

Oasis Media City Subject Curriculum Plan



Subject: History

Head of Subject: Eloise Marsh

Date updated: June 2020

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	To what extent did migration and invasion disrupt life for native populations from 1st – 11th century?	What changed the most after the Norman Conquest?	To what extent was Medieval England a place of “fear and decay”?	To what extent did the Reformation ‘revolutionise’ the wider world?	To what extent was Elizabeth I a global monarch?	Why do interpretations of the British Empire differ so greatly?
Year 8	How did enslaved Africans drive the abolition of slavery in Britain and America?	How ‘revolutionary’ was the Industrial Revolution in Manchester?	How did ordinary people fight for their rights in the 19th century?	Why did James Hudson claim “no power on earth can make me into soldier” during WWI?	Was WW1 the most significant moment for British women in 20th century?	How did the British Civil Rights Movement develop?

Oasis Media City Subject Curriculum Plan



Year 9	To what extent did Manchester and Salford embody a 'Blitz Spirit' in World War II?	How was the Holocaust possible?	How did the Arab – Israeli conflict develop?	How did migration change Britain after WW2?	How has the nature of crime and punishment changed c1000 – 1500?	How has the nature of crime and punishment changed c1500 – present?
Year 10	GCSE Paper 1 Crime and Punishment; Historic environment of Whitechapel including consolidation of paper 1	GCSE Paper 2 Anglo – Saxon and Norman England	GCSE Paper 2 Anglo – Saxon and Norman England	GCSE Paper 2 American West	GCSE Paper 2 American West	GCSE Paper 3 Weimar and Nazi Germany
Year 11	GCSE Paper 3 Weimar and Nazi Germany	GCSE Paper 3 Weimar and Nazi Germany	Consolidation	Consolidation	Consolidation and exams	

Oasis Media City Subject Curriculum Plan



Year Term:	Half	1 (7 weeks)	2 (8 weeks)	3 (6 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
7	<i>Topic(s):</i>	<p>To what extent did migration and invasion disrupt life for native populations from 1st – 11th century?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Differences between Western European maps and Asian maps - Romans - “Beachy Head lady” c.200 – 250 AD - Silk Roads – 4th – 9th century, fall of Rome, Byzantine, Ottomans 	<p>What changed the most after the Norman conquest?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - The Battle of Hastings - long term changes of the conquest - Short term changes of the conquest - evaluation of changes 	<p>To what extent was Medieval England a place of “fear and decay”?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Society – different people - Politics – role of the monarch, Peasants Revolt - Health – e.g. Black Death and the village of Eyam - Religion – influence of the church 	<p>To what extent did the Reformation ‘revolutionise’ the wider world?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -Differences between Catholic and Protestant faiths -Financial, political, dynastic reasons for Henry breaking with Rome and the consequences for England - Broader impact of the reformation in Spain and the founding of the new world - Counter reformation 	<p>To what extent was Elizabeth I a global monarch?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Age of exploration - Failed attempts then establishment of American colonies - Jamestown – case study? - Her relationship with other rulers like the Ottomans, the sultans, other female monarchs - ‘Chaos’ after Elizabeth I e.g. James I, Civil War 	<p>Why do interpretations of the British Empire differ so greatly?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - -the empire in from the Elizabethan to the Victorian age. - -attitudes to empire in the post-war era. - Focus on David Olusoga and Niall Ferguson - -contemporary attitudes, specifically - -analysis of why interpretations exist and why they are different

Oasis Media City Subject Curriculum Plan



		- Vikings – changes they brought, Danelaw					
	<i>Key Words(1 p/wk):</i>	<i>Native, migration, invasion, conquest, economy, holy, trade, nomad, merchant, barbarism</i>	<i>Anglo – Saxon, Norman Conquest, invasion, interpretation, significance, change, continuity.</i>	<i>Medieval, social, plague, buboes, symptom, cure</i>	<i>Tudor, reformation, Protestant, Catholic, priest, the New World, Counter Reformation</i>	<i>Modernity, exploration, imperial, colony</i>	<i>Empire, colony, monarchy, oppression, indigenous, exploitation.</i>
	<i>Link to context/Character/careers:</i>	Historical concept: change and continuity	Historical concept: significance (of change)	Historical concept: significance	Historical concept: change and continuity	Historical concept: significance	Historical concept: evidence and interpretation
	<i>Assessment Type:</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> <i>AP1</i>	<i>Teacher assessment feedback</i>	<i>Teacher assessment feedback</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> <i>AP2</i>	<i>Teacher assessment feedback</i>	<i>EOY Exam</i> <i>AP3</i>
8	Topic(s):	How did enslaved Africans drive the abolition of	How ‘revolutionary’ was the Industrial	How did ordinary people fight for their	Why did James Hudson claim “no power on earth can make me into	Was WW1 the most significant moment for British women in 20th century?	How did the British Civil Rights Movement develop?

