy as non-existent? <p><u>Key Learning</u> <u>KSU</u></p> <ul style="list-style-type: none"> -Understanding of expectations of GCSE Historic Environment Exam question. -Skills in applying specific contextual knowledge of more than one period e.g. comparisons of Elizabethan era with other supposed 'golden ages'. 	<p>discoveries and impact</p> <ul style="list-style-type: none"> -The singeing of the King's beard. -Why did Elizabeth always avoid war? -Why did the Spanish Armada fail and what impact did it have on Europe and England. -How should we assess the reign of Elizabeth? <p><u>Key Learning</u> <u>KSU</u></p> <ul style="list-style-type: none"> -Skills in creating a sophisticated piece of writing that shows clear knowledge and understanding. -Understands how to form inferences from primary sources independently. Knowledge of high-level contextual language. 	<p>Hitler futile?</p> <ul style="list-style-type: none"> -How did the war impact on Germans at home? -Focus on responding to Examination questions. -Mock exam paper. <p><u>Key Learning</u> <u>KSU</u></p> <ul style="list-style-type: none"> -Skills in using own knowledge of 1930's Germany to question the origin, nature and purpose of an historian's interpretation. -Understanding of how to make appropriate selections from a range of sources to answer a specific question. -Knowledge of a variety of exam style questions. --- Ability to write responses to the 'Evaluation' Q4 12 point example. 	<p>to exam Factor questions?</p> <ul style="list-style-type: none"> -Why did World War II break out? -How to approach examination questions on the Inter-War diplomacy. <p><u>Key Learning</u> <u>KSU</u></p> <ul style="list-style-type: none"> -Skills in making confident use of a variety of different sources to make informed judgements. -Understanding of how medical advances today link with those of the past. -Knowledge of the relationship between medicine and religion in the 21st century. 		
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