



Statement of Curriculum Intent History – KS₁/KS₂/KS₃/KS₄

Shenstone Lodge School

"The more you know about the past the better prepared you are for the future" - Theodore Roosevelt.

This statement reflects our intent for History is a subject that we feel can bring so much to a child's love for learning. We are so lucky to be a part of a country that is so rich in history both nationally and locally. History is the study of past events and the impact they have on life today. History at Shenstone is a huge part of our creative curriculum taught through both discreet history lessons and more frequently in embedded topic related history lessons. Through a range of exciting topics in each Key stage the children are learning about past cultures, societies, peoples, places encompassing huge cross curricular objectives.

The children at Shenstone are fully aware of the impact these events, people etc. have had not only on the world but the local community and how it impacts on their day to day lives. The Midlands is an area

with rich historical significance which not only enlightens the children but applies their learning in the classroom to the wider world around them.

The Brades Lodge

History allows us to develop a better understanding of the world in which we live. Studying history nurtures our students' curiosity to ask questions about how their local community, culture, country and around the world has developed over time.

Students will learn how chronological events and key individuals have shaped our past, they will be able to process change and recognise the significance of current events in today's society.

At The Brades Lodge, a broad and ambitious History curriculum encourages and empowers students to become critical thinkers, be able to construct arguments, become analytical and question the motives of society with confidence and knowledge.

Our History curriculum will provide students the opportunity to:

- Explore their local area and investigate change - industrial revolution.
- Explore various sources of evidence and be critical thinkers.
- Gather evidence and make conclusions without allowing bias or prejudice to sway findings.
- Develop keen judgement and make reasoned decisions: this includes making moral and ethical choices.

History Pathways at Shenstone Lodge School

Academic support:
1-2-1 sessions
Off Site trips
Real artifacts
Use of IT to engage learners

Pastoral support:
Mentoring
Wellbeing team
Small class sizes
Trusted adults
Trauma informed practice