Oasis Media City Subject Curriculum Plan



	<p>slavery in Britain and America?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - West African culture - Transatlantic journey - Plantations <ul style="list-style-type: none"> - Slave rebellions and resistance - Abolition of slavery - Comparison of abolition in Britain 	<p>Revolution in Manchester?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> -life before the Industrial Revolution - why did factories develop? -working conditions - Manchester case study Ancoats and Salford Quays - positives and negatives of the IR 	<p>rights in the 19th century?</p> <p>Knowledge and skills covered</p> <ul style="list-style-type: none"> - Role of protest and campaigns - Peterloo Massacre - Chartists - Rise of trade unions - Women’s suffrage 	<p>soldier” during WWI?</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Battles, weapons, conditions on the Western and Home Front - Role of Conscientious Objectors with Salford focus on the case study of James Hudson 	<p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - WW1 (war work; greater economic, personal and political freedoms) - WW2 -1960s (1967 Abortion Act, Family Planning Act, 1968 Dagenham Ford workers strike, 1969 Divorce Act) -1970s (Equal Pay Act, Employment Protection Act, Sex Discrimination Act. Increased numbers of women at university, shift in employment from low skilled part time, to full time, salaried employment) -1980s (Greenham Common Protest) 	<p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Role in both wars - Demographics - Post WW2 - Bristol Bus Boycotts, Notting Hill Riots - Brief comparison with the US
<p><i>Key Words(1 p/wk):</i></p>	<p><i>Captivity, inhumane, transatlantic, plantations, field hand, domestic</i></p>	<p><i>Industrial Revolution, conditions, social, economic, child labour, poverty.</i></p>	<p><i>Suffrage, Peterloo, working class, chartism, political</i></p>	<p><i>Western Front, Home Front, trenches, shell shock, propaganda,</i></p>	<p><i>Domestic sphere, angel of the house, working class, middle class, liberation, oppression, status</i></p>	<p><i>Migration, immigration, equality, discrimination, boycotts</i></p>

Oasis Media City Subject Curriculum Plan



		<i>slave, abolition, abolitionists, Underground Railroad, North Star</i>		<i>representation, parliament, democracy</i>	<i>conscientious objectors, pacifism</i>		
	<i>Link to context/Character:</i>	Historical concept: cause and consequence	Historical concept: significance (of change)	Historical concept: cause and consequence	Historical concept: cause and consequence, significance	Historical concept: significance	Historical concept: change and continuity
	<i>Assessment Type:</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> AP1	<i>Teacher assessment feedback</i>	<i>Teacher assessment feedback</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> AP2	<i>Teacher assessment feedback</i>	<i>EOY Exam</i> AP3
9	<i>Topic(s):</i>	To what extent did Britain embody a 'Blitz Spirit' in World War II? Knowledge and skills covered - Causes of WWII - Role of the navy and air force - Social effects such as rationing, air	How was the Holocaust possible? Knowledge and skills covered: -antisemitism throughout European History -Nazi antisemitism -Nazi conquest of Europe.	Why did the Arab – Israeli conflict develop? Knowledge and skills covered: - Post 1945 legacy United Nations - Division of land by colonial powers - Yom Kippur War	How has post 1945 immigration changed Britain? Manchester and Salford lens Knowledge and skills covered: - H.M.S Windrush, building of the welfare state and labour shortage - Role of cities	How has the nature of crime and punishment changed c1000 – 1500? Knowledge covered: -Anglo Saxon and early Middle Ages crime and punishment. -Crimes, factors that caused crime, punishments, laws, courts Analyse and evaluate change and continuity	How has the nature of crime and punishment changed c1500 – present? Knowledge covered: Industrial period to Modern Period -Crimes, factors that caused crime, punishments, laws, courts

Oasis Media City Subject Curriculum Plan



	raids, evacuation - The Blitz and its effects - Legacy of WWII e.g. United Nations - Life in Nazi Germany	-analysis and evaluation of these causes.	- Role of IDF - Role of Hamas and the Palestine Liberation Front	- Multi- culturism - Discrimination - Cultural significance; music, art, literature, poetry	from Anglo Saxon to Early middle ages	Analyse and evaluate change and continuity from Anglo Saxon to Modern period
<i>Key Words(1 p/wk):</i>	<i>Blitz, Luftwaffe, Blitzkreig, evacuation, air raid, rationing</i>	<i>Holocaust, anti – Semitism, Wansee conference, concentration camps, liberation</i>	<i>Israeli, Palestine, two state solution, Hamas, Palestinian Liberation Front, Israeli Defence Force</i>	<i>H.M.S Windrush, economic migration, immigration, multi – culturalism</i>	<i>Anglo – Saxon, Medieval, punishment, crime, blood feud, hue and cry Late Medieval, jury, public disorder, control</i>	<i>Retribution, rehabilitation, surveillance, advocacy, statute</i>
<i>Link to context/Character:</i>	Historical concept: evidence and interpretation	Historical concept: causation and evidence.	Historical concept: significance	Historical concept: significance	Historical concept: change and continuity	Historical concept: causation, change and continuity
<i>Assessment Type:</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> AP1	<i>Teacher assessment feedback</i>	<i>Teacher assessment feedback</i>	<i>Written exam including knowledge retrieval, source interpretation and extended written piece</i> AP2	<i>Teacher assessment feedback</i>	EOY Exam AP3

