

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Curriculum Intent

- **History at KBA promotes a love of learning History across all key stages.**
- **Students will be taught to appreciate the importance in having an awareness of the past and will be provided with wide-ranging knowledge spanning the Ancient world to modern history.**
- **Students will be encouraged to make comparisons between life today and periods in the past.**
- **Students will become equipped to deal with the fundamental concepts that underpin historical study: chronology, cause and consequence, change and continuity, similarity & difference and significance.**
- **Students will build and develop historical skills such as the ability to analyse historical sources and interpretations and making substantiated judgements about the past.**

1. How do you ensure consistent delivery of the subject across all key stages?

Department meetings: SOL checks & updated based on department discussions, subject knowledge and pedagogy support
Learning walks and moderation of classroom work, book checks
An awareness from primary up of use of historical language e.g. cause and consequence

2. How does the curriculum cater for disadvantages, SEND and other minority group students?

All students have access to the same curriculum – students have access to differentiated learning tasks (secondary – key tasks for lower attainers, aspire tasks for higher attainer)
In primary where appropriate students have extra adult support
In primary pre-teaching for disadvantaged students takes place to help expose students to key terminology in preparation for future lessons
In secondary staff produce strategic plans per class to target and plan for individual needs of the student
Primary – Disadvantaged students given a “ask me about my History lesson” sticker to encourage them to verbalise their learning

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

Bell task – embeds knowledge
Use of Knowledge Organiser homework's and termly quizzes to assess retention of knowledge
KS3 curriculum sequencing – revisiting concepts e.g. parliament, empire, religion
GCSE/A Level – weeks revisiting previous modules

PRIMARY

Kettering Buccleuch Academy Primary History Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Family History</p> <p>Historical Significance</p> <p><i>What is my family history?</i></p>	<p>The Great Fire of London</p> <p>Historical significance</p> <p><i>Why do we call the great fire of London great?</i></p>	<p>Ancient Egypt</p> <p>Causation</p> <p><i>Ancient Egypt – would you want to be a pharaoh?</i></p>	<p>Mayans</p> <p>Similarity & difference</p> <p><i>How was life similar for Mayans and Ancient Greeks?</i></p>	<p>Settlement by Anglo-Saxons</p> <p>Similarity & difference</p> <p><i>What can we learn about the Anglo-Saxons from what we see today?</i></p>	<p>Longitudinal study: The Victorians</p> <p>Change & continuity</p> <p><i>Is it fair for the Victorian period to be called 'The Golden Years'?</i></p>
Spring	<p>Longitudinal study: Community and family</p> <p>Change and continuity</p> <p><i>How has my community changed over time?</i></p>	<p>Comparison of Explorers</p> <p>Similarity & difference</p> <p><i>Was Tim Peake a more successful astronaut than Neil Armstrong?</i></p>	<p>Stone Age & Iron age</p> <p>Similarity & difference</p> <p><i>How was life in a prehistoric settlement different to today?</i></p>	<p>Roman Empire</p> <p>Change & continuity</p> <p><i>How did the Roman Empire change over time?</i></p>	<p>Viking invasions</p> <p>Causation</p> <p><i>Why do the Vikings have a violent reputation, and do they deserve it?</i></p>	<p>The world at war</p> <p>Causation</p> <p><i>Why did the world go to war and what impact did this have on the world?</i></p>
Summer	<p>Castles</p> <p>Causation</p> <p><i>How do castles keep people safe?</i></p>	<p>Walter Tull – A legacy</p> <p>Historical significance</p> <p><i>What impact did Walter have on the UK?</i></p>	<p>Ancient Greece</p> <p>Historical significance</p> <p><i>How did the Ancient Greeks change the way we think today?</i></p>	<p>Roman Empire in Britain</p> <p>Causation</p> <p><i>How did the Romans keep control of Britain?</i></p>	<p>Longitudinal study: The Tudors -The war of the roses</p> <p>Historical Significance</p> <p><i>Is it right for people of the same country to fight each other for control?</i></p>	<p>Longitudinal study: power, empire and democracy</p> <p>Change & continuity</p> <p><i>How have people's rights in Europe changed over time?</i></p>
EYFS	<p>Children in early years settings follow the national curriculum that highlights the importance in awareness of the past. Children are introduced to words and phrases relating to the passing of time. This includes the chronological study of their family and exposure to the chronological history of their local community. They can make comparisons between life today and periods in the past. Within the early years setting children study life in prehistoric times learning about dinosaurs and fossils. Children will also undergo a study into more recent history dating after 1900, looking at the history of space travel and its importance.</p>					

