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**CURRICULUM PLAN**

The table below is designed to be a brief, concise and meaningful Curriculum Plan which summarises the department’s thinking for our fully-developed, knowledge-rich curriculum. As well as a ready reference for Curriculum Leaders as part of their ‘deep dive’ department reviews, this should be a document shared with all members of the department, and regularly discussed as part of department meetings. It will be particularly useful when discussing how to move from one topic to the next, and will enable all teachers to coherently explain the curricular journey to students better in the classroom. Finally, new members of departments will be able to use it to get a better handle on the principles and practices of the department, allowing them to better transition into the department.

Please delete any years not relevant to you before submitting the final version to SBL.

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| Department: History |
| Vision Statement: The Colton Hills History department seeks to instil a genuine passion within our pupils to engage with the past. Colton Hills History student will explore the past with an inquisitive mind and delve into the stories of those already highlighted figures within the past but also those forgotten voices who have merely served as a footnote on the pages of our history books. Our mission is to resurrect the peoples and the stories of the past in order to allow students to be able to identify with the consequences of History that shape our lives today. From the glorious to the harrowing… All stories great or small must be overturned! |
| Strapline: PERKS! Passion, Expected five, Retrieval, Knowledge, Spiral Curriculum |
| Curriculum Story: History is the greatest story ever told! Students begin with arming themselves with a historian’s tools necessary to navigate the mighty journey from the last successful invasion of England in 1066 to the rise of the Heinous dictators who dominated the 20th century stage. Students play a part in seeing how they and their own histories have shaped the world we live in today. Get ready to see the greatest story unfold…  |
| Skills developed: L.P Hartley states that “The past is a foreign place, they do things differently there”… The History department’s task is to successfully arm students with the tools to navigate the story of the past. At Colton Hills, students approach these topics with a critical mind set and analyse a range of historical sources and artifacts that allow them to truly identify with past. Students delve into a world of weird and wonderful ways that people have lived, achieved, failed and grown. We only hope that every student walks away with an inspirational story of an individual that inspires them and helps to navigate them throughout their own story. |

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| **Year 10:** [Dictatorships, the pursuit of peace and war] |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [The problems of the Weimar Republic and the Rise of Hitler] |
| Democracy and Dictatorship Germany 1890-1945 | This topic is important as a world study which forms part of the National curriculum. It allows students to view political systems, the consequences of war and how dictatorships have flourished and what life is like for the citizens living under them | Year 9 interwar period and the causes of World War Two | Conflict and Tension and the actions of Hitler regarding the causes of WW2 | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | German government (Chancellor/ varied forms of government e.g proportional representation),German languageIssues relating to economies) | German language Politics and PSHEBusiness studies inflation and world economies |
| **Autumn 2** [Life in Nazi Germany] |
| Democracy and Dictatorship Germany 1890-1945 | “ “ | Year 9 interwar period and the causes of World War Two | Conflict and Tension and the actions of Hitler regarding the causes of WW2 | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | Differences between protestant and CatholicsThe importance or race/genocide/persecution and the imprint it has left on society | RE: The Church and Nazi GermanyThe HolocaustYad Vashem/Hebrew |
| **Spring 1** [Peace-keeping and international relationships] |
| Conflict and Tension: 1918-1939 | To examine the consequences of WW1 and how nations worked to rebuild themselves and prevent another conflict. The creation of the League of Nations and how it failed to keep peace and appeased Hitler. The actions of the Allies resulted in another conflict | The rise of Hitler and the Treaty of Versailles/ “Big Three” | Depth study/ The Normans in examining the impact of a short period of time | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | To explore similarities between the United Nations and the League of Nations as a world organisationGovernment policy in dealing with aggressive powers | PSHE and governments and world conferences |
| **Spring 2** [How did Hitler’s Foreign policy result in the outbreak of war?] |
| Conflict and Tension: 1918-1939 | “ “ | Hitler’s Foreign policy | “ “ | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | “ “ | PSHE and governments and world conferences |
| **Summer 1** [Medieval and Renaissance medicine] |
| Britain and the Peoples Health: 1100-present | As a development study it is important for students to study change over time with a particular topic. An interesting topic that introduces students to the growth of knowledge concerning the medical world. Students go from the crazy cures of the Black Death to the pivotal discovery of germs, the creation of the NHS and more… | Public health topics studied at KS3 such as Medieval and Industrial Public Health | Public Health in a Monastery/Norman England | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | The development of surgery throughout the agesScientific methodsStudy of DNAGovernments responsibility towards Public healthHow governments deal with pandemics | PSHE: Health and diseaseScience/biology/ The anatomy |
| **Summer 2** [Industrial Britain and the improvement of public health] |
| Britain and the Peoples Health: 1100-present | “ “ | Public health topics studied at KS3 such as Medieval and Industrial Public Health | Public Health in a Monastery/Norman England | Source analysisEvaluationKnowledge of cause and consequenceChange and continuity Significance in history | The development of surgery throughout the agesScientific methodsStudy of DNAGovernments responsibility towards Public healthHow governments deal with pandemics | PSHE: Health and diseaseScience/biology/ The anatomy |

