



Curriculum Intent: (History)

Introduction:

The new Education Inspection Framework (EIF 2019) includes an enhanced focus on curriculum. This is structured around three pillars:

- Curriculum Intent
- Curriculum Implementation
- Curriculum impact

Al-Ashraf Secondary School for Girls has reviewed its curriculum with a clear focus on addressing and meeting these new demands, keeping in mind that the school curriculum is not only the subjects on the timetable; it is the whole experience of education. The curriculum firmly underpins the school vision from which a culture and ethos is generated that supports all students within our school. We are committed to ensuring that spirituality & morality permeates all sections of the curriculum and that our curriculum is broad and balanced in order that the needs of all students are provided for whatever their gifts, talents or abilities. We aim to make provision for academic achievement and the spiritual, moral, social, cultural, mental, physical and creative development of our students, in addition to preparing them for the opportunities, responsibilities and experiences of later life.

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims (KS3 & KS4):

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts
- understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Use critically and constructively a range of contemporary source materials appropriate to the period to frame their historical questions and make their own historical claims.

Key concepts of History key stage 3 (KC):

1.1 Chronological understanding

1.2 Cultural, ethnic and religious diversity

1.3 Change and continuity.

1.4 Cause and consequence

1.5 Significance

1.6 Interpretation

Key processes of History key stage 3 (KP):

2.1 Historical enquiry

2.2 Using evidence

2.3 Communicating about the past

Curriculum opportunities:

- a. explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today
- b. investigate aspects of personal, family or local history and how they relate to a broader historical context
- c. appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past
- d. use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings
- e. make links between history and other subjects and areas of the curriculum, including citizenship.

Assessment Objectives (AOs) for KS4:

AO1: demonstrate knowledge and understanding of the key features & characteristics of the periods studied

AO2: Explain & analyse historical events and periods studied using second order historical concepts

AO3: Analyse, evaluate and use sources to make substantiated judgements in the context of historical events studied

AO4: Analyse, evaluate and make substantiated judgements about interpretations including how and why they may differ in the context of historical events studied

Curriculum Map

YEAR	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
7	History Hows (Chronology, bias, source utility & interpretation)	Power Pit	Castle Crash Course	Religion & Revolt	Malignant Medicine (British Depth Study)	Crime & Punishment through the ages (Thematic study pre 1066-modern)
		(Development of Church, state & society (1066-1509))				
8	Horrid Henry	Elusive Elizabeth	Domestic Disputes	World Domination (with depth study)	Slavery Stinks	Civil Rights in America (Significant society & issue in World History)
	Development of Church, state & society 1509-1745			(Ideas, political power, industry & empire (1745-1901))		
9	Deeds, not words (women's suffrage)	The Great War	The Great War (Local History Study)	Domino Effect (WWII)	Holocaust Horrors	Begin GCSE (Elizabethan England)
	Challenges for Britain, Europe & the wider world 1901-present)					
10	Elizabethan England (British Depth)	Elizabethan England (British Depth)	Crime and Punishment (Thematic study)	Crime and Punishment (Thematic study)	Whitechapel (Historic Environment)	Conflict in the Middle East (Period Study)
11	Conflict in the Middle East (Period Study)	The USA, 1954-1975: conflict at home and abroad (Modern Depth)	The USA, 1954-1975: conflict at home and abroad (Modern Depth)	The USA, 1954-1975: conflict at home and abroad (Modern Depth)	Revision & Exams	Revision & Exams