Shenstone Lodge Site –
EYFS

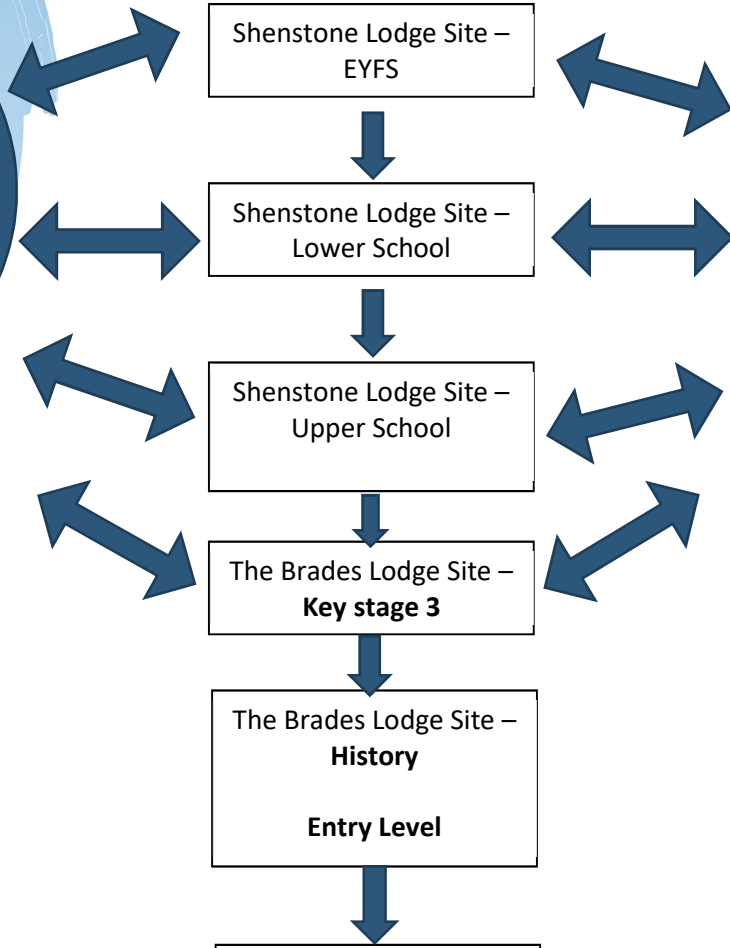
Shenstone Lodge Site –
Lower School

Shenstone Lodge Site –
Upper School

The Brades Lodge Site –
Key stage 3

The Brades Lodge Site –
History
Entry Level

The Brades Lodge Site –
History
Level 1 and 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 2/3	<p>Stone age <i>How do we know about them?</i> <i>Where did they live</i> <i>When were they alive</i> <i>Inventions</i> <i>Cave paintings</i> <i>Lasting impact</i></p> <p>Recognise Identify Describe Observe Select Categorize Sequence Compare and Contrast Recall</p>		<p>Victorians <i>Queen Victoria</i> <i>Florence Nightingale</i> <i>Everyday life- Victorian School</i> <i>Inventions - toys</i> <i>Lasting impact- Victorian buildings, railways etc</i> <i>Local History</i></p> <p>Recognise Identify Describe Observe Select Categorise Sequence Compare and Contrast Recall Empathise</p>			<p>*Egyptians <i>Everyday life</i> <i>Egyptian Gods</i> <i>Inventions Compare with Victorians work in Spring 1)</i> <i>When were the Ancient Egyptians around?</i> <i>Lasting impact</i></p> <p>Recognise Identify Describe Observe Select Categorise Sequence Compare and Contrast Recall Reason/Speculate Summarise Explain</p>	<p>Romans <i>When was the roman empire?</i> <i>Roman soldiers</i> <i>Everyday life</i> <i>Inventions</i> <i>Lasting impact</i> <i>Local history</i></p> <p>Recognise Identify Describe Observe Select Categorise Sequence Compare and Contrast Recall Reason/Speculate Summarise Explain</p>	

Year 4

Great Fire of London

*Samuel Pepys- Diary
Events that caused
Factors that helped the
fire to spread
Everyday life at the time
Lasting impact*

**Christopher
Columbus (America)**

*(Link to Geography North
America)
Where is America?
Why did he find it?
Significance?
What was there?
Every-day life in Europe
at this time
Lasting impact*

History of Flight

*Wright Brothers
Inventions
(link with Victorian
inventions, Egyptians etc)
First plane
Flight today
Lasting impact*

Year 5

Mayans

Every day life
Lasting Impact
Inventions- farming etc
Settlements
Location
What happened to them?
(link back to Columbus in Year 4)

- Recognise
- Identify
- Describe
- Observe
- Select
- Categorise
- Sequence
- Compare and Contrast
- Recall
- Reason/Speculate
- Summarise
- Explain

Anglo Saxons

Every day life
Lasting impact
When?
Invasions
Where?
Settlements
Arts & culture

- Recognise
- Identify
- Describe
- Observe
- Select
- Categorise
- Sequence
- Compare and Contrast
- Recall
- Reason/Speculate
- Summarise
- Explain

Crime and Punishment

Compare crime and punishments with (Romans, Egyptians, Saxons, Mayans, Victorians)

- Dick Turpin
- Crime and punishment today
- Describe
- Observe
- Categorise
- Sequence
- Compare and Contrast
- Recall
- Reason/Speculate
- Summarise
- Explain
- Demonstrate Understanding
- Empathise
- Reach Informed Conclusions
- Make reasoned Judgements
- Justify

Year 6

WW2

Events that caused WW2
Key figures- Churchill, Hitler
Combatants
Key events- BOB, D-Day
Surrender
Impact on today
Every day life
Describe

Observe

Categorise
Sequence
Compare and Contrast

Recall
Reason/Speculate
Summarise

Explain
Demonstrate
Understanding
Empathise
Reach Informed Conclusions
Make reasoned Judgements
Justify

Castles

Features of a castle
Design your own castle
Every day life in a castle
Need for castles
When?
Where?
Why?
Local Castles
Recognise
Identify
Describe
Observe
Select
Categorise
Sequence
Compare and Contrast
Recall
Reason/Speculate
Summarise
Explain

Ancient Greece & Olympics

Every day life
Food
Religion- gods (link to Egyptians)
Lasting impact

Recognise
Identify
Describe
Observe
Select
Categorise
Sequence
Compare and Contrast
Recall
Reason/Speculate
Summarise
Explain

	Autumn		Spring		Summer	
Year 7	Unit 1 What's it all about Baseline assessment		Unit 2 How did Medieval Monarchs keep control? Offsite visit – Warwick castle		Unit 5 Elizabeth 1: How did she tackle the problems of her reign?	
	Timelines, Chronology & units of time, Types of history, Historical evidence, Primary & Secondary sources, fact & opinion, Anachronisms, Bias and propaganda.		Monarch succession, invasion and alliances, Key individuals, Feudal system and the Domesday book, The Bayeux Tapestry and Motte and Bailey castles.		War of the Roses, The Tudor family tree, Henry VIII's rule, The Reformation, Elizabeth I's upbringing, appearance, marital and heir concerns. Mary Queen of Scots and the Spanish Armada.	
	To understand a range of historical concepts that aid the study of history.	<p>Students will be able to organise events chronologically.</p> <p>Draw conclusions about events or key individuals using a variety of sources.</p> <p>Recognise bias in sources and reflect upon the reliability.</p> <p>Use a variety of concepts to make balanced judgements.</p>	<p>To explore the challenges faced by medieval monarchs</p> <p>Offsite trip to Warwick castle.</p>	<p>Students will have knowledge of how the medieval monarchy progressed,</p> <p>Recognise leadership methods, successes and failures, explain how monarchs kept control & explain the power and role of the church.</p>	<p>To identify the key issues facing Elizabeth I & investigate how she dealt with issues in England and Europe.</p>	<p>Students will have knowledge of the main challenges faced by Elizabeth I.</p> <p>They will recognise the significance of religion during this time and make educated judgements on how she dealt with her problems.</p>

