

## Curriculum Overview History (Intent, Implementation, Impact)

### Curriculum Intent

The Twyford Trust's History curriculum aims to teach our students to be powerful, conceptual thinkers. The basis of good history is a strong argument and our curriculum asks students to question and interrogate the value of evidence from the past, creating their own arguments and questioning the arguments of others. Our high quality curriculum will help our students gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to give students a coherent and chronological narrative from 1066 to today, examining how both people's lives have shaped Britain today and how Britain has influenced and been influenced by the wider world. Through the teaching of key concepts, students are taught to make connections, draw contrasts, analyse trends, frame historically-valid questions and write their own accounts both of a narrative and analytical framework. Whilst our curriculum is skills based, representing in the objectives of the department, this is underpinned by knowledge, as knowledge empowers our students to think for themselves and make and form their own analysis. It is our role as teachers of literacy to ensure that students learn and deploy accurately terms such as 'authority', 'parliament' and 'agriculture'. We wish to teach students the importance and value of historical perspective, placing their own knowledge into different contexts, equipping students with power to be confident, curious and careful thinkers about the world around them.

### Assessment Objectives:

We use the GCSE assessment objectives at KS3 and KS4. All assessments and lessons encompass AO1 as this is knowledge driven, our second order concepts are assessed in AO2 whilst the tools of the historian, the sources and interpretations are assessed in AO3 and AO4.

