



History Curriculum Booklet

2021-2022



History Department Teaching Staff

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Bishop Stopford's School Curriculum Overview

Year 7 – History

	Curriculum Content	Skill Content
Half Term 1	<p>Enquiry: How did the Norman Conquest Change England?</p> <p>As an introduction to history, the teaching of the Norman Conquest offers continuity from where the National Curriculum in KS2. The unit has an interesting narrative that engages students and allows for the context of the Middle Ages to be established. The unit also begins to introduce different examples of historical thinking with students being introduced to questions of : Causation, Source reliability and Change and Continuity</p>	<p>The skills used within history support students to be able to interact with the world and get them ready for their GCSEs in all subjects.</p> <p>Students will be introduced to study of the historical skills:</p> <ul style="list-style-type: none"> • Causation • Change and Continuity • Interpretations • Sources • Diversity
Half Term 2	<p>What were the Crusades?</p> <p>The Crusades presents an opportunity to continue to ‘build worlds’ the development of the Islamic Empire presents a good opportunity to compare and contrast progress and to develop students away purely from an Anglo Centric view point. Student build upon their knowledge of the power of the church which develops further understanding as to why this was such a powerful institution. The unit also introduces students to a study where we shall focus predominantly on building up their understanding of sources. Being able to contrast Islamic views to Christian views is useful in the development of understanding in provenance.</p>	<p>In addition, both classes use literacy and numeracy to support wider subjects with data, graphs and extended writing.</p>
Half Term 3	<p>Why was religion so important in Medieval England?</p> <p>A key feature in understanding the past is understanding the power of the church. Explaining the significance of the reformation does not mean much if students do not understand the repressive power of the church. In a more secular time students can be introduced to the power of religion which can help put into context some of the events and</p>	

Bishop Stopford's School Curriculum Overview

Year 7 – History

	wars that are still fought over to this day. It helps students to understand the rival power base in England to the monarchy and sets the context for why men joined the crusade.
Half Term 4	<p>How should we remember King John?</p> <p>The Unit on King John sees the beginning of the transformation of power from the King to the people. This is fundamental for the overarching narrative of the KS3. This unit sees the power of the king being challenged by the Barons. A recent development in the teaching of GCSE & A Level history has been the establishment of interpretations as a key question driver. This unit seeks to establish and then explain the changing interpretations of John.</p>
Half Term 5	<p>How far did the Black Death change English Society?</p> <p>Having lived through the Global Pandemic in 2020 the Black Death gives students a point of historical comparison. The scheme of work seeks to revisit the causation skills developed in unit one. However, the developments of the Peasants Revolt are stretched over a longer timescale which helps students to conceptualize the idea of a long term cause. This is the first occasion when students will study an insurrection by the people and upon its failure it allows an opportunity for students again to study the concept of change and continuity.</p>
Half Term 6	<p>Who are the British?</p> <p>To complete their first year, students will consider the migration patterns of people as they have moved to the country to think about where everyone came from and when different people moved to the islands.</p>

Examples of Home Learning Tasks	Within History students are given a project to support their progress and allow students to take the lead in this to support their own learning to explore what they wish to find out in addition to what is being learnt in class.
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Bishop Stopford's School Curriculum Overview

Year 7 – History

Assessment Tasks, Methods & Frequency	<p>At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams and the content of the topic. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.</p> <p>Periodically through the year, assessments will also include information from previous topics to support longterm memory of all students.</p>
Equipment That Students Need	<p>Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.</p>



Bishop Stopford's School Curriculum Overview

Year 7 – History

**Parents /
Carers
can help
their child
by:**

Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened to a wider variety of experiences to further learning.

**Useful
Websites**

All year groups will be given a google classroom to support their own learning and help share wider resources for all.

