

# CURRICULUM LONG TERM PLAN

**SUBJECT: History**

**YEAR GROUP/KEY STAGE: Key Stage 3**

## Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Wishmore Cross, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. At Wishmore Cross we aim to transform young minds by enlightening their views of the past to help them make more sense of the present and better assist them to inform their futures and bring out the best in the students. Questions are asked that explore how and why the world has changed, developing skills in critical evaluation and evidence-based analysis. Students will cover topics from Ancient Britain all the way up to World War 2.

## Implementation

- ❖ That our students will have the ability and opportunity to to ask questions and to understand and learn from historical figures and events.
- ❖ That we can all learn from history and understand its relevance to modern day.
- ❖ That we understand that the past has shaped the present and will shape the future.
- ❖ We aim to build the 'knowledge' and 'skills' necessary to flourish in History and to understand that the two are, fundamentally, entwined.

## Impact

**Our pupils, in our classrooms and outside, will be:**

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Confident: when thinking, speaking, writing or acting on Historical matters.

Investigative: be an active participant in Historical conversations.

Understanding: of local, national and global Historical events.

Broadminded: be able to extend from the familiar and concrete to the unfamiliar and abstract

Analytical: Have the skills to analyse information from different sources.

Year Groups	Autumn 1	Autumn 2
Topics	History Skills/ British Empire	The British Empire
Key skills	<ul style="list-style-type: none"> <li>❖ I can use a range of key words to demonstrate an understanding of the events and individuals of the British Empire.</li> <li>❖ I can describe and identify key features of the East India Company,</li> <li>❖ I can construct overviews of British rule in India.</li> <li>❖ I can use key events, periods and individuals in a narrative account of the British rule in India.</li> <li>❖ I can give a narrative account of the 1857 Indian Uprising.</li> <li>❖ I can describe change and continuity in attitudes to the British Empire over time.</li> <li>❖ I can explain multiple causes and consequences of the Indian Uprising in 1857.</li> <li>❖ I understand what an interpretation is; I can explain how and why interpretations of the same period/event vary.</li> <li>❖ I can identify the difference in interpretations of empire</li> <li>❖ I can identify and interrogate sources about the Empire, including propaganda posters, paintings and personal accounts.</li> <li>❖ I can use these sources' content, nature, origin and purpose to explain how they might be useful to an inquiry about the 'impact of Empire'.</li> <li>❖ I can make inferences about British rule in India in the early 1900s from a painting of the Delhi Durbar</li> </ul>	
Links to other curricula		

# CURRICULUM LONG TERM PLAN

Year Groups	Spring 1	Spring 2
Topics	WW1	WW2
Key skills	<ul style="list-style-type: none"> <li>➤ Consistently and accurately use complex historical terms to demonstrate an understanding of events and individuals of British warfare in the 20th century.</li> <li>➤ Students understand the key features of recruitment in WW1, The Battle of the Somme, the Armistice, Dunkirk, Battle of Britain, D-Day, Iraq War.</li> <li>➤ Able to provide specific detailed knowledge of key events in a correct narrative sequence of the war in Europe 1939-45.</li> <li>➤ Can identify turning points of the War in Europe 1939-45.</li> <li>➤ Explain the links and relationships between different causes of the First World War.</li> <li>➤ Explain the links and relationships between the consequences to Britain of the Second World War (NHS, decline of British Empire)</li> <li>➤ Explain changes and continuity of the role of women in warfare in the 20th century.</li> <li>➤ Can comment on the extent of change of the role of women in warfare in the 20th century.</li> </ul>	
Links to other curricula	<ul style="list-style-type: none"> <li>➤ Explain clear differences in views contained in interpretations of the Battle of the Somme by PW Turner &amp; RH Haigh 1969 and EKG Sixsmith (1976).</li> <li>➤ Explain why interpretations of the battle of the Somme differ by considering the types of sources a historian of the Battle of the Somme might use.</li> <li>➤ Challenge interpretations of the Battle of the Somme with their own knowledge of the period.</li> <li>➤ Evaluate how photographic and letter sources are useful to a study on the battle of Somme based on content and NOP.</li> <li>➤ Be able to apply detailed contextual knowledge to evaluate usefulness of sources.</li> <li>➤ Judge the significance of different British wars in the 20th century using the GREAT (Groundbreaking, remembered, Effected the future, Affected many people, terrifying) criteria.</li> </ul>	

# CURRICULUM LONG TERM PLAN

Year Groups	Summer 1	Summer 2
Topics	Windrush	Civil Rights
Key skills	<ul style="list-style-type: none"> <li>❖ Engaging in spoken and written discussions</li> <li>❖ Understanding and analysing testimonials both spoken and written</li> <li>❖ Understanding historical records and extrapolating useful information</li> <li>❖ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> <li>❖ Understand the methods of historical enquiry</li> <li>❖ Gain historical perspective o Local history study</li> <li>❖ Social, Cultural change in Britain post WW2</li> <li>❖ Celebrating the cultures, languages and traditions that children and their families bring, helping pupils to understand the cultural background of their community's diversity to build the essential knowledge they will need to be educated citizens.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Create relevant, structured and evidentially supported accounts in response. to make historical claims, and discern how and why contrasting arguments</li> <li>❖ know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires</li> <li>❖ challenges for Britain, Europe and the wider world 1901 to the present day</li> <li>❖ create their own structured accounts, including written narratives and analyses including how evidence is used rigorously</li> <li>❖ social history; between short- and long-term timescales.</li> <li>❖ a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles</li> </ul>
Links to other curricula		