**AO1:** Knowledge and understanding of the key features and characteristics of a time period – 35%

**AO2:** Explanation and analysis of historical events and periods using second order concepts. – 35%

Causation & Consequence

Change & Continuity

Significance

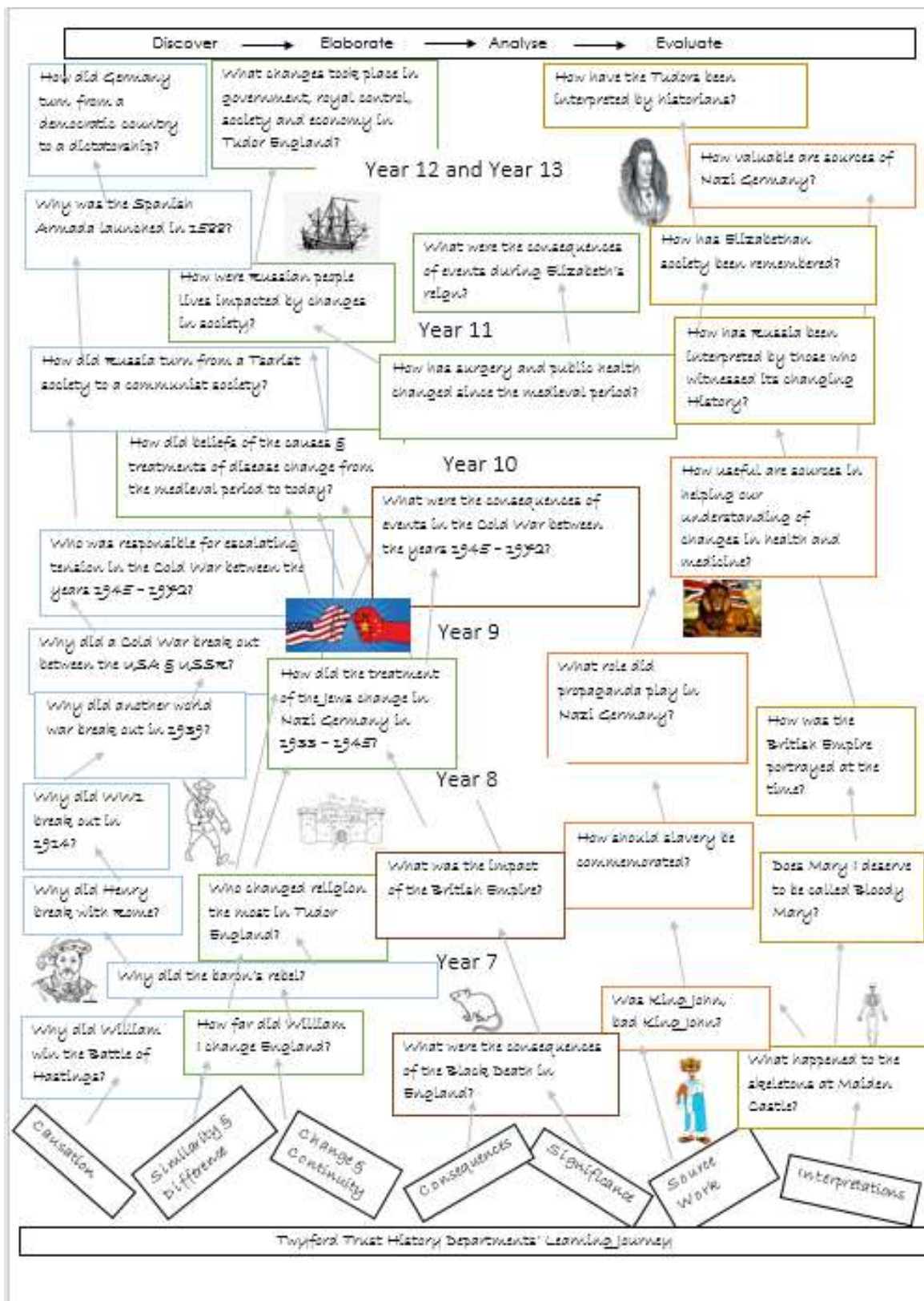
Similarity & Difference

**AO3:** Analyse, evaluate and use sources to make substantiated judgments in the context of the event studied – 15%

**AO4:** Analyse, evaluate and make substantiated judgments about interpretations in the context studied. – 15%

### CURRICULUM IMPLEMENTATION

All units with the History curriculum have a focus and answering historical questions is at the root of what we do. Content knowledge is built upon as the course progresses, students build a narrative, chronological picture of the world around them and then apply different concepts to this (see above), as knowledge is at the core of what we want to build. The second order concepts are revisited and built upon with great complexity, but the key concepts themselves do not change only questioned with more complexity. Within each unit of work, students are exposed to both contemporary sources and historians' interpretations of these. Lessons work progressively through tiered objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained, allowing teachers to adapt as necessary. History is a literacy based subject therefore literacy drives everything that is done, there is explicit teaching of both subject specific key words and other high frequency words. We are also teaching students to be able to approach difficult texts with confidence, asserting the importance of reading within our discipline. Our essay writing skills equip students with the power to write a powerful argument as well as debate and discuss with their peers and teachers.



## IMPACT

Through the use of a spiral curriculum as pictured above we hope to ensure that students develop detailed knowledge and skills across the whole curriculum. We have ensured that the curriculum we teach at KS3, follows the National Curriculum guidelines but also effectively prepares students for KS4 and KS5. We hope that by approaching History in an investigative and explorative manner we can make learning memorable so that students take away not only the knowledge of how the past has shaped us but the essential skills of analysis and evaluation.

**Twyford Trust History Course Overview 2022-2023**

Please note the Assessment Objectives change slightly between GCSE and A Level:

**GCSE:**

AO1: Knowledge & Understanding This AO runs through every unit of work.

AO2: Second order concepts: Causation, Consequence, Change & Continuity, Similarity & Difference, and Significance

AO3: Source skills

AO4: Interpretation skills.