KEY STAGE 3

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
<p>7</p> <p>Note: Pupils who have two History teachers per week will explore these same topics in an alternative but chronological sequence.</p>	<p>Students will learn about the medieval world by exploring:</p> <ul style="list-style-type: none"> • What Medieval Baghdad reveals about the Muslim world. • The Norman conquest of 1066, why William I won the Battle of Hastings and how the Normans controlled England by 1087. • The ways religion affected medieval society. • Medieval medicine with a focus on the Black Death. 	<p>Students will learn about the medieval world by exploring:</p> <ul style="list-style-type: none"> • The consequences of a number of different challenges to medieval monarchs, including Thomas Becket, Magna Carta and the Peasant’s Revolt. • What Mansa Musa’s life reveals about the Mali Empire in the 16th century. • How life changed during the Renaissance by considering how ideas, inventions and events led to change.
	<p>Mid-Year Assessment Medieval Baghdad, Norman conquest & control</p>	<p>End of Year Assessment United Learning test: Medieval Baghdad, Norman control, medieval religion, Mali Empire & challenges to medieval monarchs</p>
<p>8</p> <p>Note: Pupils who have two History teachers per week will explore these same topics in an alternative but chronological sequence.</p>	<p>Students will learn about the Tudor and Stuart periods by exploring:</p> <ul style="list-style-type: none"> • The Reformation across Europe and the reasons why Henry VIII broke with the Catholic Church. • How religion changed under Edward VI, Mary I and Elizabeth I including the challenges faced by Elizabeth I. • The key events between the accession of James I and the Glorious Revolution including how and why a Civil War broke out in England in 1642. Students will explore the events of a local Civil War battle, Naseby in 1645. 	<p>Students will learn about key developments c1700-1900 by exploring:</p> <ul style="list-style-type: none"> • The beginnings and respective merits of the British Empire and its impact, focusing on a case study of India. • The Transatlantic Slave Trade and reasons for its abolition in the British Empire. Students will explore local links with the Kettering abolitionist William Knibb. • Why the Industrial Revolution began where it did and when it did.
	<p>Mid-Year Assessment The causes of the English Reformation & Tudor religion</p>	<p>End of Year Assessment United Learning test: English Reformation, Tudor Religion, causes of the English Civil War & the Transatlantic slave trade</p>
<p>9</p>	<p>Students will learn about key developments in the 20th century by exploring:</p> <ul style="list-style-type: none"> • The principal reasons why World War One broke out in 1914, including the longer, shorter and immediate causes. • The Western Front with a focus on those who fought in the British army, life in the trenches and key battles such as the Somme. • How and why women gained the right to vote in 1918 by considering the actions of the Suffrage movements and the impact of World War One. 	<p>Students will learn about key developments in the 20th century by exploring:</p> <ul style="list-style-type: none"> • The causes of World War Two including the role of the Treaty of Versailles, and the key turning points of the war. • How the persecution of Jews intensified and who was responsible for the Final Solution. • After Easter students start their GCSE studies: Medicine in Britain, c1250-present. Students who choose not to study History will follow the same scheme of learning.
	<p>Mid-Year Assessment The causes of World War One and Women’s suffrage.</p>	<p>End of Year Assessment United Learning test: The causes of World War One, Women’s Suffrage & the Final Solution.</p>

KEY STAGE 4

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	<p>Paper 1 – Continue Medicine in Britain, c1250-present</p> <p>Part A: Causes, treatment & prevention c1250-present</p> <ul style="list-style-type: none"> Beliefs about the causes of disease in the Middle Ages, Renaissance, Industrial & modern age Treatments and preventions of disease in the Middle Ages, Renaissance, Industrial & modern age Middle Ages case study: The Black Death Renaissance case studies: The Great Plague, Andreas Vesalius & William Harvey Industrial case studies: Edward Jenner & James Snow Modern age case studies: Penicillin & lung cancer <p>Part B: The British Sector of the Western Front, c.1914-18: Injuries, treatment and the trenches</p> <ul style="list-style-type: none"> The trench system and key battles Types of injury and illness on the Western Front The work of the RAMC & FANY The Chain of Evacuation Experiments and developments in treatment and surgery 	<p>Paper 3 - Weimar & Nazi Germany, 1918-39 cont.</p> <ul style="list-style-type: none"> Early unpopularity of Weimar Republic & unrest 1918-23 Recovery & changes under the Weimar Republic, 1923-29 Early stages of the Nazi Party & the Munich Putsch 1923 The Great Depression 1929-32 The Rise of the Nazis 1929-33 Achieving Total Power 1933-34 The Machinery of Terror & propaganda Women, young people & workers in Nazi Germany Nazi Discrimination Attitudes towards religion Opposition
	<p>Mid-Year Assessment</p> <p>Paper 1 exam on content covered Sep-Jan</p>	<p>End of Year Assessment</p> <p>Paper 1 and 3 exams on content covered in Year 10</p>
11	<p>Paper 2 - Early Elizabethan England, 1558-88</p> <ul style="list-style-type: none"> Challenges facing Elizabeth in 1558 The Religious Settlement of 1559 Challenges to the Religious Settlement Catholic Plots at home Relations with Spain War with Spain & Spanish Armada, 1585-88 Education, sports, pastimes and the Theatre Poverty Exploration and Discovery Raleigh and Virginia 	<p>Paper 2 - Superpower Relations and the Cold War, 1941-1991</p> <ul style="list-style-type: none"> Origins of the Cold War, 1941-58 The Berlin Crisis 1948-49 The Arms Race The Hungarian Uprising The Berlin Crisis 1959-61 The Cuban Missile Crisis 1959-61 The Prague Spring Détente – Easing of Tensions The Soviet Invasion of Afghanistan The Second Cold War The Collapse of the Soviet Union
		<p>March Mock Exams</p> <p>Paper 1, 2 and 3 on content covered in Year 9-11</p> <p>Revision for Paper 1,2 and 3</p> <ul style="list-style-type: none"> Revise key content: Medicine through time, Elizabethan England, Cold War, Weimar & Nazi Germany Past paper questions: Practice of all the examination question types
	<p>November Mock Exams</p> <p>Paper 2 and 3 exam on content covered in Year 9 and Year 10</p>	<p>ACTUAL GCSE EXAMS.</p>

