Subject overview: HISTORY

Subject Rationale (Intent) linked to whole school curriculum mission

Department vision

The History department at St Edmund's aims to promote a fascination with the past, and a sense that History is a meaningful and vital intellectual pursuit, treating knowledge of history as a discipline. With a rich knowledge-based curriculum, pupils will engage meaningfully with the past and secure a chronological overview of major developments and periods to help contextualise new knowledge. We aim to empower students to know and remember more about events in combination with the methods and processes of historians. It is through History that we learn how to understand the world around us.

Intent

In History at St Edmund's Catholic Academy our careful curriculum sequencing choices, teaching methods, resources and activities all are driven by the same objective: to enable students to know and remember more about key historical events related to The British Isles and the World.

- **Pupils make progress in History by developing knowledge about the past (substantive knowledge).**

We aim to develop a deep knowledge of key events in British and World History through a KS3 curriculum that helps build confidence and mastery of the topic as the foundation for further success in KS4 and KS5.

With the History Curriculum at St Edmund's, we aim to organise knowledge in such a way that students will be able to recall and retrieve "fingertip" knowledge useful for analysis of specific historical topics (e.g Who Won the Battle of Hastings and how) and also embed "residue" knowledge that will remain embedded for their whole journey through the Key Stages in History at St Edmunds (Symptoms of the Black Death, Features of Life in Elizabethan England)

- **Pupils make progress in history by developing knowledge about how historians investigate the past, and how they construct claims (disciplinary knowledge).**

Once knowledge is mastered in a lesson or after a sequence of lessons, outcomes will be formed around a second-order concept: cause, consequence, change, similarities, significance, evidence and interpretations.

We have designed a curriculum that is informed by knowledge of the rich traditions and complex methodology of academic history.

The curriculum is designed to represent the complexity of academic history and avoids the oversimplification or reductive approaches that would encourage misconceptions.

- **Influenced by a mastery learning model - lessons are broken into learning steps rather than strict weekly content and teachers are encouraged to seek mastery of the finger-tip knowledge from their students (evidenced through quizzing and formative assessments) before moving forward.**

YEAR 7			
Topic	**Topic sequence** **(What are you teaching?)** **Learning Steps (Mastery Model)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning?** **Any notable links to St Edmund's curriculum mission**	**The main method of assessment?**
1	**EQ: How did the Normans conquer England?** 7.1.1 What was England like in 1066? 7.1.2 What made England such an attractive prize in 1066? 7.1.3 Who should be king in 1066? Progress Book 7.1.4 What happened at Stamford Bridge? 7.1.5 Why is 1066 a significant date? Mid Topic Assessment 7.1.6 How did William gain control of England? 7.1.7 How did William keep control of England?	*The Norman Conquest set the stage for the mediaeval period in England, introducing the Norman influence on governance, culture, and society.* Our exploration of the Norman Conquest begins by immersing students in the political landscape of 1066 England, laying the groundwork for understanding the motivations behind the Norman Conquest. As we unravel the factors that made England an attractive prize, students delve into the significance of geopolitical strategy, economic considerations, and power struggles. This seamlessly transitions into the question of who should be king in 1066, prompting students to consider the change over time in mediaeval succession dynamics and critically assess the cause and consequence of contested successions. The Battle of Stamford Bridge offers insights into military strategies and fosters an understanding of cause and consequence in the context of decisive battles. The broader exploration builds substantive knowledge of governance structures, political consolidation, and the long-term effects of conquest while considering the diversity of experience among the conquered and conquerors.	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.
2	**Short Enquiry: How significant were the Crusades to the history of the Middle East?** 7.2.1 The History of the Islamic Empire 7.2.2 The First Crusade 7.2.3 The Siege of Jerusalem 7.2.4 The Crusades of 1202-1396	*The Crusades are positioned in the broader context of mediaeval history, exploring the interactions between European powers and the Islamic world. This provides a wider perspective on religious conflicts and their impact.* Transitioning to the Crusades, students extend their historical narrative beyond England, exploring the history of the Islamic	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mastery knowledge check