**A Level**

AO1: Knowledge & Understanding through the exploration of second order concepts

AO2: Source skills

AO3: Interpretation skills

Course Overview	Year 7 – BELIEFS	Year 8 – CONFLICT	Year 9 – INEQUALITIES	Year 10	Year 11	Year 12	Year 13
Autumn 1	<p><b>Unit 1: What was the Aksumite Empire?</b>  <b>Knowledge:</b> The Kingdom of Axum including its location, chronology and key features such as religion, politics and economy.  <b>Skills:</b> Sources (AO3)</p> <p>Chronology (AO1) Key features of a historical period (AO1)</p>	<p><b>Unit 1: Why was there so much conflict in the British Empire?</b>  <b>Knowledge:</b> Slavery, East India Company, Amritsar Massacre, Australia &amp; Transportation, Boer War  <b>Skills:</b> Similarities &amp; Differences (AO2) &amp; Sources (AO3)</p>	<p><b>Unit 1: How did the lives of Jewish people change in Nazi occupied Germany between the years 1933-1945?</b>  <b>Knowledge:</b> Anti-Semitism, Nuremberg Laws, Kristallnacht, Ghettos &amp; Final Solution  <b>Skills:</b> Change &amp; Continuity (AO2) &amp; Interpretations (AO4)</p>	<p><b>GCSE Unit 2A: How did beliefs in the causes and treatments of disease change between 1100 and today?</b>  <b>Knowledge:</b> Beliefs in causes of disease: miasma, religion, germ theory. Treatment of disease: Hippocrates &amp; Galen, medieval treatments, renaissance beliefs, Jenner, Fleming, Florey and Chain. Treatments in 20<sup>th</sup> century.  <b>Skills:</b> Change &amp; Continuity, Similarity and Difference (AO2) &amp; Sources (AO3) (17 lessons)                      TWY only: GCSE Unit 2C: How did conquest change migration and Empire in medieval England?  <b>Knowledge:</b> Vikings, Angevin, Hundred Years War  <b>Skills:</b> as above</p>	<p><b>GCSE Unit 2B: How much control did Elizabeth have over her government?</b>  <b>Knowledge:</b> Elizabeth &amp; her court, succession crisis, rebellions.  <b>Skills:</b> Significance, Consequence (AO2) &amp; Interpretations (AO4)</p>	<p><b>1.1 Henry VII</b>  <b>Knowledge:</b> Henry VII's authority, government, foreign policy decisions, social and economic, religious &amp; intellectual ideas.  <b>Skills:</b> AO1 &amp; AO3</p> <p><b>2.1 Weimar Germany 1918 – 1923</b>  <b>Knowledge:</b> Weimar Constitution, 1919 Revolution, Events between 1919 – 1923 (Uprisings, Treaty of Versailles)  <b>Skills:</b> AO1 &amp; AO2</p>	<p><b>1.3 Edward VI</b>  <b>Knowledge:</b> Edward VI's authority, government, foreign policy decisions, social and economic, religious &amp; intellectual ideas.  <b>Skills:</b> AO1 &amp; AO3</p> <p><b>2.5 Nazi Germany 1933 – 1934</b>  <b>Knowledge:</b> Events between the months of January 1933 – August 1934.  <b>Skills:</b> AO1 &amp; AO2</p>
	<p><b>Unit 2: Why did William win the Battle of Hastings?</b>  <b>Knowledge:</b> Contenders to the throne, Battle of Stamford Bridge, Battle of Hastings  <b>Skills:</b> Causation (AO2) &amp; Interpretations (AO4)</p>						
Spring 1	<p><b>HWK unit – Why is Saladin still important today?</b>  <b>Knowledge – Saladin's life and the third crusade.</b>  <b>Skills:</b> Significance (AO2) &amp; Interpretations (AO4)</p>	<p><b>Unit 2: Why did WWI break out in 1914?</b>  <b>Knowledge:</b> Long term and short causes of WWI, Battle of Somme &amp; Haig.  <b>Skills:</b> Causation (AO2) &amp; Interpretations (AO4)</p>	<p><b>GCSE unit 1B: What were the origins of the Cold War?</b>  <b>Knowledge:</b> Events between 1945 &amp; 1949 and how they affected tension in the Cold War.  <b>Skills:</b> Causation (AO2), Consequences (AO2), Sources (AO3).</p>	<p><b>GCSE Unit 2A: What developments in public health have taken place from the medieval period to today?</b>  <b>Knowledge:</b> Changes in public health (hospitals, towns) from the medieval period to today.  <b>Skills:</b> Change &amp; Continuity, Similarity and Difference (AO2) &amp; Sources (AO3) (11 lessons)                      TWY only: GCSE Unit 2C: How did Britain lose its Empire and change its role in the world?  <b>Knowledge:</b> WW1/2, decolonisation &amp; the commonwealth, Windrush and EU migration  <b>Skills:</b> as above</p>	<p><b>GCSE Unit 2B: Trouble at Home and Abroad &amp; Historic Environment 2020</b>  <b>Knowledge:</b> Religion, Mary Queen of Scots, Spanish Armada  <b>Skills:</b> Significance, Consequence (AO2) &amp; Interpretations (AO4)</p>	<p><b>1.2 Henry VIII</b>  <b>Knowledge:</b> Henry VIII's authority, government, foreign policy decisions, social and economic, religious &amp; intellectual ideas.  <b>Skills:</b> AO1 &amp; AO3</p> <p><b>2.3 Weimar Germany 1929 - 1932</b>  <b>Knowledge:</b> Wall Street Crash, Brüning's government, events leading to Hitler becoming Chancellor  <b>Skills:</b> AO1 &amp; AO2</p>	<p><b>1.5 Elizabeth I</b>  <b>Knowledge:</b> Elizabeth I's authority, government, foreign policy decisions, social and economic, religious &amp; intellectual ideas.  <b>Skills:</b> AO1 &amp; AO3</p> <p><b>2.7 Nazi Germany Racial State</b>  <b>Knowledge:</b> Events of the Holocaust &amp; treatment of minorities 1933 - 1945  <b>Skills:</b> AO1 &amp; AO2</p>
	<p><b>Unit 3: How significant was Eleanor of Aquitaine in changing the role of women in society?</b>  <b>Knowledge – Early life of Eleanor of Aquitaine, Crusades, The Great Revolt, 100 years war</b>  <b>Skills:</b> Significance (AO2), Change and Continuity (AO2) &amp; Interpretations (AO4)</p>						
Spring 2	<p><b>Unit 4: How did the balance of power in England change from 1300 to 1700?</b>  <b>Knowledge – the Feudal system, the Black Death, the Peasants Revolt, the Break with Rome, the Reformation, the British Civil War</b>  <b>Skills:</b> Change &amp; Continuity (AO2), Sources (AO3)</p>	<p><b>Unit 3: How did the lives of the Fitzherbert and Williams' families change between the years 1900 – 1945?</b>  <b>Knowledge:</b> Liberal reforms, home front WW1, General Strike, Great Depression, home front WWII  <b>Skills:</b> Change &amp; Continuity &amp; Interpretations (AO4)</p>	<p><b>GCSE unit 1B: What happened to tensions in the Cold War in the 1960s and 1970s?</b>  <b>Knowledge:</b> Events between 1960 – 1972 and how they affected tension in the Cold War.  <b>Skills:</b> Causation (AO2), Consequences (AO2), Sources (AO3).</p>	<p><b>GCSE Unit 1D: What was life like for people in America during the 1930s?</b>  <b>Knowledge:</b> Bust – American's experiences of the Depression, the New Deal and World War Two  <b>Skills:</b> Causation, Change &amp; Continuity (AO2) &amp; Interpretations (AO4)</p>	Revision	Revision & NEA (AO1, AO2, AO3)	Revision
Summer					Revision		