	Autumn	Spring	Summer
Year 8	<p>Unit 8 The Civil wars: Was England 'turned upside down' in the seventeenth century</p>	<p>Unit 15 Black peoples of America: From slavery to equality?</p> <p><i>Offsite visit – Slavery museum (Liverpool)</i></p>	<p>Unit 11 Industrial changes: Action and Reaction</p> <p><i>Offsite visit – Black Country Living Museum</i></p>
	Background of Charles I, causes of the Civil war, Roundheads V's the Cavaliers, Charles I death, Oliver Cromwell's reign & the return of the monarch; Charles II	The Triangle trade, middle passage, slave sales, life on plantations, Emancipation, Key individuals, segregation and modern day slavery.	Rural and urban change, Inventions, city growth, slum housing, child labour, how is the Black Country linked to industrialisation, schooling & transport.
	<p>Students to explore a country at war with itself and the impact upon the monarchy and country</p> <p>Students will have knowledge of the causes of the civil war and be able to explain the impact these battles had on all classes of society. They will understand the roles of parliament, monarchy and key individuals during a period of non-royal ruler ship.</p>	<p>To investigate the treatment and lives of black people within the American society.</p>	<p>Students will describe how and why the slave trade developed, understand slave treatments, be able to assess the problems black peoples faced after emancipation and explain the problems of segregation.</p>

	Autumn		Spring		Summer	
Year 9	WW1 and Trench Warfare Offsite visit – Staffordshire trenches		Unit 19 How and why did the Holocaust happen? Offsite visit – Imperial war museum		WW2 & The Home Front Offsite visit – Coventry Cathedral	
	Assassination of Franz Ferdinand, MAIN causes, theatres of war, Schlieffen plan, trench warfare, weapons, medical ailments, Treaty of Versailles.		Recap of the Treaty of Versailles, Life after WW1, The rise of Hitler (childhood to Fuhrer), Life under Nazi rule, Jewish Persecution – The Nuremberg laws, Ghettos & Concentration Camps (Genocide/Final solution)		The outbreak of war, the Battle of Britain, D-Day, Dunkirk, Evacuation, the Blitz, air raids shelters rationing, Winston Churchill	
	To explore the rising tensions and subsequent outbreak of war in Europe and later world	Students will be able to explain reasons for the outbreak of war, they will describe war plans and comment on effectiveness. In addition, they will be have researched and analysed trench warfare.	To study the rise of Hitler and investigate his implementation of the holocaust.	Students will be have an increased knowledge of Hitler's persecution of Jews & the holocaust They will have followed the story of Anne Frank and have a clear understanding of ghettos and concentration camps.	To study the causes of WWII and investigate the impacts on Britain.	Students will be have knowledge of events leading to and the outbreak of WWII, they will be able to describe main battles and reflect upon how children were evacuated, why food was evacuated and how people protected themselves, homes and cities

	Autumn	Spring	Summer	
Year 10	OCR Entry Level Certificate Crime and Punishment	OCR Entry Level Certificate Crime and Punishment	The Elizabethan Era	Coursework
	Factors contributing to Crime and punishment throughout the years. Periods and systems covered and explored to include: Romans, Normans, Anglo-Saxons, vagrancy, witchcraft and witch hunts, smuggling and highway robbery.	The bloody code, transportation, prisons, the police force, suffragettes and modern day advances (technology, DNA, criminal profiling)	-Recap Elizabeth's family tree -Elizabeth and England (parliament, law & order & government) -Catholic conflict -Daily life (lifestyle, class systems, poverty) -The wider world (explorers, colonies, trade)	Coursework: Depth study – Crime & Punishment Thematic study – Elizabethans Study of a key individual or key site
	<ul style="list-style-type: none"> - To develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history. - To develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them 	<ul style="list-style-type: none"> - Students will have a vast knowledge of crime and punishments over a 2000-year period. They will be able to recognise continuity between time periods as well as comment upon the rationale of change. - Students recognise Elizabethan lifestyles, personal problems Elizabeth faced and comment upon conflicts around the world. - Students will be able to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions 		