		Empire. This provides substantive knowledge of Islamic civilisation's cultural, economic, and political achievements, fostering an understanding of the diversity of experience within this civilisation. The study of the First Crusade involves a detailed analysis of motives, events, and outcomes, encouraging students to assess motivations and consider the significance of religious conflict critically. The Siege of Jerusalem provides insights into mediaeval warfare and geopolitical importance, building substantive knowledge and encouraging considerations of cause and consequence. Exploring the Crusades of 1202-1396 broadens the scope, allowing students to build substantive knowledge of the long-term implications while considering change over time and the diversity of experience in the enduring impact on European and Middle Eastern societies.	● Final written assessment
3	**E.Q: Which is more significant the Black Death or the Peasants Revolt?** 7.3.1 What was the Black Death like and how was it caught? 7.3.2 How did people respond to the Black Death? 7.3.3 What was the impact of the Black Death? 7.3.4 Why were the Peasants Revolting? 7.3.5 What were the impacts of the Peasants Revolt? 7.3.6 Which was more significant The Black Death or The Peasants Revolt?	*Following the Crusades, the focus shifted to internal challenges. The Black Death and the Peasants' Revolt highlight the social and economic consequences of widespread pandemics and discontent among the population*. Moving to our Crusades topic, students extend their historical narrative beyond England, exploring the history of the Islamic Empire. This provides substantive knowledge of Islamic civilisation's cultural, economic, and political achievements, fostering an understanding of the diversity of experience within this civilization. The study of the First Crusade involves a detailed analysis of motives, events, and outcomes, encouraging students to critically assess motivations and consider the significance of religious conflict. The Siege of Jerusalem provides insights into mediaeval warfare and geopolitical importance, building substantive knowledge and encouraging considerations of cause and consequence. Exploring the Crusades of 1202-1396 broadens the scope, allowing students to build substantive knowledge of the long-term consequences while considering change over time and the diversity of experience in the enduring impact on European	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.

		and Middle Eastern societies.	
4	**E.Q: Was Tudor England a time of crisis?** 7.4.1 What was life like in Tudor England? 7.4.2 Was Henry VII a ruthless and cruel leader? 7.4.3 Who was Henry VIII and who were his six wives? 7.4.4 Why did Henry VIII break from Rome? 7.4.5 Was Edward VI too young to rule? 7.4.6 Is it fair to call Mary I “Bloody Mary”? 7.4.7 Elizabethan England - What was The Spanish Armada and how did it fail?	*The aftermath of the Peasants' Revolt and the Black Death feeds into the Tudor period. Tudor England is marked by significant changes, including shifts in religious practices, political dynamics, and cultural developments.* Transitioning to Tudor England, students explore daily life, leadership dynamics, and religious transformations. Substantive knowledge is built through an examination of the daily rhythms and challenges faced by Tudor inhabitants, encouraging an understanding of the diversity of experience within different social classes. The examination of Henry VII prompts students to consider his leadership qualities, fostering substantive knowledge and encouraging critical thinking about the cause and consequence of his rule. The focus on Henry VIII and his six wives builds substantive knowledge of the Tudor monarchy's personal and political dimensions, encouraging considerations of change over time and the diversity of experience in marital politics. The examination of Edward VI and Mary I prompts considerations of youthful rulers and religious fervour, building substantive knowledge while encouraging critical thinking about the cause and consequence of their reigns. The study of Elizabethan England, including the famous Spanish Armada, provides substantive knowledge of geopolitical dynamics and encourages students to think critically about the significance and cause and consequence of these events.	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.

YEAR 8			
TOPIC	**Topic sequence** **(What are you teaching?)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission**	**Main method of assessment?**
1	**E.Q: Did people's lives improve during the Industrial Revolution?** 8.1.1 What was the Industrial Revolution? 8.1.2 How bad were Industrial Towns? 8.1.3 Were workplaces dangerous for children? 8.1.5 How far did medicine improve in the 19th century? 8.1.6 How revolutionary was the Industrial Revolution: Luddites, Peterloo and the Chartists	*The Industrial Revolution serves as the starting point, introducing students to the profound economic, social, and technological changes that reshaped societies in the 18th and 19th centuries. The economic transformations and technological advancements of the Industrial Revolution contributed to the rise of European imperialism, as industrialised nations sought resources and markets for their goods.* In studying the Industrial Revolution, students build substantive knowledge by delving into the transformative period's technological advancements, economic shifts, and societal changes. They gain a detailed understanding of key inventions, such as the steam engine, and the consequent growth of manufacturing that revolutionised production. The exploration of living and working conditions during this era provides insights into the social consequences of industrialisation, including the challenges of labour exploitation and the emergence of urban poverty. This foundational knowledge sets the stage for discussions on the diversity of experiences among different social classes and the significance of industrialisation in shaping societal structures and class dynamics, fostering the development of second-order concepts.	• Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. • Mid-way mastery checkup. • A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. • Final written assessment.
2	**E.Q: What was the impact of the British Empire?** 8.2.1 Why did the British want an Empire? 8.2.2 How did a tea party cause Britain to lose America? 8.2.3 Was the British Empire built on slavery?	*The British Empire topic follows naturally from the Industrial Revolution, as the economic and technological changes facilitated imperial expansion. Students explore the motivations behind imperialism endeavours, the impact on colonies, and the geopolitical dynamics of the time. The imperial experience contributes to shaping the*	• Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught.