	Topic Name	Main Curriculum Focus	Big Finish
YEAR 7	History Hows	Chronology, bias, source utility & interpretations based on a study of the Inca Ice maiden (1400s) <ul style="list-style-type: none"> • KC: 1.1, 1.2 & 1.6 • KP: 2.2, 2.3 	Comparing interpretations Step strands: 2 & 3
	Power Pit	Anglo-Saxons, claimants to the throne, the Norman conquest and William's consolidation of power <ul style="list-style-type: none"> • KC: 1.1, 1.4 & 1.5 • KP: 2.1, 2.2 & 2.3 	Essay: Who had the greatest claim to the throne in 1066? Essay: Why did William win the Battle of Hastings? Step strands: 1, 3 & 4
	Castle Crash Course	Anglo-Saxons, claimants to the throne, the Norman conquest and William's consolidation of power <ul style="list-style-type: none"> • KC: 1.1, 1.2 & 1.3 • KP: 2.1 & 2.3 	Essay: How did William consolidate power? Castle Model project Step strands: 1, 3 & 4
	Religion & Revolt	The importance of religion & the crusades (Power of the Church, monks & nuns, crusades) Magna Carta and the emergence of Parliament Peasant's Revolt <ul style="list-style-type: none"> • KC: 1.1, 1.2, 1.3, 1.4 & 1.5 • KP: 2.1, 2.2 & 2.3 	Persuasive speech: join the crusades Essay: the most significant event in the history of British Democracy was the Magna Carta Step strands: 1, 3 & 4

	Malignant Medicine	<p>The Black Death and its social and economic impact</p> <p>Medicine in Medieval Ages</p> <ul style="list-style-type: none"> • KC: 1.2, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Sources & Interpretation based assessment on the Peasant's Revolt</p> <p>Essay: there were no useful developments in the field of science. How far do you agree?</p> <p>Step strands: 1, 2, 3 & 4</p>
	Crime & Punishment through the ages	<p>Did the romans conquer crime? How savage were the Anglo Saxons? Nasty Normans, Walter Blowberme, courts in the Middle Ages, Robin Hood, Key rebellions, beggars & vagabonds, modern police force</p> <ul style="list-style-type: none"> • KC: 1.1, 1.3, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Source skills (utility & reliability)</p> <p>Compare crime between two periods of History</p> <p>Step strands: 1, 2, 3 & 4</p>
YEAR 8	Horrid Henry	<p>Tudor monarchs, English reformation, counter reformation (Henry VIII to Mary I)</p> <ul style="list-style-type: none"> • KC: 1.1, 1.3, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: why did Henry begin the reformation?</p> <p>Source & knowledge test</p> <p>Step strands: 1, 2, 3 & 4</p>
	Elusive Elizabeth	<p>The Virgin Queen, Elizabethan religious settlement, conflict with Catholics, theatre, voyages of discovery</p> <ul style="list-style-type: none"> • KC: 1.1, 1.3, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: making a judgement about the best Tudor monarch</p> <p>Elizabeth interpretation assessment (TBC)</p> <p>Step strands: 1, 2, 3 & 4</p>
	Domestic Disputes	<p>The causes and events of the civil wars throughout Britain; Oliver Cromwell: hero or not?; execution of Charles I; the boy in</p>	<p>Essay: was Oliver Cromwell a hero or a villain?</p>

	<p>the blue; daily life; Battle of Marston Moor</p> <ul style="list-style-type: none"> • KC: 1.1, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Source utility assessment (TBC)</p> <p>Step strands: 1, 2, 3 & 4</p>
World Domination	<p>Development of the British Empire; Empire: pride or shame? British East India Company; Robert Clive; Depth study: India (Ghandi and independence); Depth study: Australia (transportation & colonisation</p> <ul style="list-style-type: none"> • KC: 1.1, 1.3, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: causes of Indian independence</p> <p>Knowledge based assessment (TBC)</p> <p>Step strands: 1, 2, 3 & 4</p>
Slavery Stinks	<p>Britain's transatlantic slave trade: Origins; triangular trade; middle passage; slave auction; slave plantations; punishments & resistance; William Wilberforce & the abolition of slavery</p> <ul style="list-style-type: none"> • KC: 1.1, 1.3, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: why was slavery abolished?</p> <p>Interpretation & knowledge assessment (TBC)</p> <p>Step strands: 1, 2, 3 & 4</p>
Civil Rights in America	<p>Was Abraham Lincoln the Great Emancipator? The Jim Crow Laws; Little Rock Nine; Emmett Till; Rosa Parks; How could you protest? Martin Luther King; Malcolm X; The influence of the KKK; Which obstacles do African Americans still face today?</p> <ul style="list-style-type: none"> • KC: 1.2, 1.3, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Extended project (TBC)</p> <p>End of year assessment (TBC)</p> <p>Step strands: 2 & 4</p>