KEY STAGE 5

	September – November	December – March	March - June
12	Paper 1 – <ul style="list-style-type: none"> Theme 1 – The quest for political stability, 1625-88 Paper 2 – <ul style="list-style-type: none"> Theme 1 – Autocracy and Opposition, 1894-1905 Theme 2 – Conflict, repression and reform, 1905-1914 	Paper 1 – <ul style="list-style-type: none"> Theme 2 – Religion: conflict and dissent, 1625-88 Theme 3 – Social and intellectual challenge, 1625-88 Paper 2 – <ul style="list-style-type: none"> Theme 3 – February Revolution and the Democratic experiment, 1914-Oct 1917 Theme 4 – October Revolution and Consolidation of Bolshevik rule, 1917-1924 	Paper 1 – <ul style="list-style-type: none"> Theme 4 – Economy, trade and empire, 1625-88 Historical interpretations: How revolutionary in the years to 1701 was the Glorious Revolution of 1688-89? Revision Paper 2 – <ul style="list-style-type: none"> Revision; Knowledge gaps, Past-paper questions Theme 1: ‘Free at Last’ – abolition of slavery and South’s reaction, 1850-1877 Theme 3: Section C – Part 1 Literature & Lithographs
	<p align="center">November Mock Exam</p> Paper 1 – One Section A question assessing Theme 1 Paper 2 – One Section B question assessing Themes 1-2	<p align="center">March Mock Exam</p> Paper 1 – One section A and Section B question assessing Themes 1-3 Paper 2 – One section A and Section B question assessing Themes 1-3	<p align="center">End of Year Exam</p> Paper 1 – Full paper Paper 2 – Full paper
13	Paper 1 – Revision; Knowledge gaps, Past-paper questions Paper 2 – Revision; Knowledge gaps, Past-paper questions Paper 3 – <ul style="list-style-type: none"> Theme 2: Jim Crow South, 1877-1900 Theme 3: Section C – Part 1 Civil Rights literature, Lithographs, Film & TV 1850-2009 Coursework – <ul style="list-style-type: none"> Short-course; contextual background on the early Tudors A short skills-based course of study that covers the work of historians in creating interpretations and approaches to the analysis and evaluation of historical interpretations Students start writing 3000-4000 word essay. Final deadline: tbc 	Paper 1 – Revision; Knowledge gaps, Past-paper questions Paper 2 – Revision; Knowledge gaps, Past-paper questions Paper 3 – <ul style="list-style-type: none"> Theme 4: Voting Patterns and the New Deal Theme 5: Civil Rights activism, 1950-1969 Coursework – Students writing 3000-4000 word essay. Final deadline: tbc	Paper 1 – Revision; Knowledge gaps, Past-paper questions Paper 2 – Revision; Knowledge gaps, Past-paper questions Paper 3 – <ul style="list-style-type: none"> Theme 6: Section C – Part 3 Geography 1850-2009 Theme 7: Obama’s political career 2004-2009 Revision; Knowledge gaps, Past-paper questions
	<p align="center">November Mock Exam</p> Paper 1 – Full paper Paper 2 – Full Paper Paper 3 – One Section A and Section B question assessing Theme 1	<p align="center">March Mock Exam</p> Paper 1 – Full paper Paper 2 – Full Paper Paper 3 – One Section A, B and C question assessing Themes 1-4	<p align="center">ACTUAL A LEVEL EXAMINATION</p>