	Part 1 8.2.4 Was the British Empire built on slavery? Part 2 8.2.5 What was the impact of the British Empire on Aboriginal people and Australia? 8.2.6 How did the British Empire impact India?	*worldview of nations and peoples, laying the groundwork for the nationalist sentiments that play a significant role in the lead-up to both World War I and World War II.* The exploration of the British Empire allows students to accumulate substantive knowledge about the motivations driving imperial expansion, encompassing economic interests, geopolitical strategies, and resource acquisition. As they delve into the impact of the empire on various regions, including India, Africa, and Australia, students gain insights into cultural exchanges, colonial administration, and resistance movements. Analysing the imperial legacy prompts discussions on the diversity of experiences among colonised populations and encourages critical thinking about the cause and consequence of imperialist policies. This comprehensive understanding contributes to the development of second-order concepts such as recognising the enduring global impact of imperialism and the ethical dimensions of colonial history.	● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.
3	**E.Q: What was significant about World War One?** 8.3.1 What were the M.A.I.N causes of World War One? 8.3.2 Who was Franz Ferdinand and how did he cause World War One? 8.3.3 What were some of the other causes of World War One? 8.3.4 Why were men so keen to go to war? 8.3.5 What was life like in the Trenches? 8.3.6 How deadly were the weapons of World War One? 8.3.7 Who was to blame for the losses at the battle of The Somme? 8.3.8 What is Armistice?	*The nationalist fervour cultivated during the era of imperialism contributed to the complex web of alliances and tensions that led to World War I. The war itself is a result of political, economic, and social factors that have roots in the preceding industrial and imperial eras. The aftermath of World War I, with the Treaty of Versailles and the restructuring of nations, set the stage for geopolitical tensions and economic challenges that paved the way for World War II.* In the study of World War I, students build substantive knowledge by exploring the long-term causes and the complex web of alliances that led to the conflict. They gain insights into the geopolitical dynamics, economic challenges, and societal changes triggered by the war.	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing.

	8.3.9 What was the Treaty of Versailles?	Examining the aftermath, including the Treaty of Versailles and the restructuring of nations contribute to an understanding of the global consequences. This chronological exploration sets the foundation for discussions on nationalism, alliances, and the diversity of experiences among different nations during the war. As students critically assess the implications of the conflict, they develop second-order concepts related to the significance of events, the cause and consequence of geopolitical decisions, and the impact on future global dynamics.	● Final written assessment.
4	**E.Q: How did Germany lose World War 2?** 8.4.1 What was the 'long shadow' of the First World War? 8.4.2 What were the long and short-term causes of the Second World War? 8.4.3 Why didn't Britain fight Hitler straight away? 8.4.4 Was Dunkirk a triumph or a disaster? 8.4.5 Why couldn't Hitler conquer Britain? 8.4.6 Was invading Russia Hitler's biggest mistake? 8.4.7 Why did the USA join the war? 8.4.8 What was the U-Boat peril that frightened Churchill? 8.4.9 How was Germany finally defeated?	*The consequences of World War I, including the economic hardships and geopolitical rearrangements, created the conditions for the rise of totalitarian regimes and the outbreak of World War II. The collapse of empires and the redrawing of borders in the aftermath of World War II further highlight the ongoing impact of imperial legacies on global politics.* The study of World War II builds on the substantive knowledge accumulated from the previous topics, offering a comprehensive exploration of the long and short-term causes of the conflict. Students delve into the geopolitical complexities that emerged from the aftermath of World War I, including the economic hardships and the rise of totalitarian regimes. Analysing events like the Dunkirk evacuation and the Battle of Britain provides substantive knowledge about the military strategies and challenges faced during the war. The study of Hitler's invasion of Russia prompts discussions on the significance and consequences of strategic decisions. Exploring the impact on various nations, the role of the USA, and the final defeat of Germany contributes to a nuanced understanding of the war's global dimensions. This chronological exploration fosters the development of second-order concepts such	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.

		as analysing the significance of historical events, understanding the cause and consequence of strategic decisions, and recognising the diverse experiences of nations and individuals during wartime.	