School History - <https://schoolhistory.co.uk/resources/year/ks3/>

**Who do I
contact**

Mr. William Blatherwick – Head of History

Bishop Stopford's School Curriculum Overview

Year 8 – History

	Curriculum Content	Skill Content
Half Term 1	<p>The Tudors</p> <p>The Tudors occupy a unique place in British history. Few topics generate as many television programs, books, films and general cultural reference. It is important to ground the students in the study of the topic to allow them to differentiate between fact and fiction. It also is within this period which we deal with the reformation. The reformation has such consequences in shaping the Early Modern Period and indeed the world it is therefore vital study.</p>	<p>In year 8 students begin to develop on the skills they have been learning in year 7.</p> <p>Students will develop their use of historical skills:</p> <ul style="list-style-type: none"> • Causation • Change and Continuity • Interpretations • Sources • Diversity
Half Term 2	<p>The English Civil War</p> <p>The Civil War is a tipping point in the developmental arc towards power transferring towards the people in England. Students are introduced to the development of parliament as an alternative to the power of the monarchy. Students will reflect on the impact of the reformation a century on with the development of intense anti-catholic rhetoric. Students revisit the skill of causation in a more detailed form from what they practiced in year 7.</p>	<p>Literacy is a vital skill within History and through discussions in class and debate, our students will then be better equipped to develop and write down their points.</p>
Half Term 3	<p>The Industrial Revolution</p> <p>If we see that one of the purposes of history is to help develop students understanding of their own lives, then the Industrial revolution is key in helping to explain and develop the understanding of cities and modern work. Students will investigate sources to find out more about living conditions, work and the slow movement of reform.</p>	<p>Literacy is a vital skill within History and through discussions in class and debate, our students will then be better equipped to develop and write down their points.</p>
Half Term 4 and 5	<p>The Rise and Fall of Slavery and Empire</p> <p>Given the context provided by the Black Lives Matter, students need to be given an understanding of this issue. These are contemporary examples as to why history matters and children have a right to be informed so as to allow themselves to develop their own judgements. Context is especially important in considering the development of African societies before slavery and explaining the impact. This unit also seeks to challenge some preconception with slavery and its ends- namely that Britain deserves the upmost credit for the abolition.</p>	

Bishop Stopford's School Curriculum Overview

Year 8 – History

Half Term 6

Why did England become more Democratic?

Students will study the forces which bring about Democratic change beginning with the French Revolution, before comparing direct and not direct action in helping to develop change. These lessons offer a contrast to the revolution we have studied previously as it develops the ideas of individual liberties and the rule of law. Students can also develop their understanding of the importance of democracy. Students will consider the significance of the Chartists and go on to study the actions of the Suffragette and Suffragist campaigns

Examples of Home Learning Tasks

Within History students are given a project to support their progress and allow students to take the lead in this to support their own engagement.

Assessment Tasks, Methods & Frequency

At the end of each topic, students are given a *final* assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.

Equipment That Students Need

Students will be provided with information and resources within lesson. To support their learning, pens, pencils and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.



Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened up to a wider variety of experiences to further learning.
Useful Websites	All students will be given access to the Google Classroom set up for their year group with information for each topic we are learning about, homework support along with extra options to study to explore wider around what is being learnt in the classroom. These will be in the form of websites, videos, documentaries and potential places to visit should students and/or family wish to. School History - https://schoolhistory.co.uk/resources/year/ks3/

Who do I contact	Mr. William Blatherwick – Head of History
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Bishop Stopford's School Curriculum Overview