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| **Year 11:** [Norman England and the last successful invasion of England] |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Who wanted to be king and how did this result in the Battle of Hastings?] |
| Norman England 1066-1100 | This topic acts as a British study but has featured in the KS3 scheme and therefore students have a foundational basis of knowledge for this. It is important for students to know about the last successful invasion of England and how this has shaped Britain and the English language | Is the second British study and knowledge about hygiene and sanitation in a monastery and the level of public health provided will be useful. In addition, knowledge of the Medieval Church | N/A as the last topic | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | Etymology of words and the influence of the French language upon the English language todayThe impact on local History with links to Dudley castle as a Norman stronghold | English languageKS3 Year 7 study of the NormansGeography: Place names and location such as Hastings, York, Scandinavia |
| **Autumn 2** [Historical investigation] |
| Norman England 1066-1100 | Students complete an investigation into an historical site important to the Norman conquest e.g The Tower of London. This changes yearly and students will be informed of the location | “ “ | N/a as the last topic | Source analysisEvaluationKnowledge of cause and consequenceChange and continuitySignificance in history | “ “To assess the importance and history of sites and how they are used today.Exploration of the importance of English heritage sites and the tourism it generates | “ “Hospitality and Tourism |
| **Spring 1** [Insert focus of the term here – no more than one line] |
| Germany revision | To work on retrieval of content and exam practice in preparation for the exam | N/A | Exam | Exam skillsSource based/Essay practice. Question genres |  |  |
| Spring 2 [Insert focus of the term here – no more than one line] |
| Conflict and Tension revision | “ “ | N/A | Exam | Exam skillsSource based/Essay practice. Question genres |  |  |
| Summer 1 [Insert focus of the term here – no more than one line] |
| Britain: Health and the People revision | “ “ | N/A | Exam | Exam skillsSource based/Essay practice. Question genres |  |  |
| Summer 2 [Insert focus of the term here – no more than one line] |
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| **Year 12:** [Fascist Italy 1900-1945)[The problems facing Liberal Italy and how this gave rise to the birth of fascism] |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Liberal weaknesses under Giolitti ] |
| Getting to grips with A Level HistoryThe Weaknesses of Liberal Italy 1900-1922 | Students introduce themselves to key terminology Students explore the problems caused by the unification of Italy in 1860. These problems ultimately led to the rise of fascism. Students evaluate which factors are most responsible for the rise of fascism and write an A level essay | Nazi Germany/ right wing fascist ideas and problems facing the Weimar Republic | Mussolini’s consolidation of power | Source analysis/evaluation/ exploring key historiography/structuring an A Level essay | Political systems/spectrumsCultural aspects and the demographic of ItalyItalian language | Geographical links/Government styles |
| **Autumn 2** [Mussolini’s pursuit of a dictatorship] |
| Mussolini’s consolidation of Power and life in fascist Italy | Students explore the factors that contribute to Mussolini’s consolidation of power and the path to dictatorship. Students also explore domestic life in Italy and the impact on groups of Italians such as the Church and youth | Hitler youth Year 10/11 and social policyHitler’s consolidation of power | The impact of the economy and foreign policy | Source analysis/evaluation/ exploring key historiography/structuring an A Level essayExploring exam-based source level analysis | Italian languageCultural aspects and the demographic of ItalyKnowledge of the Roman Catholic Church | Urban and rural aspects of Italian life (geography) |
| **Spring 1** [Life in Fascist Italy] |
| The economy/Foreign policy and war | Students explore the impact of fascist rule on the economy and how these affected aspects of foreign policy and ultimately resulted in the downfall of Italian fascism. Students explore the “Caesar myth” and the “New Roman Empire”.  | Life in fascist Italy youth/army | Government under the Tudors | Source analysis/evaluation/ exploring key historiography | The fundamentals of an economy and how it is affected by mass unemployment and events such as the Depression | Economic development (Geography) |
| **Spring 2** [Who were the Tudors and how did life change under the Tudor regime?] |
| The Tudors: An introduction toHenry VII | Students are introduced to the Tudors. An infamous and iconic dynasty embroiled in tales of love, scandal and a religious schism that would change the course of European History. The first Tudor King, Henry VII is introduced to students. An elusive figure in the Tudor dynasty. What were his achievements and legacy? | The development of government and foreign/domestic policy | Students will compare the reigns of each Tudor monarch and evaluate the success of foreign relationships and relationships between The Church and state | Source analysis/evaluation/ exploring key historiographyForming comparisons between historian’s opinions and developing knowledge about key schools of thought within the subject areas and topics e.g Tudor rebellions | To develop knowledge about the development of key institutions such as government over time and to reassess generalised ideas about the Tudors within the media. How does your current knowledge on the topic compare with your foundational knowledge at year 8? | PSHE: Government organisationHistory: The Tudors |
| **Summer 1** [How did Henry’s “Great Matter” result in the break with Rome?] |
| The Tudors:Henry VIII and the Reformation | Students explore the next stage of the Tudor regime and one of the most cataclysmic events within history: The Break with Rome. The impact of this event on European history and religion is explored.  | Students compare the types of challenge and rebellions faced by the monarchs. Which represented the more serious threat to the Tudor monarchs: Religious or economic rebellions? | Religious change under the Tudor monarchs 1547-1603  | Source analysis/evaluation/ exploring key historiographyForming comparisons between historian’s opinions and developing knowledge about key schools of thought within the subject areas and topics e.g Tudor rebellions | To delve into the world of Tudor historiography and explore the wealth of information on the topic.An assessment on the key differences between Catholicism and Protestantism as ways of life and the progression and schism of Christianity across Europe during the Renaissance  | Religious Studies: Christianity and ways of Christian worshipHistory KS3 and GCSE: The significance of the Renaissance and the development of science and knowledge up to the present day |
| **Summer 2** [The impact of religious changes during the Mid Tudor period] |
| The Mid Tudor Period and the Elizabethan era | Students explore the aftermath of the Reformation and the religious changes invoked by Edward VI and Mary I. Students must understand the impact of these changes and compare the responses to that of the subjects within the Henrician reigns previously studied | Religious change 1509-1547 | Coursework write-up and the exploration of Tudor historiography across the reigns | Source analysis/evaluation/ exploring key historiographyForming comparisons between historian’s opinions and developing knowledge about key schools of thought within the subject areas and topics e.g Tudor rebellions | To reassess how ‘bloody’ Mary I was.The advent of the British Empire | History: The Tudors/Renaissance and the British EmpireReligious Studies: Christian worship |