Oasis Media City Subject Curriculum Plan



10	<i>Topic(s):</i>	<p>Paper 1 Study of the Historical environment Whitechapel 1870-1900</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> -social conditions in Whitechapel, extent of poor housing, sanitation and overcrowding. - crime caused by poor jobs - tensions caused by immigration - policing general and the Ripper investigation itself -role and attitude of the media, attitudes of different sections in society 	<p>Paper 2 Anglo – Saxon and Norman England</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> - Anglo Saxon Society - Norman conquest - Resistance to the Normans - Consolidation of Norman power 	<p>Paper 2 Anglo – Saxon and Norman England</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> - Changes to religion under William - William’s sons - Legacy of William 	<p>Paper 2 American West 1835-95</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> -the lives and beliefs of Plains Indians -early white settlers 1840s causes - early impact of white American laws on Indians -Consequences of the 1862 Homestead Act -Consequences of the Gold Rushes - Causes of increase in cattle industry - Consequences of the transcontinental Railroad 	<p>Paper 2 American West 1835-95</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> -lawlessness and conflict amongst white Americans – cowboys v homesteaders, outlaws and crime in the ‘wild west’ -conflict between Indians and white Americans – Little Crow’s War, Sand Creek massacre, Red Cloud’s War, Sitting Bull and the Battle of Little Bighorn - consequences of these conflicts for life on reservations - destruction of Indian way of life, culture and religion ‘kill the Indian, save the man’ 	<p>Paper 3 Weimar and Nazi Germany 1918-39</p> <p style="text-align: center;">Knowledge covered:</p> <ul style="list-style-type: none"> 1918 Revolution and abdication of the Kaiser -Weaknesses of Weimar constitution -Terms of ToV, reaction and ‘stab in the back’ myth. -Threats to Weimar Govt 1919-23, Spartacist Uprising, Kapp Putsch, reparations set at £6.6 billion, French invasion of Ruhr, hyperinflation, Munich Putsch. - extent of economic recovery by Streseman, Dawes Plan, Young Plan, Locarno treaty, LoN, Kellogg-Briand Pact. -extent society changed, workers rights, women’s
-----------	------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Oasis Media City Subject Curriculum Plan



							Rights, cinema, art, nightlife
	<i>Key Words(1 p/wk):</i>	<i>Whitechapel, immigration, poverty, metropolitan police, social, sensationalism</i>	<i>Thegn, ceorl, freeman, serf, Norman Conquest, invasion, submission, consolidation</i>	<i>LanFranc, the Papacy, succession, feudalism, taxation</i>	<i>Plains Indians, tribes, settlers, colonists, Homesteaders, Civil War, state, federal, railroads</i>	<i>Lawlessness, reservations, buffalo, destruction</i>	<i>Abdication, constitution, democracy, political spectrum, left wing, right wing, liberalism</i>
	<i>Link to context/Character:</i>	Historical Concept: utility of content and explanation purpose of sources.	Historical concept: narrative analysis, significance, importance, consequence.	Historical concept: narrative analysis, significance, importance, consequence	Historical concept: all second order concepts, including source and interpretation analysis	Historical concept: all second order concepts, including source and interpretation analysis	Historical concept; all second order concepts, including source and interpretation analysis
	<i>Assessment Type:</i>	Assessment based on GCSE questions AP1	Assessment based on GCSE questions	Assessment based on GCSE questions	Assessment based on GCSE questions AP2	Assessment based on GCSE questions	EOY Exam AP3
11	<i>Topic(s):</i>	Paper 3 Weimar and Nazi Germany 1918-39 Knowledge covered: -Early development of	Paper 3 Weimar and Nazi Germany 1918-39 Knowledge covered: - Opposition, resistance and conformity	GCSE Topic Consolidation and deliberate exam practice Knowledge and skills covered: • Carousel of topics and	GCSE Topic Consolidation and deliberate exam practice Knowledge and skills covered: • Carousel of topics and question types	GCSE Topic Consolidation and deliberate exam practice Knowledge and skills covered: • Carousel of topics and question types	