Year 9 – History

	Curriculum Content	Skill Content
Half Term 1	What Caused World War One? <p>This unit introduces students to Geo-Political events for the first time. Students will gain an understanding of the forces which can lead to war as well as gaining an understanding of some of the forces which still cause conflict and tension to this day. Namely: Nationalism, Imperialism and Militarism.</p>	During his year students make the decision about if they wish to pick History as a GCSE. To best prepare students, we will review the range of literacy, numeracy and historical skills they have learnt over the past 2 years to more explicitly link to what the course will require in year 10 and 11.
Half Term 2	World War One <p>World War One is an event that forms part of the nation's collective consciousness especially with yearly commemorations of armistice day. Students need to know the detail of what they are remembering and why they do so. The consequences of World War One helped shape the twentieth century which are covered in Year 9.</p>	
Half Term 3	Civil Right in America <p>Picking up at the end of the narrative left off at slavery students will track the social, political and economic plight of African Americans from 1865- 1970 considering the development of The Civil Rights movement</p>	This will see all the historical skills explored to guide students to learn about the part and how to apply their skills for what they choose to do next year.
Half Term 4	What was the Second World War and how did it affect Britain? <p>We study WW2 to gain a sense of the momentous nature of these events in Europe, resulted in horror on a scale that's never before been experienced and which then determined the shape of the rest of the 20th Century. The scheme of work also looks to challenge some of the national propaganda that is unsupported by historical fact.</p>	
Half Term 5	How should we remember the Holocaust? <p>This is the only statutory unit in the National Curriculum. Students will be introduced to Nazism. Students will be educated on the causes of the Holocaust and study case studies to understand the impact. The unit will develop students understanding of tolerance and mutual respect.</p>	

Bishop Stopford's School Curriculum Overview

Year 9 – History

Half Term 6	<p>How has Migration shaped London?</p> <p>Students will study the impact of migration to Britain after World War 2. Students will investigate The influence of Caribbean, in particular the development of shops, markets, cafes and restaurants and music.</p> <p>Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community.</p> <p>The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign.</p>
How is History taught	<p>In lessons our students are taught the idea of an enquiry, what is required of them to solve a question. They are then given the opportunity to independently search out the answers to solve the question of the lesson. Our lessons are taught actively so our students are engaged and seek out the learning for themselves to support their own inquisitive minds in modern day topics.</p>

Examples of Home Learning Tasks	<p>Within History students are given a project to support their progress and allow students to take the lead in this to support their own engagement.</p>
Assessment Tasks, Methods & Frequency	<p>At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.</p>
Equipment That Students Need	<p>Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.</p>
Parents / Carers can help their child by:	<p>Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see documentaries will also allow students to be opened up to a wider variety of experiences to further their learning.</p>



Bishop Stopford's School Curriculum Overview

Year 9 – History

Useful Websites	Google classroom - further support with home learning and access to material used in lessons. This will help students to revise at home and be prepared more for their independent learning. This will also allow students to understand the wider aspects of history not just the topics we have learnt in lessons to develop their understanding of history and the world around them. School History - https://schoolhistory.co.uk/resources/year/ks3/
Who do I contact	Mr W Blatherwick- Head of History

	Curriculum Content	Skill Content
Half Term 1 +2	Paper 1: Medicine through Time Students will study the development of Medicine through time in Britain. Starting in the Middle Ages students will study the change and continuity that has led to the development of modern medicine.	The skills required for GCSE History cover a wider variety as each of the 3 papers require different styles. Students will need to demonstrate their knowledge and understanding of the key features of the different time periods through description. This information will then be used to explain what has happened, why events have happened and to analyse the events themselves.
Half Term 3	Paper 1: Historical Environment Study Students will study Medicine on the battlefields on World War One.	In addition to this, students will need to apply their knowledge through using a range of sources to create judgements about what has happened. The final skill students will develop is to create judgements about different peoples' interpretations of past events and why they have made these interpretations.
Half Term 4 + 5	Paper 2 – Superpower Relations and the Cold War Students will chart the course of the Superpowers from the end of World War 2 to the collapse of the Soviet Union in 1990	
Half Term 6	Consolidation of learning to revise GCSE content. GCSE Trial Exams of all units Feedback on trial exam papers	
How is History taught	In lessons students will have opportunities to work independently along with group work. With each lesson, a bigger GCSE question focus is used to then also apply their knowledge and check the requirements of different questions and the skills used for the myriad of question styles from each of the papers.	
Examples of Home Learning Tasks	To practice the content recapped in lesson, Year 10 students are given different tasks to progress their own learning further. This can include practice questions to complete at home, planning for GCSE questions at home to then be used in class. Along with revising topics at home using different methods to support our students finding what best works for them, for examples, mind maps, information pages, and key word cue cards. In addition, the History department uses SenecaLearning.com to support home learning along with different digital resources using our Google Classroom available for all.	