YEAR 9	Deeds, not words	<p>Position and status of women in society; foundations of women's suffrage; suffragists; propaganda and protests; Suffragettes; military campaigns; role of WW1; Emily Davison</p> <ul style="list-style-type: none"> • KC: 1.3, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: WWI was the most important factor in helping women win the vote. How far do you agree?</p> <p>Comparing sources assessment</p> <p>Steps: 1, 2, 3 & 4</p>
	The Great War	<p>Causes of WWI; recruitment; trenches; the Butcher of the Somme; Cowardice in WWI; war in the air; weapons; role of women; conscientious objectors; the end of WWI & the armistice; Treaty of Versailles</p> <ul style="list-style-type: none"> • KC: 1.1, 1.4, 1.5 • KP: 2.1, 2.2 & 2.3 	<p>Essay: the causes of the Great War</p> <p>Source assessment on trenches</p> <p>Steps: 1, 2, 3 & 4</p>
	Local Study (Impact of WW1)	<p>Did local people play an important role in the Great War?</p> <ul style="list-style-type: none"> • KC: 1.2, 1.5 & 1.6 • KP: 2.2 	<p>Extended project – diary of a soldier (TBC)</p>
	WWII	<p>Treaty of Versailles; Great Depression; rise to power; appeasement; Blitzkrieg; Dunkirk; life in Nazi Germany; youth opposition; Stalingrad; Holocaust; greatest leaders</p> <ul style="list-style-type: none"> • KC: 1.1, 1.2, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	<p>Essay: significance question (TBC)</p> <p>Source/interpretation assessment (TBC)</p>

	Holocaust Horrors	Holocaust; anti-Semitism in Britain & Germany; extremism to extermination; organisation; culprits; Jewish Resistance; liberation, Diary of Anne Frank <ul style="list-style-type: none"> • KC: 1.2, 1.4, 1.5 & 1.6 • KP: 2.1, 2.2 & 2.3 	End of year assessment Creative project (TBC)
GCSE (last term of Year 9 & Years 10 & 11)	Early Elizabethan England 1555-1588	Complexity of Elizabethan society: queen, government & religion; challenges at home & abroad; Age of Exploration (1558-88)	AO1: Describing features AO2: Causation AO2: Significance
	Crime & Punishment in Britain – C1000 – Present	Change & continuity in crime, punishment & law enforcement	AO1: similarity/difference over time AO2: Process of change & judgement (nature and extent of change; patterns, process & impact of change)
	Whitechapel (C1870-C1900)	Historic examination of relationship between crime & policing in Whitechapel	AO1: Describing features AO3: Utility of sources & follow up enquiries
	Conflict in the Middle East	50 year narrative of the Middle East: creation of Israel, impact on Palestine & impact of involvement of foreign countries.	AO1: Consequence AO2: Analytical narrative (importance of people, events & developments)
	The USA, 1954-1975: conflict at home and abroad	Development of civil rights movement, peaceful protests & their impact & US involvement in the	AO3: Source utility AO4: differences in interpretations (how/why) & evaluation of

		Vietnam War.	interpretations
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NB: Years 10 & 11 will be assessed throughout the year by way of GCSE questions relative to the topic covered.

NB: Essay questions set in KS3 will also be geared towards pupils becoming comfortable with the assessment objectives and style of examination at KS4.