YEAR 9			
TOPIC	**Topic sequence** **(What are you teaching?)**	**Topic sequence rationale** **(Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission**	**Main method of assessment?**
1	**E.Q: What is Terrorism?** 9.1.1 Can we define terrorism throughout history? 9.1.2 What were the 9/11 attacks and who were Al Qaeda and Osama Bin Laden? 9.1.3 What happened 1914-1960? Mid Topic Assessment 9.1.4 What happened 1967-96? 9.1.5 What happened 1996-2001? 9.1.6 Who were the Suffragettes and were they terrorists?	This unit aims to generate excitement for the study of history by building an engaging storyline that led up to the 9/11 attacks and also developing a rich understanding of the complex history of the Middle East. Learners will develop a wider understanding of the concept of Terrorism and examples of events where they can apply their understanding appropriately as they examine and evaluate appropriately. The study ends with a case study for the students to see the bigger impact of movements like the Suffragettes and evaluate their actions.	• Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. • Mid-way mastery checkup. • A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. • Final written assessment.

2	**E.Q: How and why did the Holocaust happen?** 9.2.1 What was the Holocaust? 9.2.2 To what extent were the Jews persecuted before the Holocaust? 9.2.3 Who were the Nazis? 9.2.4 What was life like for Jews in Nazi Germany? 9.2.5 How did the Nazi invasion of Poland impact Jews? 9.2.6 What was the Final Solution? 9.2.7 Did anyone resist the Nazis? 9.2.8 What did the British government do in response to the Holocaust? 9.2.9 How did the Holocaust end?	We teach the historical events of the Holocaust in this sequence to provide students with a nuanced and comprehensive understanding of the human experience within the broader context of historical developments. By exploring the Holocaust after studying topics such as terrorism, World War I, and World War II, students are equipped with the necessary historical context to comprehend the roots of discrimination, totalitarianism, and the complexities of global conflict. This sequential approach allows for a natural progression from examining broader historical trends to delving into the specific causes, events, and consequences of one of the darkest chapters in human history. It not only facilitates the development of substantive knowledge about the Holocaust, including the lives of those affected and the global repercussions, but also enhances disciplinary knowledge by honing students' skills in historical analysis, ethical reflection, and the recognition of patterns of genocide. Through this sequence, students are better prepared to engage with the complexities of historical narratives, fostering empathy, critical thinking, and a profound awareness of the moral dimensions of historical events. Exploring the historical events of the Holocaust allows students to pick up substantive knowledge by delving into the intricacies of systemic atrocities, the diverse human experiences, and the global consequences, while simultaneously developing disciplinary knowledge through the critical analysis of historical sources, understanding totalitarian regimes, and engaging in ethical reflections on the complexities of discrimination and genocide.	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup. ● A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. ● Final written assessment.
3	**<u>In-Depth Study: The People's Health 1250- Today</u>** **Part 1 E.Q What was Medieval and Early Modern People's Health like?** 9.3.1 Living Conditions in Medieval Britain 9.3.2 Responses to the Black Death 9.3.3 Public Health in Late Medieval	This is the first larger unit of work spanning two terms, the unit is structured thematically and split into four time periods to allow for students to grasp a thematic chronology. Substantive and conceptual knowledge built in this unit will unlock further study as the students head towards their GCSE. This unit provides an opportunity for learners to focus on a coherent short period and to learn about a fascinating period of British history. Each of the options has been the subject of scholarly debate and is rich in interpretation. The unit, therefore, encourages	● Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. ● Mid-way mastery checkup.

	Towns and Monasteries 9.3.4 Living Conditions in Early Modern Britain 9.3.5 Response to the outbreaks of plague 9.3.6 Impacts of local and national government	learners to engage with the range of ways in which history is constructed.	• A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. • Final written assessment.
4	**E.Q Did People's Health improve over time? 1750-Today** 9.4.1 Living Conditions in Industrial Britain 9.4.2 Responses to cholera epidemics 9.4.3 Public Health Reforms 9.4.4 Living conditions in Britain since 1900 9.4.5 Responses to Spanish Influenza and AIDS 9.4.6 Growing Government involvement in public health since 1900		• Interleaved Retrieval Retrieval activities at the start of every lesson offer an opportunity for learners to self-assess their progress and track this. This helps to build a mastery of the schema of knowledge being taught. • Mid-way mastery checkup. • A final mastery knowledge check is designed to check knowledge and understanding of key facts, to enable students to demonstrate mastery of the topic before progressing. • Final written assessment.