Assessment Tasks, Methods & Frequency	Each student will be given different GCSE questions each lesson, these will be used in a combination of practice in lessons along with exam conditions in lessons each week. Students will be given Trial Exams to test recall and application of knowledge in exam conditions at the end of each half term along with whole school Trial Exams which will cover a wider selection of content to check revision and deepen understanding.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened up to a wider variety of experiences to further learning.
Useful Websites	BBC Bitesize - https://www.bbc.com/bitesize/examspecs/zw4bv4j https://www.bbc.com/bitesize/guides/zgdftyc/revision /1 Google Classroom – Our class code is ptsj5ev www.senecalearning.com – Our class code is - xy7oas7d8z
Extra-curricular Opportunities	

Who do I contact	Mr W Blatherwick – Head of History
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Bishop Stopford's School Curriculum Overview

Year 12 – History (GCSE)

	Curriculum Content	Skill Content
Half Term 1+2	Paper 3 Weimar and Nazi Germany <p>Student's depth study looks at the developments in Germany from 1919-1939 looking at the social economic and political changes which are made leading to the rise of Hitler.</p>	<p>The skills required for GCSE History cover a wider variety as each of the 3 papers require different styles.</p> <p>Students will need to demonstrate their knowledge and understanding of the key features of the different time periods through description.</p>
Half Term 3	Paper 2 Early Elizabethan England <p>Students shall study the early years of Elizabeth's reign looking at the problems that she faced both at home and abroad. Student will also look at the developments and changes in Tudor society.</p>	<p>This information will then be used to explain what has happened, why events have happened and to analyse the events themselves.</p> <p>In addition to this, students will need to apply their knowledge through using a range of sources to create judgements about what has happened.</p>
Half Term 4 +5	Revision for GCSE examinations	<p>The final skill students will develop is to create judgements about different peoples' interpretations of past events and why they have made these interpretations.</p>

How is History taught	<p>During lessons students recap the content of the specific sections for each lesson. This uses a range of learning styles and strategies to support engagement along with long term memory.</p> <p>With each lesson, a bigger GCSE question focus is used to then also apply their knowledge and check the requirements of different questions and the skills used for the myriad of question styles from each of the papers.</p>
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Examples of Home Learning Tasks	To practice the content recapped in lesson, Year 11 students are given different tasks to progress their own learning further. This can include practice questions to complete at home, planning for GCSE questions at home to then be used in class. Along with revising topics at home using different methods to support our students finding what best works for them, for example, mind maps, information pages, and key word cue cards. In addition, the History department uses SenecaLearning.com to support home learning along with different digital resources using our Google Classroom available for all.
Assessment Tasks, Methods & Frequency	Each student will be given different GCSE questions each lesson, these will be used in a combination of practice in lessons along with exam conditions in lessons each week. Students will be given Trial Exams to test recall and application of knowledge in exam conditions at the end of each half term along with whole school Trial Exams which will cover a wider selection of content to check revision and deepen understanding.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened up to a wider variety of experiences to further learning.
Useful Websites	BBC Bitesize - https://www.bbc.com/bitesize/examspecs/zw4bv4j https://www.bbc.com/bitesize/guides/zgdftyc/revision <u>/1</u> Google Classroom – Our class code is 66e3lfe www.senecalearning.com – Our class code is – wygflk5u2i

Who do I contact	Mr W Blatherwick
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