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| **Year 12:** [Challenge and Transformation: Britain – 1851to 1914][Brief summary of the overall focus here – no more than one line ] |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [To get students accustomed to the key concepts and terms of A Level History] |
| British government and reform | Students need to be aware of the personalities, ideologies and reforms at the heart of mid-Victorian Britain  | Several link to GCSE History including the improvements to public health outlined in the GCSE History course of Medicine and the Health of the People | As the course moves in chronological order, this is the basis of all future A Level History work | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Autumn 2** [British government and reform 1851 to 1914] |
| **As above** |  |  |  |  |  |  |
| **Spring 1** [Economic and social change in Britain between 1851 and 1914] |
| Economic, social and change in Britain between 1851 and 1914 | Students are able to develop their appreciation of the time period by adding further elements of historical life to the context of the period already studied in the first term | As the period studied is the same there are regular occasion where the new content refers back to the previous term | This acts as a foundation from which the further topics can be built. | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Spring 2** [Ireland between 1851 and 1914] |
| Ireland 1851 to 1914 | Students understand how the history of Ireland is linked with Britain  | **This builds on what has been studied so far in the course so far.** | This acts as a foundation from which the further topics can be built. | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Summer 1** [Political, economic and social life between 1914 and 1939] |
| Government and reform 1914 to 1939 | Students need to be aware of the personalities, ideologies and reforms of the time | This follows on from the work completed earlier in the course | This acts as a foundation from which the further topics can be built. | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Summer 2** [Revision for Year 12 Exams] |
| **Revision for Year 12 Exams** |  |  |  |  |  |  |

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| **Year 13:** [Challenge and Transformation: Britain 1914 to 1964][] Political, economic and social life between 1914 and 1939 |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] |
| Government and reform 1914 to 1939 | Students need to be aware of the personalities, ideologies and reforms of the time | This follows on from the work completed earlier in the course | This acts as a foundation from which the further topics can be built. | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Autumn 2** []World War Two and Life in Post-War Britain |
| Government and reform 1939 and 1964 | Students need to be aware of the personalities, ideologies and reforms of the time | This follows on from the work completed earlier in the course | This acts as a foundation from which the further topics can be built. | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Spring 1** [Social and economic change in Britain between 1939 and 1964] |
| Social and economic change in Britain between 1939 and 1964 | Students are able to develop their appreciation of the time period by adding further elements of historical life to the context of the period already studied in the first term | This follows on from the work completed earlier in the course | Revision for examinations | Historical Interpretation and Historical EnquiryEssay writing and understanding the causes and consequences of actions | Students develop a detailed understanding of the nature of British politics and the functions of the main political institutions | Social Justice, Civic Responsibility and Cultural Diversity |
| **Spring 2** [Revision for Examinations] |
| Revision  |  |  |  |  |  |  |
| Summer 1 [Insert focus of the term here – no more than one line] |
| Revision  |  |  |  |  |  |  |
| **Summer 2** [Insert focus of the term here – no more than one line] |
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**Appendix A: Whole-school Curriculum Vision**

**OUR CURRICULUM VISION**

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students’ lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students’ knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

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| **1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)****2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)****3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)****4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)****5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)****6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)****7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)****8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)** |

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.