Oasis Media City Subject Curriculum Plan



		<p>the Nazi Party, 1920–22</p> <ul style="list-style-type: none"> - The Munich Putsch and the lean years, 1923–29 - The growth in support for the Nazis, 1929–32 - How Hitler became Chancellor, 1932–33 - The creation of a dictatorship, 1933–34 - The police state - Controlling and influencing attitudes, propaganda, literature and film 	<ul style="list-style-type: none"> -Nazi policies towards women -Nazi policies towards the young -Employment and living standards -The persecution of minorities 	<p>question types</p> <ul style="list-style-type: none"> • Mapped out by subject lead and changes annually based on needs of the cohort 	<ul style="list-style-type: none"> • Mapped out by subject lead and changes annually based on needs of the cohort 	<ul style="list-style-type: none"> • Mapped out by subject lead and changes annually based on needs of the cohort 	
	<p><i>Key Words(1 p/wk):</i></p>	<p><i>21 point programme, uprising, instability, enabling act, fuhrer, one part state, Police state, totalitarian, indoctrination,</i></p>	<p><i>Aryan, persecution, Kristallnacht, Hitler Youth, autarky, total war, opposition and resistance</i></p>				

Oasis Media City Subject Curriculum Plan



<i>Link to context/Character:</i>	Historical concept: all second order concepts, including source and interpretation analysis	Historical concept: all second order concepts, including source and interpretation analysis				
<i>Assessment Type:</i>	PPEs AP1	PPEs and GCSE questions in class assessment	PPEs and GCSE questions in class assessment AP2	GCSE questions in class assessment AP3	GCSE questions in class assessment	

Key Questions:

1. What is the overarching intent for your curriculum?

To develop historians with wide ranging, in depth knowledge of global, national and local history that supports them understand the wider world. Students will be able to combine this knowledge with a strong understanding of key historical concepts to understand the how and why of the present day.

2. How does this curriculum build student’s knowledge of the world around them both locally and nationally?

The local focus of topics such as the Industrial Revolution and the development of rights of the working class 19th – 20th century will support students to understand the vital role of Manchester, Salford and the North West in driving change and the role of local individuals in driving change. The inclusion at KS3 of topics such as the Norman Conquest and the Reformation build student’s knowledge of the change and continuity over the past millennia in creating modern Britain.

3. How is this curriculum designed to engage students and develop a passion for the subject?

Oasis Media City Subject Curriculum Plan



The local focus and teaching of the lives of ordinary people's rights aim to engage students through demonstrating their relevance to modern life and the role of ordinary people in changing the course of history. Students are also required to think as historians and grapple with the inherent bias of sources, the utility of interpretations and the role of power in the telling of history – this aims to ignite their passion by developing the understanding that history is told from different perspectives.

4. How does this curriculum cater for the needs of our students?

The topics have been chosen to give a balanced account of those with and those without power in the past, to support students to understand that history has many threads; social, political, economic, cultural, religious. Our students want to express their opinions and rights, hence the inclusion of topics such as the development of working class rights that aims to demonstrate how people have previously affected social change.

5. How is assessment used to improve learning?

Key historical concepts are assessed throughout year groups, so they are revisited and understanding deepened. Each KS3 assessment combines the three key skills required from a historian – retrieval of key factual information, analysis of historical sources and interpretations and an extended piece of writing. At KS4 they do this with reference to the requirements of each GCSE paper, to ensure familiarity and residual knowledge about examination expectations.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

Interpretations, analysing evidence and making judgements using historical knowledge is a key skill for other subjects such as religious studies as well as their future lives. Our teaching of history aims to support a student to watch a current affairs or news programme and understand the key historical events and concepts, such as the development of the democracy, that are relevant. The development of key tier 2 and 3 vocabulary and explicit teaching of it during and throughout topics ensures a strong understanding so they can be applied to other subject contexts. Historians at Oasis will be able to critically analyse information and sources which can be utilised in the modern day.

7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Key historical concepts are revisited throughout KS3 and crucial for success at KS4. Links between topics are explicitly made for example Year Autumn 1 and Summer 2.

8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?

Oasis Media City Subject Curriculum Plan



Topics at KS3 are taught chronologically to ensure that students gain a solid understanding of the development of key themes and how each period can be defined by specific change, progress and continuity. Links between topics are made explicit so that students can build on prior knowledge and understanding, which has been recognised as an evidence based way to build further knowledge.

9. How is this curriculum adapted to cater for the needs of students with different starting points?

This curriculum teaches, from the initial half term in year 7, not just knowledge of events but key historical second order concepts to provide all students with an understanding of how historians investigate, assess and evaluate such historical events.

10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?

Departmental CPD will be utilised, with each teacher taking responsibility for assigned year groups' planning in order to then share key knowledge needed and key misconceptions. GCSE textbooks and examiner training will be provided for staff at KS4.